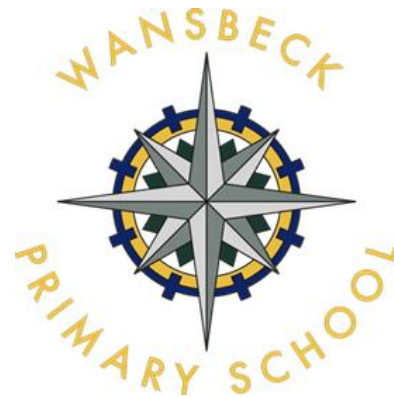


Wansbeck Primary School

Long Term Plan

Music



Wansbeck Primary School Long Term Plan - Music

EYFS

In EYFS, children begin to learn the skills to be musicians by accessing and exploring a range of musical activities.

The children will be taught skills discretely and have access to a variety of activities that they can explore in continuous provision. These will be both adult-led and child-initiated activities. They will be regularly exposed to Music as a way of learning facts, concepts and vocabulary during adult-led and whole class sessions. Children will perform, sing and use instruments during continuous provision and class performances including the Christmas Nativity play. In their provision, children have access to dressing up clothes, puppets, pom-poms and ribbons as well as instruments to ensure they have opportunities to create and perform. Children are taught to develop phonological awareness in F1 to help learn sounds and letters. This may be through the form of sound games, clapping, learning rhythms, poems and rhymes.

Through these activities, children will develop substantive and disciplinary. In the EYFS, substantive knowledge in Music is achieved through learning songs, knowing an understanding of musical terms such as Pulse, Pitch, Rhythm. It is taught sequentially through adult-led teaching and those which also naturally arise through child-initiated learning. Development of the substantive knowledge is achieved through deliberate practice so that children develop fluency in their knowledge and understanding. Disciplinary knowledge in the EYFS, is the interpretation and independent use of learnt knowledge and skills. Embedded learning is identified by assessing what a child can do consistently and independently in a range of everyday situations. Disciplinary knowledge is also represented by children's independent use and application of the prime and specific areas of learning. By being able to explore freely and taught discretely, children will be able to develop their interest music, building foundations so that they are ready to use their voices expressively and creatively, play tuned and untuned instruments, listen to and experiment with creating music in KS1.

The following statements from Communication and Language, Physical Development and Expressive Arts & Design will support the children in developing musical skills.

	F1 - 3 - 4 year old	F2 - 4 - 5 year old
Communication and Language	Sing a large repertoire of songs.	Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.
Physical Development	Use large-muscle movements to wave flags and streamers, paint and make marks.	Combine different movements with ease and fluency.
Expressive Arts and Design	Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.
ELG		
Expressive Arts and Design	Being imaginative and expressive <ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs. 	

• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Year Group	Autumn 1	Autumn 1	Spring 1	Spring 1	Summer 1	Summer 1	Autumn 2	Autumn 2	Spring 2	Spring 2	Summer 2	Summer 2
E/FS overview	Me		My Stories		Everyone		Me		My Stories		Everyone	
Developments matter links	Learn to sing nursery rhymes and action songs		Learn to sing nursery rhymes and action songs. Listening and responding to different styles of music		Learn to sing nursery rhymes and action songs. Improvising leading to playing classroom instruments		Learn to sing nursery rhymes and action songs		Learn to sing nursery rhymes and action songs. Listening and responding to different styles of music		Learn to sing nursery rhymes and action songs. Improvising leading to playing classroom instruments	
Year 1: Overview	<u>The Fossil Hunters</u> Hey You Learning how pulse, rhythm and pitch work together.	<u>The Fossil Hunters</u> Rhythm In the Way We Walk and The Banana Rap Exploring pulse, rhythm and pitch, rapping, dancing and singing.	<u>Heroic Adventures</u> In the Groove How to be in the groove with different styles of music.	<u>Heroic Adventures</u> Round and Round Building on previous learning, focusing around one song: Round and Round, a Bossa Nova Latin style.	<u>Rainforest Romp</u> Your Imagination Learning about how the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.	<u>Rainforest Romp</u> Reflect, Rewind, Replay. Consolidating the learning that has occurred during the year by revisiting songs and musical activities.	<u>Fiery Dragons</u> Hey You Learning how pulse, rhythm and pitch work together.	<u>Fiery Dragons</u> Rhythm In the Way We Walk and The Banana Rap Exploring pulse, rhythm and pitch, rapping, dancing and singing.	<u>Colours in the Rainbow</u> In the Groove How to be in the groove with different styles of music.	<u>Colours in the Rainbow</u> Round and Round Building on previous learning, focusing around one song: Round and Round, a Bossa Nova Latin style.	<u>Seaside Rescue</u> Your Imagination Learning about how the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.	<u>Seaside Rescue</u> Reflect, Rewind, Replay. Consolidating the learning that has occurred during the year by revisiting songs and musical activities.
National Curriculum Links Year 1	Understand and explore how music is created, produced and communicated	Learn to sing and to use their voices, to create and compose music on their own.	Perform, listen to, review and evaluate music across a range of historical periods, genres and styles.	Perform, listen to, review and evaluate music across a range of historical periods, genres and styles.	Understand and explore how music is created, produced and communicated, including	Review and evaluate music across a range of historical periods, genres, including	Understand and explore how music is created, produced and communicated, including	Learn to sing and to use their voices, to create and compose music on their own.	Perform, listen to, review and evaluate music across a range of historical periods, genres, including	Perform, listen to, review and evaluate music across a range of historical periods, genres, including	Understand and explore how music is created, produced and communicated, including	Review and evaluate music across a range of historical periods, genres, styles

	ed, including through the inter-related dimensions: pitch, duration, dynamics, tempo.			periods, genres, styles and traditions.	through the inter-related dimensions: pitch, duration, dynamics, tempo.	styles and traditions.	through the inter-related dimensions: pitch, duration, dynamics, tempo.		periods, genres and styles.	periods, genres, styles and traditions.	through the inter-related dimensions: pitch, duration, dynamics, tempo.	and traditions.
Year 2 Overview	The Fossil Hunters Hands, feet, heart. Learn about South African Music through learning to sing, play, improvise and compose with a song.	The Fossil Hunters Ho, Ho, Ho Learn and focus on one Christmas song and compare it to other genres of music.	Heroic Adventures I Wanna Play in a Band. To learn a rock song singing and playing together in an ensemble and to listen and appraise it.	Heroic Adventures Zootime Developing an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.	Rainforest Romp Friendship Song Learning about how the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked using a song about friendship.	Rainforest Romp Reflect, rewind and replay Consolidates the learning that has occurred during the year.	Fiery Dragons Hands, feet, heart. Learn about South African Music through learning to sing, play, improvise and compose with a song.	Fiery Dragons Ho, Ho, Ho Learn and focus on one Christmas song and compare it to other genres of music.	Colours in the Rainbow I Wanna Play in a Band. To learn a rock song singing and playing together in an ensemble and to listen and appraise it.	Colours in the Rainbow Zootime Developing an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.	Seaside Rescue Friendship Song Learning about how the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked using a song about friendship.	Seaside Rescue Reflect, rewind and replay Consolidates the learning that has occurred during the year.
Year 2 National Curriculum Links	Learn to sing and to use their voices, to create and compose music on their own.	Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions.	Perform, listen to, review and evaluate music across a range of historical periods, genres and styles.	Understand and explore how music is created, produced and communicated , including through the inter-related dimensions: pitch, duration, dynamics, tempo.	Understand and explore how music is created, produced and communicated , including through the inter-related dimensions: pitch, duration, dynamics, tempo.	Review and evaluate music across a range of historical periods, genres, styles and traditions.	Learn to sing and to use their voices, to create and compose music on their own.	Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions.	Perform, listen to, review and evaluate music across a range of historical periods, genres and styles.	Understand and explore how music is created, produced and communicated , including through the inter-related dimensions: pitch, duration, dynamics, tempo.	Understand and explore how music is created, produced and communicated , including through the inter-related dimensions: pitch, duration, dynamics, tempo.	Review and evaluate music across a range of historical periods, genres, styles and traditions.
Year 3 Overview	The Stone Age Let Your Spirits Fly To learn about RnB music and compare it to other	The Stone Age Glockenspiel Stage 1 Exploring & developing playing skills using an instrument	Vicious Vikings or Sensible Settlers Three Little Birds Explore Reggae music and compare it to other genres	Vicious Vikings or Sensible Settlers The Dragon Song. Using pop music as a style,	Frozen Planet Bringing us Together. Explore disco music and compare it to previous styles and genres. Learn	Frozen Planet Reflect, rewind and replay Consolidates the learning that has occurred	War of the Roses Let Your Spirits Fly To learn about RnB music and compare it to other genres of music	War of the Roses Glockenspiel Stage 1 Exploring & developing playing skills using an instrument	Our Global Community Three Little Birds Explore Reggae music and compare it to other genres and	Our Global Community The Dragon Song. Using pop music as a style, discover how a song tells a	Rotten Romans Bringing us Together. Explore disco music and compare it to previous styles and	Rotten Romans Reflect, rewind and replay Consolidates the learning that has occurred

	genres of music.	Learn some musical notation.	and styles of music. Further develop the skills in music (pulse, rhythm, pitch etc)	discover how a song tells a story looking at music from around the world.	how different styles of music make you feel.	during the year		Learn some musical notation.	styles of music. Further develop the skills in music (pulse, rhythm, pitch etc)	story looking at music from around the world.	genres. Learn how different styles of music make you feel.	during the year
Year 3 National Curriculum Links	Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions	Pupils should be taught to sing and play musically with increasing confidence and control. Use and understand staff and other musical notations. play and perform in solo and ensemble playing musical instruments with increasing accuracy, fluency, control and expression.	They should develop an understanding of musical composition. 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. Understand a wide range of high-quality live and recorded music drawn from different traditions	Listen with attention to detail and recall sounds with increasing aural memory. Develop an understanding of the history of music.	To appreciate, review and evaluate music across a range of historical periods, genres, styles, and traditions. Understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions	Pupils should be taught to sing and play musically with increasing confidence and control. Use and understand staff and other musical notations. play and perform in solo and ensemble playing musical instruments with increasing accuracy, fluency, control and expression.	They should develop an understanding of musical composition. 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. Understand a wide range of high-quality live and recorded music drawn from different traditions	Listen with attention to detail and recall sounds with increasing aural memory. Develop an understanding of the history of music.	To appreciate, review and evaluate music across a range of historical periods, genres, styles, and traditions. Understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
Year 4 Overview	The Stone Age Mamma Mia To learn songs by Abba. Appraising and performing them and comparing the songs to other genres of music.	The Stone Age Glockenspiel stage 2 To develop knowledge and skills needed to play a glockenspiel. To read notated music and have an understanding of the language of music.	Vicious Vikings or Sensible Settlers Stop! To develop skills and knowledge about Rap music and how it compares to other styles of music. To perform and compose.	Vicious Vikings or Sensible Settlers Lean on Me To develop skills and knowledge about soul and gospel music and compare it to previous styles and genres	Frozen Planet Blackbird To learn all about one song: Blackbird by The Beatles - a song about civil rights.	Frozen Planet Reflect, rewind and replay Consolidates the learning that has occurred during the year.	War of the Roses Mamma Mia To learn songs by Abba. Appraising and performing them and comparing the songs to other genres of music.	War of the Roses Glockenspiel stage 2 To develop knowledge and skills needed to play a glockenspiel. To read notated music and have an understanding of the language of music.	Our Global Community Stop! To develop skills and knowledge about Rap music and how it compares to other styles of music. To perform and compose.	Our Global Community Lean on Me To develop skills and knowledge about soul and gospel music and compare it to previous styles and genres	Rotten Romans Blackbird To learn all about one song: Blackbird by The Beatles - a song about civil rights.	Rotten Romans Reflect, rewind and replay Consolidates the learning that has occurred during the year.

<p>Year 4 National Curriculum Links</p>	<p>Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions</p>	<p>Pupils should be taught to sing and play musically with increasing confidence and control. Use and understand staff and other musical notations. play and perform in solo and ensemble playing musical instruments with increasing accuracy, fluency, control and expression.</p>	<p>Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions</p>	<p>To appreciate, review and evaluate music across a range of historical periods, genres, styles, and traditions. Understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions</p>	<p>To appreciate, review and evaluate music across a range of historical periods, genres, styles, and traditions. Understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians and 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>Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions</p>	<p>Pupils should be taught to sing and play musically with increasing confidence and control. Use and understand staff and other musical notations. play and perform in solo and ensemble playing musical instruments with increasing accuracy, fluency, control and expression.</p>	<p>Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions</p>	<p>To appreciate, review and evaluate music across a range of historical periods, genres, styles, and traditions. Understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions</p>	<p>To appreciate, review and evaluate music across a range of historical periods, genres, styles, and traditions. Understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians and 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>Year 5</p>	<p><u>World at War</u> Livin' on a Prayer</p>	<p><u>World at War</u></p>	<p><u>Animals versus Humans</u></p>	<p><u>Animals versus Humans</u></p>	<p><u>Marvellous Mayans</u></p>	<p><u>Marvellous Mayans</u></p>	<p><u>World of water</u> Livin' on a Prayer</p>	<p><u>World of water</u> Classroom Jazz 1</p>	<p><u>Crime and Punishment</u></p>	<p><u>Crime and Punishment</u></p>	<p><u>Ancient Greeks</u> Dancing In The Street</p>	<p><u>Ancient Greeks</u></p>

	How Rock music developed from the Beatles onwards. Develop further understanding of rock music and Bon Jovi.	Classroom Jazz 1 Focuses on improvising. Using two great pieces of jazz music, Three Note Bossa and Five Note Swing, the pupils will learn to play the pieces and then explore improvising with the repertoire.	Make You Feel My Love Learning around one song: Make You Feel My Love. (Bob Dylan and Adele) As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Pop Ballads.	The Fresh Prince of Bel-Air Learn about old school Hip-Hop focussing on The Fresh Prince of Bel-Air. Looking in detail at (pulse, rhythm, pitch etc.) Discover how a song tells a story.	Dancing In The Street Focussing around one song: Dancing in The Street by Martha and The Vandellas - a Motown song from the 1960s. Compare it to previous styles and genres.	Reflect, rewind and replay Consolidates the learning that has occurred during the year.	How Rock music developed from the Beatles onwards. Develop further understanding of rock music and Bon Jovi.	Focuses on improvising. Using two great pieces of jazz music, Three Note Bossa and Five Note Swing, the pupils will learn to play the pieces and then explore improvising with the repertoire.	Make You Feel My Love Learning around one song: Make You Feel My Love. (Bob Dylan and Adele) As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Pop Ballads.	The Fresh Prince of Bel-Air Learn about old school Hip-Hop focussing on The Fresh Prince of Bel-Air. Looking in detail at (pulse, rhythm, pitch etc.) Discover how a song tells a story.	Focussing around one song: Dancing in The Street by Martha and The Vandellas - a Motown song from the 1960s. Compare it to previous styles and genres.	Reflect, rewind and replay Consolidates the learning that has occurred during the year.
Year 5 National Curriculum Links	Develop an understanding of the history of music. Understand a wide range of high-quality live and recorded music drawn from different traditions	Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions	Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions	Develop an understanding of the history of music. Understand a wide range of high-quality live and recorded music drawn from different traditions	Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions	To appreciate, review and evaluate music across a range of historical periods, genres, styles, and traditions. Understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians and to sing and play musically with increasing confidence	Develop an understanding of the history of music. Understand a wide range of high-quality live and recorded music drawn from different traditions	Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions	Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions	Develop an understanding of the history of music. Understand a wide range of high-quality live and recorded music drawn from different traditions	Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions	To appreciate, review and evaluate music across a range of historical periods, genres, styles, and traditions. Understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians and to sing and play musically with increasing confidence. They should

						and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory						develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory
Year 6	<p>World at War Happy Looking at songs and how they make you feel focussing on Happy by Pharrell Williams - a Pop song with a Soul influence about being happy. What makes you happy?</p>	<p>World at War Classroom Jazz 2 Listen and appraise two main tunes learn about the interrelated dimensions of music through 1. Playing instruments and 2. Improvising C. And then perform.</p>	<p>Animals versus Humans A New Year Carol The learning is focused around one song from Benjamin Britten's Friday Afternoons: A New Year Carol Other learning within the unit gives your class the opportunity to research Benjamin Britten's life and to listen to many of his other works.</p>	<p>Animals versus Humans You've Got a Friend. To learn the song You've Got A Friend - a song about friendship by Carole King. Appraise and critique her other work and perform using skills learnt in previous lessons.</p>	<p>Marvellous Mayans Music and Me. To explore the concept of 'identity' - the various elements that shape us. Starting with gender, with reference to social and cultural differences. Exploring the work of some of the most influential women in music over the last 100 years.</p>	<p>Marvellous Mayans Reflect, rewind and replay Consolidates the learning that has occurred during the year.</p>	<p>World of water Happy Looking at songs and how they make you feel focussing on Happy by Pharrell Williams - a Pop song with a Soul influence about being happy. What makes you happy?</p>	<p>World of water Classroom Jazz 2 Listen and appraise two main tunes learn about the interrelated dimensions of music through 1. Playing instruments and 2. Improvising C. And then perform.</p>	<p>Crime and Punishment A New Year Carol The learning is focused around one song from Benjamin Britten's Friday Afternoons: A New Year Carol Other learning within the unit gives your class the opportunity to research Benjamin Britten's life and to listen to many of his other works.</p>	<p>Crime and Punishment You've Got a Friend. To learn the song You've Got A Friend - a song about friendship by Carole King. Appraise and critique her other work and perform using skills learnt in previous lessons.</p>	<p>Ancient Greeks Music and Me. To explore the concept of 'identity' - the various elements that shape us. Starting with gender, with reference to social and cultural differences. Exploring the work of some of the most influential women in music over the last 100 years.</p>	<p>Ancient Greeks Reflect, rewind and replay Consolidates the learning that has occurred during the year.</p>
Year 6 National Curriculum Links	Listen with attention to detail and recall sounds with	Perform, listen to, review and evaluate music across a	To appreciate, review and evaluate music across a range of historical	Develop an understanding of the history of music. Understand a	Listen with attention to detail and recall sounds with	To appreciate, review and evaluate music across	Listen with attention to detail and recall sounds with	Perform, listen to, review and evaluate music across a	To appreciate, review and evaluate music across a	Develop an understanding of the history of music. Understand a	Listen with attention to detail and recall sounds with	To appreciate, review and evaluate music across a

	<p>increasing aural memory. Develop an understanding of the history of music.</p>	<p>range of historical periods, genres, styles and traditions. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions</p>	<p>periods, genres, styles, and traditions. Understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>wide range of high-quality live and recorded music drawn from different traditions</p>	<p>increasing aural memory. Develop an understanding of the history of music.</p>	<p>a range of historical periods, genres, styles, and traditions. Understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians and 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>increasing aural memory. Develop an understanding of the history of music.</p>	<p>range of historical periods, genres, styles and traditions. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions</p>	<p>range of historical periods, genres, styles, and traditions. Understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>wide range of high-quality live and recorded music drawn from different traditions</p>	<p>increasing aural memory. Develop an understanding of the history of music.</p>	<p>range of historical periods, genres, styles, and traditions. Understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians and 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>
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