

## Welbourn C of E Primary School

## 'Believe, Excite, Succeed, Together'

## Music Long Term Plan 2020

	Autumn	Spring	Summer					
POS	EYFS							
	ELG 16 Exploring and using media and m	naterials: Children sing songs, make mu	sic					
	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.							
	ELG 17 Being imaginative: Children use	what they have learnt about media and	d					
	materials in original ways, thinking abou	t uses and purposes. They represent the	lir					
	own ideas, thoughts and feelings through	r design and technology, art, music,						
	dance, role play and stories.							
	Key Stage I							
	Pupils should be taught to:							
	¤ use their voices expressively and creat	ively by singing songs and speaking cha	ints and rhymes					
	¤ play tuned and untuned instruments m	usically						
	¤ listen with concentration and understa	nding to a range of high-quality live a	nd recorded music					
	¤ experiment with, create, select and co	mbine sounds using the inter-related di	mensions of music.					
	Key stage 2							
	Pupils should be taught to sing and play	musically with increasing confidence a	nd control. They should develop					
	an understanding of musical composition	, organising and manipulating ideas wit	hin musical structures and					
	reproducing sounds from aural memory.							
	Pupils should be taught to:							

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
 isten 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 2/3	Year Reception /	Year 2/3	Year Reception /	Year 2/3
	Year I		YearI		УГ	
EYFS/Year I	Autumn I	Autumn I	Spring I	Spring I	Summer I	Summer I
How pulse,	Charanga Hey	Charanga	Charanga	Charanga Unit	Charanga Unit	Charanga Unit
rhythm	You! unit	Hands, Feet and	In the Groove	I Wanna Play	Big Bear Funk	Friendship
and pitch	EYFS Skills	Heart unit	EYFS Skills	in A Band	-	Song
work	Listening and	Year 2/3 Skills	Listening and		EYFS Skills	-
together.	responding to		responding to	Year 2/3 skills:	Listen and	Year 2/3 skills
	different styles of	Listen and	different styles of	Learn about	Appraise- giving	Sing, Play and
Year 2/3	music.	Appraise	music.	voices singing	likes and	Improvise
• To know		To learn how they		notes of	dislikes	Using voices
that music	Embedding	can enjoy moving	Embedding	different pitches		and
has a steady	foundations of the	to music by	foundations of the	(high and low).	Musical	instruments,
pulse, like a	interrelated	dancing, marching,	interrelated		Activities -	listen
heartbeat.	dimensions of	being animals or	dimensions of	• Learn that	learn about the	and sing back,
	music.	pop stars.	music.	they can make	interrelated	then listen and
• To know				different types	dimensions of	play your own
that we can	Learning to sing	• To learn how	Learning to sing	of sounds with	music through	answer using
create	or sing along with	songs can tell a	or sing along with	their voices –	singing,	two notes, with
rhythms from	nursery rhymes	story or describe	nursery rhymes	you can rap	improvising and	C moving to D.
words, our	and action songs.	an idea.	and action songs.	(spoken word	playing	
names,				with rhythm).	classroom	To respond to
favourite	Improvising	Improvise	Improvising		instruments	different moods
food, colours	leading to playing	Clap and	leading to playing			in
and animals.	classroom	Improvise – Listen	classroom	Play the part in	Perform and	music and
	instruments	and clap back,	instruments	time with the	Share and	explain
<ul> <li>Rhythms</li> </ul>		then listen and		steady pulse.	consider others	
are different		clap your			when they	

from the	Share and perform	own answer	Year 1	• Listen to and	perform-	thinking about
steady pulse.	the learning that	(rhythms of words).	Listen and	follow musical	audience,	changes in
stadag patisat	has taken place		Appraise	instructions from	volume of voice,	sound
• We add		Sing, Play and	To learn how they	a leader.	expression.	
high and low	Year   Skills-	Improvise – Use	can enjoy moving			To identify
sounds, pitch,	Improvise Skills	voices and	to music by	Use the		what
when we sing	Clap and	instruments, listen	dancing, marching,	improvisation	Year I-	improvements
and play our	Improvise	and sing	being	tracks provided.	Use voices in	could be made
instruments.	Listen and clap	back, then listen	animals or pop	Improvise using	different	to own
	back, then listen	and play your own	stars.	the three	ways such as	work and make
	and clap your own	answer using one		challenges:	speaking,	these changes,
	answer (rhythms	or two notes.	• Learn about	erenere gizer	singing and	including
	of words)		voices, singing	I. Clap and	chanting	altering use of
	- )	Improvise! – Take	notes of different	Improvise -	g	voice,
	Sing, Play and	it in turns to	pitches (high and	Listen and clap	To create and	playing of and
	Improvise	improvise using	low).	back, then	choose	choice
	Using voices and	one or two notes.	• Learn that they	listen and clap	sounds	of instruments.
	instruments, listen		can make	your	to perform	5
	and sing back	Treat instruments	different types of	own answer	simple	
	,then	carefully and with	sounds with their	(rhythms of	rhythmical	
	listen and play	respect.	voices -	words).	patterns,	
	your own answer		you can rap or say		beginning to	
	using	• Learn to play a	words in rhythm.	2. Sing, Play	show an	
	two notes, with C	tuned instrumental	• Learn to start	and Improvise -	awareness of	
	moving to D.	part that matches	and stop singing	Use voices and	pulse.	
		their musical	when following a	instruments,		
	Improvise	challenge, using	leader.	listen and sing	To recognise	
	Take it in turns to	one of the		back, then	and	
	improvise using C	differentiated		listen and play	explore how	
	or C and D	parts (a one-note,		your own	sounds	
		simple or		answer using	can be	
	To learn how they	medium part).		one or two	organised.	
	can enjoy moving			notes.		
	to music by	• Play the part in				
	dancing, marching,	time with the		3. Improvise! –	To identify and	
	being	steady pulse.		Take it in turns	organise sounds	
				to improvise	using	

				I
animals or pop	• Listen to and	using one or	simple criteria	
stars.	follow musical	two notes.	e.g.	
	instructions from a		loud, soft, high	
• Learn about	leader.		low	
voices, singing				
notes of different	Help create three		Responding to	
pitches (high and	simple melodies		music:	
low).	with using one,		To talk about	
	three or		how music	
• Learn that they	five different		makes you feel	
can make	notes.		or want to	
different types of			move.	
sounds with their	• Learn how the		E.g. it makes	
voices -	notes of the		me want to	
you can rap or say	composition can be		jump/sleep/shout	
words in rhythm.	written down and			
	changed if			
• Learn to start	necessary.			
and stop singing	5			
when following a				
leader.				
Play a tuned				
instrumental part				
with the song they				
perform.				
p = g +				
• Learn to play an				
instrumental part				
that matches their				
musical				
challenge, using				
one of the				
differentiated				
parts (a one-note				
part, a			1	

	simple part, medium part). • Listen to and follow musical instructions from a leader.					
EYFS/Year I-	Autumn 2-	Autumn 2	Spring 2	Spring 2	Summer 2	Summer 2
Play and	Nativity	Ho, Ho, Ho unit	EYFS Skills	Charanga Unit	Charanga Unit	Charanga Unit
Perform (controlling	EYFS Skills	Listen and	Children sing songs, make music	Zootime Year 2/3 skills	Reflect, Rewind and Replay-	Reflect, Rewind and Replay-
sounds	Nativity songs,	Appraise	and dance, and	Find the pulse	Consolidation	Consolidation
through	dances and	http://www.	experiment with	(a steady	Unit	Unit
singing and	performances.	To learn how they	ways of changing	heartbeat)		01000
playing).	r - j	can enjoy moving	them		EYFS Skills:	The history of
	Learning to sing	to music by		• Be an animal	Clap short,	music, look
	or sing along with	dancing, marching,	Year I-	of your choice.	rhythmic	back
Year I-	nursery rhymes	being animals or	Charanga Unit	Clap rhythms	patterns	and consolidate
Pulse, rhythm	and action songs	pop stars.	Spring 2: Round	(long + short		your learning,
and			and round	sounds)	Make different	learn
pitch in	• Follow	• To learn how	Year I Skills:		sounds (high	some of the
different	instructions on	songs can tell a		<ul> <li>Copy and clap</li> </ul>	and low – pitch;	language of
styles of	when to sing or to	story or describe		back rhythms.	loud and quiet	music
music.	play an instrument	an idea.	To learn how they	• Clap the		
		Treat instruments	can enjoy moving	rhythm of their	– dynamics; fast	
• To know	Year I-	carefully and with	to music by	name.	and slow	
that music	Play and Perform	respect.	dancing, marching,			
has a steady	Use voices in		being	• Clap the	– tempo; quality	
pulse, like a	different	• Learn to play a	animals or pop	rhythm of their	of the sound -	
heartbeat. • To know	ways such as	tuned instrumental	stars.	favourite colour	smooth, crisp,	
• To know that we can	speaking, singing and	part that matches their musical	• Learn about	• Create their	scratchy,	
create	singing and			own rhythms for	rattling, tinkling etc timbre)	
rhythms from	chanting.	challenge, using one of the	voices, singing notes of different	the class to		
words, our	To use their	differentiated	pitches (high and	copy back.	Year I-	
	voices expressively		low).			

names, favourite	and creatively by singing songs.	parts (a one-note, simple or	<ul> <li>Learn that they can make</li> </ul>	Pitch: High and low sounds we	Consolidation Unit	
food, colours and animals.	To think about others when performing.	<ul> <li>medium part).</li> <li>Play the part in time with the steady pulse.</li> <li>Listen to and follow musical instructions from a leader.</li> <li>Help create three simple melodies with using one, three or five different notes.</li> <li>Learn how the notes of the composition can be written down and changed if necessary.</li> </ul>	<ul> <li>different types of sounds with their voices - you can rap or say words in rhythm.</li> <li>Learn to start and stop singing when following a leader.</li> <li>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).</li> <li>Listen to and follow musical instructions from a leader.</li> </ul>	add to the pulse and rhythm when we sing/play an instrument. Sing and dance together, in time and using actions.	Assessment of skills learnt	

Key	See appendix			
vocabulary				



Welbourn C of E Primary School

'Believe, Excite, Succeed, Together'

	Autumn		Spring	Summer
	Key stage 2			
	Pupils should be taught to sing and p	lay musically with in	creasing confidence and control. They	should develop
KS2	an understanding of musical composit	ion, organising and r	nanipulating ideas within musical struct	ures and
POS	reproducing sounds from aural memor	у.		
F03	Pupils should be taught to:			
	¤ play and perform in solo and ensem	ible contexts, using t	heir voices and playing musical instrum	ents with
	increasing accuracy, fluency, control o	and expression		
	¤ improvise and compose music for a	range of purposes us	ing the inter-related dimensions of mus	sic
	¤ listen with attention to detail and	recall sounds with in	creasing aural memory	
	¤ use and understand staff and othe	r musical notations		
	¤ appreciate and understand a wide	range of high-quality	y live and recorded music drawn from d	lifferent
	traditions and from great composers a	nd musicians		

	¤ develop an und	lerstanding of the hi	story of music.			
Key objectives	Year 4/5/6	Year 4/5/6	Year 4/5/6	Year 4/5/6	Year 4/5/6	Year Y4/5/6
0	Autumn I	Autumn 2	Spring I	Spring 2	Summer I	Summer 2
• To know	Charanga Unit	Charanga Unit	Charanga Unit	Charanga Unit	Charanga Unit	Charanga
five songs	Livin Ôn a	Classroom Jazz	Make You Feel My	The Fresh Prince	Dancing in the	Unit:
from memory,	Prayer	(Swing and Bossa	Love	σf	Street	Reflect,
who sang or		Nova)	(Pop ballads)	Bel-Air	(Motown)	Rewind and
wrote them,	KS2 Skills:		·	(Old School Hip		Replay
when they	Listen and	KS2 Skills:	KS2 Skills:	Нор)	KS2 Skills:	
were written	Appraise	To learn the	Use/read the		Use/read the	KS2 Skills:
and, if		notation for notes:	notes	KS2 Skills:	notes	Use/read the
possible, why?	<ul> <li>To identify</li> </ul>	Bossa Nova B, A +	B, C, D, E, F + G	Use/read the	F, G, A + D	notes
	and move to	G		notes C, D, E, F,		B, C, D, E, F +
• To know	the pulse with	Swing D, E, G, A	Listen and	G + A	Listen and	G
the style σf	ease.	+ B	Appraise Skills:		Appraise Skills:	
the five songs				Listen and		Listen and
and to name	<ul> <li>To think about</li> </ul>	Responding and	Listen carefully	Appraise Skills:	<ul> <li>To think about</li> </ul>	Appraise Skills:
other songs	the message of	reviewing	and respectfully		the message of	
from the	songs.	(appraising skills)	to other people's	<ul> <li>To identify</li> </ul>	songs.	Listen carefully
Units in those	_		thoughts about	and move to the		and respectfully
styles.	• To compare	Τσ describe,	the	pulse with ease.	<ul> <li>To compare two</li> </ul>	to other
	two songs in the	compare	music.		songs in the same	people's
<ul> <li>To choose</li> </ul>	same style,	and evaluate		• To compare two	style, talking	thoughts about
two or three	talking about	different	• When you talk	songs in the	about what stands	the
other songs	what stands	types of music	try to use musical	same style,	out musically in	music.
and be able	out musically in	using a range of	words.	talking about	each of them,	
to talk about:	each of them,	musical vocabulary		what stands	their similarities	• When you
∘ Some of	their similarities	including the	<ul> <li>To talk about</li> </ul>	out musically in	and differences	talk try to use
the style	and differences.	inter-related	the musical	each of them,		musical words.
indicators of		dimensions of	dimensions	their similarities	<ul> <li>Listen carefully</li> </ul>	
the songs	• Listen	music	working together	and differences.	and respectfully	• To talk about
(musical	carefully and		in the Unit		to other people's	the musical
characteristics	respectfully to	<ul> <li>To compare two</li> </ul>	songs.	• Listen carefully	thoughts about	dimensions
that give the	other people's	songs in the same		and respectfully	the	working
songs their	thoughts about	style, talking about	<ul> <li>Talk about the</li> </ul>	to other people's	music.	together in the
style)	the	what stands	music and how it	thoughts about		Unit
	music.		makes you feel.	the		songs.

<b>-</b>						<b>2</b>
◦ The lyrics:		out musically in	<b>—</b>	music.	• When you talk	Singing:
what the	• When you talk	each of them,	• To identify and		try to use musical	<b>_</b> .
songs are	try to use	their similarities	move to the pulse	• When you talk	words.	• To listen to
about	musical words.	and differences.	with ease.	try to use	_	each other and
	<ul> <li>To talk about</li> </ul>			musical words.	Singing:	be aware of
◦ Any musical	the musical	<ul> <li>Listen carefully</li> </ul>	<ul> <li>To think about</li> </ul>			how you fit
dimensions	dimensions	and respectfully to	the message of	<ul> <li>To talk about</li> </ul>	<ul> <li>To sing in</li> </ul>	into the group.
featured in	working together	other people's	songs.	the musical	unison and to	
the songs and	in the Unit	thoughts about the		dimensions	sing backing	<ul> <li>Tσ sing with</li> </ul>
where they	songs.	music.	<ul> <li>To compare two</li> </ul>	working together	vocals.	awareness of
are used			songs in the same	in the Unit		being 'in tune'.
(texture,	<ul> <li>Talk about the</li> </ul>	• When you talk	style, talking	songs.	• To enjoy	
dynamics,	music and how	try to use musical	about what stands		exploring singing	To sing in solo,
tempo, rhythm	it makes you	words.	out musically in	<ul> <li>Talk about the</li> </ul>	solo.	unison
and pitch)	feel.		each of them,	music and how it		and in parts
		<ul> <li>To talk about</li> </ul>	their similarities	makes you feel.	To listen to the	with clear
∘ Identify	To identify and	the musical	and differences.		group when	diction,
the main	move to the	dimensions working		Singing:	singing.	controlled pitch
sections of	pulse with ease.	together in the	Singing:			and with sense
the songs		Unit		To sing in solo,	• To demonstrate	σf
(intro, verse,	<ul> <li>To think about</li> </ul>	songs.	• To listen to	unison and in	a good singing	phrase
chorus	the message of		each other and	parts with clear	posture.	
etc.)	songs.	<ul> <li>Talk about the</li> </ul>	be aware of how	diction,		Composition
		music and how it	you fit into the	controlled pitch	• To follow a	Skills:
∘ Name some	• To compare	makes you feel.	group.	and with sense	leader when	
of the	two songs in the			of phrase.	singing.	• Create simple
instruments	same style,	Singing	<ul> <li>To sing with</li> </ul>			melodies using
they heard in	talking about	To sing in solo,	awareness of	Composition	Playing/Performing	up to five
the songs	what stands	unison and in	being 'in tune'.	Skills:	Skills:	different notes
	out musically in	parts with clear				and simple
∘ The	each of them,	diction, controlled	Τσ sing in sσlσ,	<ul> <li>Create simple</li> </ul>	<ul> <li>Play a musical</li> </ul>	rhythms that
historical	their similarities	pitch	unison	melodies using	instrument with	work musically
context of	and differences.	and with sense of	and in parts with	up to five	the correct	with the style
the songs.		phrase	clear	different notes	technique within	of the Unit
What else	• Listen		diction, controlled	and simple	the context	song.
was going on	carefully and		pitch	rhythms that	of the Unit song.	
at	respectfully to		and with sense of	work musically		

		<b>T</b> 1 1 1	1			
this time?	other people's	• To demonstrate	phrase	with the style of	• Select and	• Explain the
	thoughts about	a good singing		the Unit song.	learn an	keynote or
	the	posture.			instrumental part	home note and
	music.	• To follow a	<ul> <li>Play a musical</li> </ul>	• Explain the	that matches	the structure of
	• When you talk	leader when	instrument with	keynote or home	their musical	the melody.
	try to use	singing.	the correct	note and the	challenge, using	
	musical words.		technique within	structure of the	one of the	• Listen to and
		• To experience	the context	melody.	differentiated	reflect upon
	<ul> <li>To talk about</li> </ul>	rapping and solo	of the Unit song.		parts – a one-	the developing
	the musical	singing.		<ul> <li>Listen to and</li> </ul>	note, simple or	composition and
	dimensions		<ul> <li>Select and</li> </ul>	reflect upon the	medium part or	make
	working together	• To listen to	learn an	developing	the melody of the	musical
	in the Unit	each other and be	instrumental part	composition and	song from memory	decisions about
	songs.	aware of how you	that matches their	make	or using	how the melody
		fit into the group.	musical	musical decisions	notation	connects with
	• Talk about the		challenge, using	about how the		the song.
	music and how	<ul> <li>To sing with</li> </ul>	one of the	melody connects	• To rehearse	
	it makes you	awareness of	differentiated	with the song.	and perform their	• Record the
	feel.	being 'in tune'.	parts – a one-		part within the	composition in
			note, simple or	<ul> <li>Record the</li> </ul>	context of the	any way
	Singing:	Playing and	medium part or	composition in	Unit song.	appropriate that
	• To sing in	Performing Skills	the melody of the	any way		recognises the
	unison and to		song from memory	appropriate that	Composition Skills:	connection
	sing backing	To play and	or using	recognises the	• Listen to and	between sound
	vocals.	perform	notation.	connection	reflect upon the	and symbol
		with accuracy,		between sound	developing	(e.g.
	<ul> <li>To enjoy</li> </ul>	fluency,	• To rehearse and	and symbol (e.g.	composition and	graphic/pictorial
	exploring singing	control and	perform their part	graphic/pictorial	make	notation).
	solo.	expression	within the context	notation).	musical decisions	
	To listen to the		of the Unit song.		about how the	Playing
	group when	To think about the		Playing	melody connects	
	singing.	audience when	• To listen to and		with the song.	Play a musical
		performing and	follow musical	Play a musical	5	instrument with
	<ul> <li>Τσ</li> </ul>	how to create a	instructions from	instrument with	<ul> <li>Record the</li> </ul>	the correct
	demonstrate a	specific effect.	a leader.	the correct	composition in	technique
	good singing			technique within	any way	within the
	posture.			the context		context
	1 1	1			1	I

• To follow a	Create and	• To lead a	of the Unit song.	appropriate that	of the Unit
leader when	Compose Skills:	rehearsal session.		recognises the	song.
singing.			<ul> <li>Select and</li> </ul>	connection	
	To create		learn an	between sound	<ul> <li>Select and</li> </ul>
<ul> <li>Tσ experience</li> </ul>	increasingly	Composition Skills:	instrumental part	and symbol (e.g.	learn an
rapping and solo	complicated		that matches	graphic/pictorial	instrumental
singing.	rhythmic and	<ul> <li>Create simple</li> </ul>	their musical	notation).	part that
	melodic phrases	melodies using up	challenge, using		matches their
• To listen to	within given	to five different	one of the		musical
each other and	structures.	notes and simple	differentiated		challenge,
be aware of		rhythms that work	parts – a one-		using one of
how you fit into		musically with the	note, simple or		the
the group.		style of the Unit	medium part or		differentiated
		song.	the melody of		parts – a one-
<ul> <li>To sing with</li> </ul>			the song from		note, simple or
awareness of		• Explain the	memory or using		medium part or
being 'in tune'.		keynote or home	notation.		the melody of
		note and the			the song from
Playing		structure of the	Performance		memory or
Play a musical		melody.	Skills:		using
instrument with			• To record the		notatio
the correct		• Listen to and	performance and		
technique within		reflect upon the	compare it to a		
the context		developing	previous		
of the Unit		composition and	performance.		
song.		make	• To discuss and		
		musical decisions	talk musically		
• Select and		about how the	about it – "What		
learn an		melody connects	went well?" and		
instrumental		with the song.	"It		
part that			would have been		
matches their		• Record the	even better if?"		
musical		composition in any			
challenge, using		way appropriate			
one of the		that recognises			
differentiated		the			

parts – a one-	connection		
note, simple or	between sound		
medium part or	and symbol (e.g.		
the melody of	graphic/pictorial		
the song from	notation).		
memory or using			
notation.			
• To rehearse			
and perform			
their part within			
the context of			
the Unit song.			
J			
• To listen to			
and follow			
musical			
instructions from			
a leader.			
• To lead a			
rehearsal			
session.			