

Long term planning – music

Early Years

Expressive Arts and Design The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.		Early Learning Goals 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 Speaking <ul style="list-style-type: none"> • Express their ideas and feelings about their experiences using full sentences Listening, Attention and Understanding <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during who le class discussions and small group interactions • Make comments about what they have heard and ask questions to clarify their understanding 			
EYFS key skills, knowledge and understanding	<ul style="list-style-type: none"> • Accurately anticipate changes in music, eg when music is going to get faster, louder, slower • Sing the melodic shape (moving melody, eg up and down, down & up) of familiar songs. • Sing entire songs. • Perform solo and/or in groups. • Pitch match, ie reproduce with their voice the pitch of a tone sung by another. • Internalise music, eg sing songs inside his or her head 	<ul style="list-style-type: none"> • Move to the sound of instruments, eg walks, jumps, hops to the sound of a beating drum. • Move in time to the pulse of the music being listened to and physically responds to changes in the music, eg jump in response to loud/sudden changes in the music. • Play instruments (including imaginary ones such as air guitar) to match the structure of the music, eg playing quietly with quiet parts within music, stopping with the music when it stops. • Keep a steady beat whilst playing instruments 	<ul style="list-style-type: none"> • Think abstractly about music and express this physically or verbally eg “This music sounds like floating on a boat.” “This music sounds like dinosaurs.” • Distinguish and describe changes in music and compare pieces of music, eg “this music started fast and then became slow.” “This music had lots of instruments but this music only had voices.” “This music was spiky and this music was smooth.” 	<ul style="list-style-type: none"> • Create music based on a theme eg create the sounds of the seaside. • Combine moving, singing and playing instruments, eg marching, tapping a drum whilst singing. • Find and record sounds using recording devices. • Create rhythms using instruments and body percussion. • Tap rhythms to accompany words, eg tapping the syllables of names/objects/ animals/lyrics of a song. • Play along to the beat of the song they are singing or music being listened to. • Play along with the rhythm in music, eg play along with the lyrics in songs they are singing or listening to 	<ul style="list-style-type: none"> • Associate genres of music with characters and stories.

National curriculum – programme of study for KS1 and KS2

KS1	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.	
KS2 (we have lower key stage 2 and upper key stage 2 is at Middle School)	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. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Use and understand staff and other musical notations	Develop an understanding of the history of music.

Middle School coverage for years 5 & 6

Y5	How do the different instruments of the orchestra sound, what do they look like and how are they used to create music which can tell a story?	How is treble clef staff notation used in music? How can you “play” the keyboard?	How can we create music as a response to some of the stimuli associated with Ancient Egypt?	What did music sound like during The Tudor period?	How have composers used the theme of “water” to create their own descriptive music? Learn about melodic shape and dynamics exploring how these can be used to represent and describe water in various forms.	How do you play the ukulele? <i>Theory</i> <i>Performance</i> <i>Ensemble work</i> <i>Technique</i>
Y6	How do beat and rhythm work together in composing and performing music?		How do you play the ukulele? <i>Theory,</i> <i>Performance,</i> <i>Ensemble work,</i> <i>Technique</i>	How can sound sources be used expressively and be combined to create music in response to the Weather and the Seasons?	What different stimuli do composers use when creating and composing music?	How does knowledge of the Elements of Music allow us to communicate more effectively?

Year		Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
2021 /2022	Charanga inspiration	Hands, feet heart Afropop, South African. An integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise different styles of South African music.	Christmas performance Traditional music Songs and instruments for a purpose and an audience. Includes different style of songs including samba.	KS1: In the Groove Introducing different types of music: Blues, Baroque, Latin, Bhangra, Folk, Funk KS2: Three Little Birds Reggae, West Indies The material presents an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Reggae songs.	KS1: Rhythm in the way we walk / Banana Rap Reggae Pulse, rhythm and pitch, rapping, dancing and singing KS2: Blackbird by the Beatles The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.	Reflect, Rewind, Replay Classical music and history of music. Language of music
	KS1	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	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	Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music.	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	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.
	KS2	Play and perform in ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Use their voices and play musical instruments with increasing accuracy, fluency, control and expression	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions Use their voices and play musical instruments with increasing accuracy, fluency, control and expression	Develop an understanding of the history of music. Use their voices and play musical instruments with increasing accuracy, fluency, control and expression