



Welbourn C of E Primary School

'Believe, Excite, Succeed, Together'

Music Long Term Plan 2020

	Autumn	Spring	Summer
POS	<p>EYFS</p> <p>ELG 16 Exploring and using media and materials: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>ELG 17 Being imaginative: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> <p>Key Stage 1</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none">▫ use their voices expressively and creatively by singing songs and speaking chants and rhymes▫ play tuned and untuned instruments musically▫ listen with concentration and understanding to a range of high-quality live and recorded music▫ experiment with, create, select and combine sounds using the inter-related dimensions of music. <p>Key stage 2</p> <p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p>		

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Key objectives	Year Reception / Year 1	Year 2/3	Year Reception / Year 1	Year 2/3	Year Reception / Y1	Year 2/3
<p>EYFS/Year 1 How pulse, rhythm and pitch work together.</p> <p>Year 2/3</p> <ul style="list-style-type: none"> • To know that music has a steady pulse, like a heartbeat. • To know that we can create rhythms from words, our names, favourite food, colours and animals. • Rhythms are different 	<p>Autumn 1 Charanga Hey You! unit EYFS Skills Listening and responding to different styles of music.</p> <p>Embedding foundations of the interrelated dimensions of music.</p> <p>Learning to sing or sing along with nursery rhymes and action songs.</p> <p>Improvising leading to playing classroom instruments</p>	<p>Autumn 1 Charanga Hands, Feet and Heart unit Year 2/3 Skills</p> <p>Listen and Appraise To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p> <ul style="list-style-type: none"> • To learn how songs can tell a story or describe an idea. <p>Improvise Clap and Improvise - Listen and clap back, then listen and clap your</p>	<p>Spring 1 Charanga In the Groove EYFS Skills Listening and responding to different styles of music.</p> <p>Embedding foundations of the interrelated dimensions of music.</p> <p>Learning to sing or sing along with nursery rhymes and action songs.</p> <p>Improvising leading to playing classroom instruments</p>	<p>Spring 1 Charanga Unit I Wanna Play in A Band</p> <p>Year 2/3 skills: Learn about voices singing notes of different pitches (high and low).</p> <ul style="list-style-type: none"> • Learn that they can make different types of sounds with their voices - you can rap (spoken word with rhythm). <p>Play the part in time with the steady pulse.</p>	<p>Summer 1 Charanga Unit Big Bear Funk</p> <p>EYFS Skills Listen and Appraise- giving likes and dislikes</p> <p>Musical Activities - learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments</p> <p>Perform and Share and consider others when they</p>	<p>Summer 1 Charanga Unit Friendship Song</p> <p>Year 2/3 skills Sing, Play and Improvise Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D.</p> <p>To respond to different moods in music and explain</p>

<p>from the steady pulse.</p> <ul style="list-style-type: none"> • We add high and low sounds, pitch, when we sing and play our instruments. 	<p>Share and perform the learning that has taken place</p> <p>Year 1 Skills-Improvise Skills Clap and Improvise</p> <p>Listen and clap back, then listen and clap your own answer (rhythms of words)</p> <p>Sing, Play and Improvise</p> <p>Using voices and instruments, listen and sing back ,then listen and play your own answer using two notes, with C moving to D.</p> <p>Improvise</p> <p>Take it in turns to improvise using C or C and D</p> <p>To learn how they can enjoy moving to music by dancing, marching, being</p>	<p>own answer (rhythms of words).</p> <p>Sing, Play and Improvise - Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</p> <p>Improvise! - Take it in turns to improvise using one or two notes.</p> <p>Treat instruments carefully and with respect.</p> <ul style="list-style-type: none"> • Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). • Play the part in time with the steady pulse. 	<p>Year 1 Listen and Appraise</p> <p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p> <ul style="list-style-type: none"> • Learn about voices, singing notes of different pitches (high and low). • Learn that they can make different types of sounds with their voices - you can rap or say words in rhythm. • Learn to start and stop singing when following a leader. 	<ul style="list-style-type: none"> • Listen to and follow musical instructions from a leader. <p>Use the improvisation tracks provided. Improvise using the three challenges:</p> <ol style="list-style-type: none"> 1. Clap and Improvise - Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise - Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! - Take it in turns to improvise 	<p>perform-audience, volume of voice, expression.</p> <p>Year 1-</p> <p>Use voices in different ways such as speaking, singing and chanting</p> <p>To create and choose sounds to perform simple rhythmical patterns, beginning to show an awareness of pulse.</p> <p>To recognise and explore how sounds can be organised.</p> <p>To identify and organise sounds using</p>	<p>thinking about changes in sound</p> <p>To identify what improvements could be made to own work and make these changes, including altering use of voice, playing of and choice of instruments.</p>
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	<p>animals or pop stars.</p> <ul style="list-style-type: none"> • Learn about voices, singing notes of different pitches (high and low). • Learn that they can make different types of sounds with their voices - you can rap or say words in rhythm. • Learn to start and stop singing when following a leader. <p>Play a tuned instrumental part with the song they perform.</p> <ul style="list-style-type: none"> • Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a 	<ul style="list-style-type: none"> • Listen to and follow musical instructions from a leader. <p>Help create three simple melodies with using one, three or five different notes.</p> <ul style="list-style-type: none"> • Learn how the notes of the composition can be written down and changed if necessary. 		<p>using one or two notes.</p>	<p>simple criteria e.g. loud, soft, high low</p> <p>Responding to music: To talk about how music makes you feel or want to move. E.g. it makes me want to jump/sleep/shout</p>	
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	<p>simple part, medium part).</p> <ul style="list-style-type: none"> • Listen to and follow musical instructions from a leader. 					
<p>EYFS/Year 1- Play and Perform (controlling sounds through singing and playing).</p> <p>Year 1- Pulse, rhythm and pitch in different styles of music.</p> <ul style="list-style-type: none"> • To know that music has a steady pulse, like a heartbeat. • To know that we can create rhythms from words, our 	<p>Autumn 2- Nativity</p> <p>EYFS Skills Nativity songs, dances and performances.</p> <p>Learning to sing or sing along with nursery rhymes and action songs</p> <ul style="list-style-type: none"> • Follow instructions on when to sing or to play an instrument <p>Year 1- Play and Perform Use voices in different ways such as speaking, singing and chanting.</p> <p>To use their voices expressively</p>	<p>Autumn 2 Ho, Ho, Ho unit</p> <p>Listen and Appraise</p> <p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p> <ul style="list-style-type: none"> • To learn how songs can tell a story or describe an idea. <p>Treat instruments carefully and with respect.</p> <ul style="list-style-type: none"> • Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated 	<p>Spring 2 EYFS Skills Children sing songs, make music and dance, and experiment with ways of changing them</p> <p>Year 1- Charanga Unit Spring 2: Round and round Year 1 Skills:</p> <p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p> <ul style="list-style-type: none"> • Learn about voices, singing notes of different pitches (high and low). 	<p>Spring 2 Charanga Unit Zootime Year 2/3 skills Find the pulse (a steady heartbeat)</p> <ul style="list-style-type: none"> • Be an animal of your choice. Clap rhythms (long + short sounds) • Copy and clap back rhythms. <ul style="list-style-type: none"> • Clap the rhythm of their name. • Clap the rhythm of their favourite colour • Create their own rhythms for the class to copy back. 	<p>Summer 2 Charanga Unit Reflect, Rewind and Replay-Consolidation Unit</p> <p>EYFS Skills: Clap short, rhythmic patterns</p> <p>Make different sounds (high and low - pitch; loud and quiet</p> <p>- dynamics; fast and slow</p> <p>- tempo; quality of the sound - smooth, crisp, scratchy, rattling, tinkling etc...- timbre)</p> <p>Year 1-</p>	<p>Summer 2 Charanga Unit Reflect, Rewind and Replay-Consolidation Unit</p> <p>The history of music, look back and consolidate your learning, learn some of the language of music</p>

<p>names, favourite food, colours and animals.</p>	<p>and creatively by singing songs.</p> <p>To think about others when performing.</p>	<p>parts (a one-note, simple or medium part).</p> <ul style="list-style-type: none"> • Play the part in time with the steady pulse. • Listen to and follow musical instructions from a leader. <p>Help create three simple melodies with using one, three or five different notes.</p> <ul style="list-style-type: none"> • Learn how the notes of the composition can be written down and changed if necessary. 	<ul style="list-style-type: none"> • Learn that they can make different types of sounds with their voices - you can rap or say words in rhythm. • Learn to start and stop singing when following a leader. • Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). • Listen to and follow musical instructions from a leader. 	<p>Pitch: High and low sounds we add to the pulse and rhythm when we sing/play an instrument.</p> <p>Sing and dance together, in time and using actions.</p>	<p>Consolidation Unit</p> <p>Assessment of skills learnt</p>	

Key vocabulary	See appendix					
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	Autumn		Spring	Summer
KS2 POS	<p><i>Key stage 2</i></p> <p><i>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</i></p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <i>▫ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i> <i>▫ improvise and compose music for a range of purposes using the inter-related dimensions of music</i> <i>▫ listen with attention to detail and recall sounds with increasing aural memory</i> <i>▫ use and understand staff and other musical notations</i> <i>▫ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i> 			

	α develop an understanding of the history of music.					
Key objectives	Year 4/5/6 Autumn 1	Year 4/5/6 Autumn 2	Year 4/5/6 Spring 1	Year 4/5/6 Spring 2	Year 4/5/6 Summer 1	Year Y4/5/6 Summer 2
<ul style="list-style-type: none"> To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? To know the style of the five songs and to name other songs from the Units in those styles. To choose two or three other songs and be able to talk about: <ul style="list-style-type: none"> Some of the style indicators of the songs (musical characteristics that give the songs their style) 	<p>Charanga Unit Livin On a Prayer</p> <p>KS2 Skills: Listen and Appraise</p> <ul style="list-style-type: none"> To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. 	<p>Charanga Unit Classroom Jazz (Swing and Bossa Nova)</p> <p>KS2 Skills: To learn the notation for notes: Bossa Nova B, A + G Swing D, E, G, A + B</p> <p>Responding and reviewing (appraising skills)</p> <p>To describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music</p> <ul style="list-style-type: none"> To compare two songs in the same style, talking about what stands 	<p>Charanga Unit Make You Feel My Love (Pop ballads)</p> <p>KS2 Skills: Use/read the notes B, C, D, E, F + G</p> <p>Listen and Appraise Skills:</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <ul style="list-style-type: none"> When you talk try to use musical words. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel. 	<p>Charanga Unit The Fresh Prince of Bel-Air (Old School Hip Hop)</p> <p>KS2 Skills: Use/read the notes C, D, E, F, G + A</p> <p>Listen and Appraise Skills:</p> <ul style="list-style-type: none"> To identify and move to the pulse with ease. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the 	<p>Charanga Unit Dancing in the Street (Motown)</p> <p>KS2 Skills: Use/read the notes F, G, A + D</p> <p>Listen and Appraise Skills:</p> <ul style="list-style-type: none"> To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences Listen carefully and respectfully to other people's thoughts about the music. 	<p>Charanga Unit: Reflect, Rewind and Replay</p> <p>KS2 Skills: Use/read the notes B, C, D, E, F + G</p> <p>Listen and Appraise Skills:</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <ul style="list-style-type: none"> When you talk try to use musical words. To talk about the musical dimensions working together in the Unit songs.

<ul style="list-style-type: none"> ○ The lyrics: what the songs are about ○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) ○ Identify the main sections of the songs (intro, verse, chorus etc.) ○ Name some of the instruments they heard in the songs ○ The historical context of the songs. What else was going on at 	<ul style="list-style-type: none"> ● When you talk try to use musical words. ● To talk about the musical dimensions working together in the Unit songs. ● Talk about the music and how it makes you feel. <p>To identify and move to the pulse with ease.</p> <ul style="list-style-type: none"> ● To think about the message of songs. ● To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. ● Listen carefully and respectfully to 	<p>out musically in each of them, their similarities and differences.</p> <ul style="list-style-type: none"> ● Listen carefully and respectfully to other people's thoughts about the music. ● When you talk try to use musical words. ● To talk about the musical dimensions working together in the Unit songs. ● Talk about the music and how it makes you feel. <p>Singing To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase</p>	<ul style="list-style-type: none"> ● To identify and move to the pulse with ease. ● To think about the message of songs. ● To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. <p>Singing:</p> <ul style="list-style-type: none"> ● To listen to each other and be aware of how you fit into the group. ● To sing with awareness of being 'in tune'. <p>To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of</p>	<p>music.</p> <ul style="list-style-type: none"> ● When you talk try to use musical words. ● To talk about the musical dimensions working together in the Unit songs. ● Talk about the music and how it makes you feel. <p>Singing:</p> <p>To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase.</p> <p>Composition Skills:</p> <ul style="list-style-type: none"> ● Create simple melodies using up to five different notes and simple rhythms that work musically 	<ul style="list-style-type: none"> ● When you talk try to use musical words. <p>Singing:</p> <ul style="list-style-type: none"> ● To sing in unison and to sing backing vocals. ● To enjoy exploring singing solo. <p>To listen to the group when singing.</p> <ul style="list-style-type: none"> ● To demonstrate a good singing posture. ● To follow a leader when singing. <p>Playing/Performing Skills:</p> <ul style="list-style-type: none"> ● Play a musical instrument with the correct technique within the context of the Unit song. 	<p>Singing:</p> <ul style="list-style-type: none"> ● To listen to each other and be aware of how you fit into the group. ● To sing with awareness of being 'in tune'. <p>To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase</p> <p>Composition Skills:</p> <ul style="list-style-type: none"> ● Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.
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<p>this time?</p>	<p>other people's thoughts about the music.</p> <ul style="list-style-type: none"> • When you talk try to use musical words. • To talk about the musical dimensions working together in the Unit songs. • Talk about the music and how it makes you feel. <p>Singing:</p> <ul style="list-style-type: none"> • To sing in unison and to sing backing vocals. • To enjoy exploring singing solo. <p>To listen to the group when singing.</p> <ul style="list-style-type: none"> • To demonstrate a good singing posture. 	<ul style="list-style-type: none"> • To demonstrate a good singing posture. • To follow a leader when singing. • To experience rapping and solo singing. • To listen to each other and be aware of how you fit into the group. • To sing with awareness of being 'in tune'. <p>Playing and Performing Skills</p> <p>To play and perform with accuracy, fluency, control and expression</p> <p>To think about the audience when performing and how to create a specific effect.</p>	<p>phrase</p> <ul style="list-style-type: none"> • Play a musical instrument with the correct technique within the context of the Unit song. • Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts - a one-note, simple or medium part or the melody of the song from memory or using notation. • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader. 	<p>with the style of the Unit song.</p> <ul style="list-style-type: none"> • Explain the keynote or home note and the structure of the melody. • Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). <p>Playing</p> <p>Play a musical instrument with the correct technique within the context</p>	<ul style="list-style-type: none"> • Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts - a one-note, simple or medium part or the melody of the song from memory or using notation. • To rehearse and perform their part within the context of the Unit song. <p>Composition Skills:</p> <ul style="list-style-type: none"> • Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. • Record the composition in any way 	<ul style="list-style-type: none"> • Explain the keynote or home note and the structure of the melody. • Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). <p>Playing</p> <p>Play a musical instrument with the correct technique within the context</p>
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	<ul style="list-style-type: none"> • To follow a leader when singing. • To experience rapping and solo singing. • To listen to each other and be aware of how you fit into the group. • To sing with awareness of being 'in tune'. <p>Playing Play a musical instrument with the correct technique within the context of the Unit song.</p> <ul style="list-style-type: none"> • Select and learn an instrumental part that matches their musical challenge, using one of the differentiated 	<p>Create and Compose Skills:</p> <p>To create increasingly complicated rhythmic and melodic phrases within given structures.</p>	<ul style="list-style-type: none"> • To lead a rehearsal session. <p>Composition Skills:</p> <ul style="list-style-type: none"> • Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. • Explain the keynote or home note and the structure of the melody. • Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. • Record the composition in any way appropriate that recognises the 	<p>of the Unit song.</p> <ul style="list-style-type: none"> • Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts - a one-note, simple or medium part or the melody of the song from memory or using notation. <p>Performance Skills:</p> <ul style="list-style-type: none"> • To record the performance and compare it to a previous performance. • To discuss and talk musically about it - "What went well?" and "It would have been even better if...?" 	<p>appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	<p>of the Unit song.</p> <ul style="list-style-type: none"> • Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts - a one-note, simple or medium part or the melody of the song from memory or using notation
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	<p>parts - a one-note, simple or medium part or the melody of the song from memory or using notation.</p> <ul style="list-style-type: none">• To rehearse and perform their part within the context of the Unit song.• To listen to and follow musical instructions from a leader.• To lead a rehearsal session.		<p>connection between sound and symbol (e.g. graphic/pictorial notation).</p>			