

Music Long Term Plan

Long Term Coverage							
The music curriculum at Atherley North Primary School, aims to ensure that all pupils are all able to express an understanding of beat, rhythm, traditions, learning to sing and use their voices. Our music curriculum will provide the opportunity to develop their risk taking and resilience skills and create a universal language which celebrates relationships and builds on tolerance. We expect our pupils to develop a love of music which we hope will improve their self-confidence, creativity, sense of achievement and encourage future aspirations.							
	EYFS	KS1			KS2		
National Curriculum Objectives	ELG: Being Imaginative and Expressive 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	Pupils should be taught to: □ 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.			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 □ 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.		
Autumn Term							
	Reception	Y1/2 (cycle a)		Y1/2 (cycle b)		Y3/4 (cycle a)	
Theme		Hey You! (Performance using voice) Rhythm in the way we walk and Banana rap (Performance using voice)	Hands, Feet, Heart (Performance using voice) (Performance using voice)	Ho Ho Ho	Let Your Spirit Fly (Performance using voice) (Performance using voice)	Three Little Birds	Mamma Mia (Performance using Voice) using voice)
Genre		Old-School Hip-Hop	Reggae	Atropop, South African rapping and improvising for Christmas	A song with	RnB	Reggae
Objective	To remember the words to a range of songs. (Au1) To learn a range of songs from around the world. (Au1)	Pupils should be taught to: □ 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.		Pupils should be taught to: □ 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.	Pupils should be taught to: □ play and perform in solo and ensemble contexts, using their voices 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.	Pupils should be taught to: □ play and perform in solo and ensemble contexts, using their voices 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.	Pupils should be taught to: □ play and perform in solo and ensemble contexts, using their voices 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.
Coverage		Listen and Appraise/Musical Activities/Performance 1.Structure of the song. 2.Sing the song (chorus) 3.Sing the song. 4.Sing the song and improvise using voices. 5.Sing the song and improvise using voices. 6.Performance. 7.Structure of the song. 8.Sing the song. 9.Sing the song and improvise using voices. 10. Performance. 11.Choose which song to perform for end of unit performance. 12. Assessment.	Listen and Appraise/Musical Activities/Performance 1.Structure of the song. 2.Sing the song (chorus) 3.Sing the song. 4.Sing the song and improvise using voices. 5.Sing the song and improvise using voices. 6.Performance. 7.Structure of the song. 8.Sing the song. 9.Sing the song and improvise using voices. 10. Performance. 11.Choose which song to perform for end of unit performance. 12. Assessment.	Listen and Appraise/Musical Activities/Performance 1.Structure of the song. 2.Sing the song (chorus) 3.Sing the song. 4.Sing the song and improvise using voices. 5.Sing the song and improvise using voices. 6.Performance. 7.Structure of the song. 8.Sing the song. 9.Sing the song and improvise using voices. 10. Performance. 11.Choose which song to perform for end of unit performance. 12. Assessment.	Listen and Appraise/Musical Activities/Performance 1.Structure of the song. 2.Sing the song (chorus) 3.Sing the song. 4.Sing the song and improvise using voices. 5.Sing the song and improvise using voices. 6.Performance. 7.Structure of the song. 8.Sing the song. 9.Sing the song and improvise using voices. 10. Performance. 11.Choose which song to perform for end of unit performance. 12. Assessment.	Listen and Appraise/Musical Activities/Performance 1.Structure of the song. 2.Sing the song (chorus) 3.Sing the song. 4.Sing the song and improvise using voices. 5.Sing the song and improvise using voices. 6.Performance. 7.Structure of the song. 8.Sing the song. 9.Sing the song and improvise using voices. 10. Performance. 11.Choose which song to perform for end of unit performance. 12. Assessment.	Listen and Appraise/Musical Activities/Performance 1.Structure of the song. 2.Sing the song (chorus) 3.Sing the song. 4.Sing the song and improvise using voices. 5.Sing the song and improvise using voices. 6.Performance. 7.Structure of the song. 8.Sing the song. 9.Sing the song and improvise using voices. 10. Performance. 11.Choose which song to perform for end of unit performance. 12. Assessment.
Progression	EYFS	KS1- 1/3/5		KS1- 1/3/5		LKS2- 1/3/5	
Vocabulary	perform, rhythm melody, compose instrument, audience	pulse, rhythm, pitch, rap, improvise, compose melody, bass guitar, drums, decks, perform.		keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo		Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics bass, drums, guitar, keyboard, synthesizer, hook, melody.	
Cultural Capital	Play Autumnal Music in Continuous Provision	Harvest festival assembly and Nativity.		Harvest festival assembly and Nativity.		Autumn 2 - Classical concert in school - Barnsley Music Hub	
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Spring Term							
	Reception	Y1/2 (cycle a)		Y1/2 (cycle b)		Year 3	
Theme	To listen attentively, move and talk about music, expressing feelings and responses (Sp1)	In The Groove (Performance using voice and instruments) Round and round (Performance using voice and instruments)	I Wanna Play in a Band (Performance using voice and instruments) Zootie (Performance using voice and instruments)	Glockenspiel Stage 1 (Performance using instruments) song (Performance using instruments)	The dragon	Ukulele (Performance using instruments)	Classroom Jazz 1 (Performance using instruments) Dancing in the street (Performance using instruments)
Genre		Blues, Baroque, Latin, Bhangra, Folk, Funk Bossa Nova	Rock	Reggae		Exploring & developing playing skills	Jazz and Improvisation
Objective	To sing in a group matching pitch and melody (Sp1) To know that instruments make different sounds. To understand how to keep the beat and rhythm (Sp2) To appraise dance and performance art (Sp2) To use instruments with control and keep the beat (Sp2)	Pupils should be taught to: □ 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.		Pupils should be taught to: □ 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.	Pupils should be taught to: □ play and perform in solo and ensemble contexts, 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	Pupils should be taught to: □ play and perform in solo and ensemble contexts, 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	Pupils should be taught to: □ play and perform in solo and ensemble contexts, 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
Coverage		Listen and Appraise/ Musical Activities/ Performance Learning Outcome: 1.Sing the song 2. Sing the song and play instrumental parts within the song 3. Sing the song and improvise using voices and/or instruments within the song 4. Sing the song and perform composition(s) within the song 5. Choose what you perform today. Start to prepare for the end-of-unit performance 6.Prepare for the end-of-unit performance	Listen and Appraise/ Musical Activities/ Performance Learning Outcome: 1.Sing the song 2. Sing the song and play instrumental parts within the song 3. Sing the song and perform composition(s) within the song 5. Choose what you perform today. Start to prepare for the end-of-unit performance 6.Prepare for the end-of-unit performance	Section 1: Musical Activities Section 2: Perform/Share Lesson 1: Practise and play, Lesson 2: Practise and play, Lesson 3: Practise and play Lesson 4: Practise and play Lesson 5: Practise and play Lesson 6: Composition	Section 1: Musical Activities Section 2: Perform/Share Lesson 1: Practise and play, Lesson 2: Practise and play, Lesson 3: Practise and play Lesson 4: Practise and play Lesson 5: Practise and play Lesson 6: Composition	1.Learn to play the tune/ head, improvise using instruments, 2: play the tune/ head, build on improvisation skills using instruments, 3:play the tune/ head and middle 8, improvise using instruments 5: play the tune/ head and middle 8, build on improvisation skills using instruments, 6: play the tune/head and middle 8, build on improvisation skills using instruments	1.Learn to play the tune/ head, learn to play middle 8, 2: learn to play the whole tune/ head, improvisation using instruments, 3:learn to play the whole tune/ head, improvise using the notes of tune/head, 4: Compose your own tune/head, improvise using the notes of the tune/head 5: Continue to compose your own tune/head, improvise using the notes of the tune/head 6: Secure your compositions, improvise using the notes of the tune/head.
Progression	EYFS	KS1- 2/3/5		KS1- 2/3/5		LKS2- 2/3/5	
Vocabulary	perform, rhythm melody, compose instrument, audience	pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform		keyboard, drums, bass, electric guitar, rock, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo		Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture structure, melody	

Music Long Term Plan

Cultural Capital	Play Spring Music in Continuous Provision	End of half term performance	End of half term performance	End of half term performance	Music tuition from the music hub	End of half term performance	End of half term performance
Summer Term							
	Reception	Y1/2 (cycle a)	Y1/2 (cycle b)	Y3/4 (cycle a)	Y3/4 (cycle b)	Y5/6 (cycle a)	Y5/6 (cycle b)
Theme	To make up own songs and melodies (Su1)	Reflect, Rewind and Replay (Y1) (Music Theory)	Reflect, Rewind and Replay (Y2) (Music Theory)	Reflect, Rewind and Replay (Y3) (Music Theory) together	Reflect, Rewind and Replay (Y4) (Music Theory) Blackbird	Reflect, Rewind and Replay (Y5) (Music Theory) Make you feel my love	Reflect, Rewind and Replay (Y6) (Music Theory) Music and me
Genre		Classical	Classical	Classical Disco	Classical The Beatles/Pop	Classical Pop Ballads	Classical ownmusic inspired by your identity and women in the musicIndustry
Objective		To perform, understand and explore how music is created, produced and communicated. Children will be taught to: • use their voices expressively and creatively by singing songs and speaking chants and rhymes. • play tuned and un-tuned instruments musically.	To perform, understand and explore how music is created, produced and communicated. Children will be taught to: • use their voices expressively and creatively by singing songs and speaking chants and rhymes. • play tuned and un-tuned instruments musically.	Pupils should be taught to: □ 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.	Pupils should be taught to: □ 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.	Pupils should be taught to: □ 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.	Pupils should be taught to: □ 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.
Coverage		1. Listen and Appraise 2. Musical Activities 3. Perform and Share A composition activity using First Composer • Rhythm Grid work • The Language of Music • Rewind and Replay (Revision) - revisit songs from the year All lessons will include:Prepare for a performance of songs and activities from the year.	1. Listen and Appraise 2. Musical Activities 3. Perform and Share A composition activity using First Composer • Rhythm Grid work • The Language of Music • Rewind and Replay (Revision) - revisit songs from the year All lessons will include:Prepare for a performance of songs and activities from the year.	1. Listen and Appraise 2. Musical Activities 3. Perform and Share A composition activity using First Composer • Rhythm Grid work • The Language of Music • Rewind and Replay (Revision) - revisit songs from the year All lessons will include:Prepare for a performance of songs and activities from the year.	1. Listen and Appraise 2. Musical Activities 3. Perform and Share A composition activity using First Composer • Rhythm Grid work • The Language of Music • Rewind and Replay (Revision) - revisit songs from the year All lessons will include:Prepare for a performance of songs and activities from the year.	1. Listen and Appraise 2. Musical Activities 3. Perform and Share A composition activity using First Composer • Rhythm Grid work • The Language of Music • Rewind and Replay (Revision) - revisit songs from the year All lessons will include:Prepare for a performance of songs and activities from the year.	1. Listen and Appraise 2. Musical Activities 3. Perform and Share A composition activity using First Composer • Rhythm Grid work • The Language of Music • Rewind and Replay (Revision) - revisit songs from the year All lessons will include:Prepare for a performance of songs and activities from the year.
Progression	EYFS	KS1-4/6/7	KS1-4/6/7	LKS2-4/6/7	LKS2-4/6/7	UKS2-4/6/7	UKS2-4/6/7
Vocabulary	perform, rhythm melody, compose instrument, audience	performance, instruments, audience, practise, perform, sing, play,	performance, instruments, audience, practise, perform, sing, play,	performance, structure, instruments, compose, audience, practise, rehearse, perform, sing, play, improvise	performance, structure, instruments, compose, audience, practise, rehearse, perform, sing, play, improvise	appraise, ensemble, notes, pulse, rhythm, clap, pitch, sing, voice, tempo, chorus, verse, rhythmic and melodic phrases, evaluate, compare	appraise, ensemble, notes, pulse, rhythm, clap, pitch, sing, voice, tempo, chorus, verse, rhythmic and melodic phrases, evaluate, compare
Cultural Capital	Play Summer Music in Continuous Provision	Local composer workshop	Local composer workshop	Local composer workshop	Local composer workshop	UKS2 - end of year performance.	UKS2 - end of year performance.