



MUSIC – Long Term Planning 2021-2022



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Exploring sounds – find the beat! Join in with Simple songs and Rhymes. Find the beat/pulse – move to the pulse of the music.	Singing focus <i>(lead up to Christmas)</i> Explore using the voice in different ways (e.g. whispering, singing, speaking, animal sounds). Copy a so-mi pattern. Imitate changes in dynamics.	Sonic explorers - Super Market and Space station <i>(BBC Teach, bring the Noise)</i> Make our instruments/composing Create simple representations of events, people and objects and feelings using sounds.	Classical music for the Early Years – study Gustav Holst – ‘Mars’ Respond to a stimulus and suggest symbols to represent sounds, e.g large spikey shape for a rocket bang!	What am I? Instrumental focus Children will gain a greater appreciation of instruments and their names, recognising the sounds they make and hear them used in a variety of live/recorded situations.	Music and Music Technology – 2beat Bring the Noise <i>Funky elephant walk</i>
Year 1	Exploring rhythm and beat Explore using the voice in different ways Sing in unison – call and response Follow pictures and symbols to support playing tuned/non tuned percussion.	Singing Focus <i>(lead up to Christmas)</i> Singing collectively at the same pitch. Sing so-mi songs and singing games with accurate pitch matching Explore the voice expressively and creatively. Christmas performance	Playing, composing and performing Make our instruments/composing Create simple representations of events, people and objects and feelings using sounds created through home made instruments. Fairy Tales - songs	BBC ten pieces Mars from ‘The Planets’ by Gustav Holst – Get creative with Classical Music	Bring the Noise! Animals – songs/funky elephant walk (Bring the noise). Composing and exploring using carefully chosen instruments.	Sonic explorers – The Beach and prehistoric times (BBC teach, bring the noise) Explore body, vocal and percussion sounds to create musical sound effects and short sequences of sounds. Dinosaurs/animal songs (<i>link to trip to Blackpool zoo</i>).
Year 2	Exploring rhythm and beat Explore using the voice in different ways Sing in unison – call and response Clap a simple rhythmic pattern for others to copy. Begin to identify the difference between pulse and rhythm.	Singing Focus <i>(lead up to Christmas)</i> Sing a variety of songs with a wider pitch range (do-do) showing a sense of melodic shape. Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and demonstrate these when singing and playing. Christmas performance	Design and make instruments, use them to compose. Create simple representations of events, people and objects and feelings using sounds created through home made instruments. Link to topic – Science – Materials.	BBC ten pieces Mars from ‘The Planets’ by Gustav Holst – Get creative with Classical Music Topic link - Art painting – Graphic scores.	Story Telling through Music! Link to topic – Titanic – James Horner, musical scores.	Sounds of the seaside Listen with concentration to a range of recorded and live Music. Create music as a response to stimulus. Song - ‘underneath the sea’, singing in a round. Sounds of the seaside.
Year 3	Exploring rhythm and beat Explore using the voice in different ways Sing in unison – call and response Identify patterns of one and two sounds per beat plus rests and use rhythm names.	Singing Focus <i>(lead up to Christmas)</i> Sing a widening range of unison songs tunelessly with expression. Show control of dynamics and tempo when singing and playing, following physical written symbols: dynamics <i>p f</i> (loud/soft) – tempo <i>allegro</i> and <i>adagio</i> (fast/slow) Christmas performance	Edward Grieg – In the hall of the Mountain King from ‘Peer Gynt’ – (6 week study) <i>Norwegian, folk—inspired composer of the Romantic era.</i> Link to Topic- plants song Art – painting graphic scores.	Playing and performing Whole class Keyboard lessons.	The Orchestra Know that different instruments make different sounds and match instruments to sounds Topic – ancient Egypt. Songs linked to topic vocabulary.	Sounds of Ancient Worlds Listen with concentration to a range of recorded and live Music. Create music as a response to stimulus.

Year 4	Rhythm and beat Explore using the voice in different ways Sing in unison – call and response Recognise symbols for minims, crotchets, quavers and crotchet rests. Read and clap 4 beat patterns.	Singing Focus <i>(lead up to Christmas)</i> Sing a variety of songs with appropriate vocal range, clear diction, mostly accurate tuning and control of breathing. <i>Sing canons or rounds with increased control.</i> Show control of dynamics (loud/quiet) and tempo (fast/slow) and demonstrate these when singing and playing. Christmas performance	Playing and performing Whole class Recorder lessons.	Edward Grieg – In the hall of the Mountain King from 'Peer Gynt' – (6 week study) <i>Norwegian, folk—inspired composer of the Romantic era.</i> Graphic scores – painting linked to topic. South America: Brazil and rainforests – songs as appropriate.	The Orchestra Know that different instruments make different sounds and match instruments to sounds Topic link - The Romans – songs as appropriate.	Short ride in a fast machine – John Adams study. BBC ten pieces Play, perform, improvise and compose music for a range of purposes Listen with concentration to a range of recorded and live Music. Create music as a response to stimulus <i>Link to topic – Local history Manchester – rush hour!</i>
Year 5	Rhythm and beat Explore using the voice in different ways Sing in unison – call and response Follow notated rhythms, recognise semibreves, minims, crotchets, quavers, semi quavers and crotchet rests. Read and play short, rhythmic phrases.	Singing Focus <i>(lead up to Christmas)</i> Sing within an appropriate vocal range with clear diction, accurate tuning, control of breathing and phrasing. Sing three part rounds, partner songs and songs with different structures and begin to show an awareness of how the parts fit together. Christmas performance	Short ride in a fast machine – John Adams study. BBC ten pieces Play, perform, improvise and compose music for a range of purposes.	Rhapsody in Blue – Gershwin Listen and reflect on a piece of orchestral music create their own piece of music using instruments and voice. Learn musical language appropriate to the task Topic Link - Land of the free, exploring North American composers.	The Orchestra Know that different instruments make different sounds and match instruments to sounds Topic link - Light, camera, Action – musical performance focus.	'Underneath the Sea' – song and lyrics to perform in a four-part round – (Topic link - The coast) Art painting seascapes – graphic scores.
Year 6	Rhythm and beat Explore using the voice in different ways. Further understand the differences between semibreves, crotchets, quavers and semiquavers and begin to understand their equivalent rests where appropriate. Capture and record creative ideas in different ways, e.g. graphic symbols, rhythm notation and music technology.	Singing Focus <i>(lead up to Christmas)</i> Sing within an appropriate vocal range with clear diction, accurate tuning, control of breathing and phrasing. Sing three and four part rounds, partner songs and songs with different structures and begin to show an awareness of how the parts fit together. Refine use of dynamics, tempo and articulation when performing. Christmas performance	Short ride in a fast machine – John Adams study. BBC ten pieces Play, perform, improvise and compose music for a range of purposes	Rhapsody in Blue – Gershwin Listen and reflect on a piece of orchestral music create their own piece of music using instruments and voice. Learn musical language appropriate to the task Topic Link - Land of the free, exploring North American composers	The Orchestra Know that different instruments make different sounds and match instruments to sounds Topic link – Light, camera, action – musical performance focus.	Playing and performing Whole class Keyboard lessons.

