

Music Long Term Plan

Route A

	Autumn				Spring				Summer			
<b>Nursery</b>	<b>Let's be friends!</b> This unit is all about making friends, turn-taking, sharing, working together, and building confidence and unity in a classroom full of new faces.		<b>Travel and movement</b> This unit is all about different ways that we can move and travel from one place to another.		<b>This is me</b> This unit is all about exploring who we are!		<b>Animal tea party</b> We'll also be exploring animal movements and sounds, and will be discovering some musical terms through the song and activity, Bang		<b>I've got feelings</b> This unit is all about exploring our feelings and emotions.		<b>Let's Jam!</b> This unit is all about developing our love for music, exploring different sounds and instruments, as well as playing together as a 'band' and in small groups.	
<b>Composer (BBC)</b>	Composer: Mozart				Composer: Benjamin Britten				Contemporary Artist Study			
<b>Reception</b>	<b>I've got a grumpy face</b> • Timbre • Beat • Pitch contour	<b>The sorcerer's apprentice</b> Musical storytelling Louder/quieter Faster/slower Higher/lower Timbre	<b>Witch, witch</b> • Call-and-response • Pitch (la-so-mi-do) • Timbre	<b>Row, row, row your boat</b> • Beat • Pitch (step/leap) • Timbre	<b>Birdspottin g: Cuckoo polka</b> • Active listening • Beat • Pitch (so-mi) • Vocal play	<b>Shake my sillies out</b> • Timbre • Pitch (higher/lower) • Tempo (faster/slower) • Beat	<b>Up and down</b> • Pitch contour (rising and falling)	<b>Five fine bumble bees</b> • Timbre • Tempo • Structure (call-and-response) • Active listening	<b>Down there under the sea</b> • Timbre • Structure • Active listening • Tune moving in step • Soundscape	<b>It's oh so quiet!</b> • Dynamics • Timbre • Musical storytelling	<b>Slap clap clap</b> • Music in 3-time • Beat	<b>Bow, bow, bow Belinda</b> • Beat • Active listening • Accompaniment
<b>Composer (BBC)</b>	Composer: Mozart				Composer: Benjamin Britten				Contemporary Artist Study			
<b>Year 1/2</b>	<b>Menu song</b> Active listening (movement) Beat		<b>Colonel Hathi's march</b> Beat, March, Timbre, Music from a film <b>Magical musical aquarium</b> Timbre, Pitch Structure, Graphic symbols, Classical music		<b>Football</b> Beat, Ostinato, Pitched/unpitched patterns, Mi-ri-do		<b>Who stole my chickens and my hens?</b> Beat, Rests, Rhythm patterns, Higher/lower		<b>Dancing and drawing to Nautilus</b> Active listening, Electronic music <b>Cat and mouse</b> Mood, Tempo, Dynamics, Rhythm, Dot notation		<b>Come dance with me</b> Call-and-response, Tuned percussion skills, Rhythm and syllables, Pitch	
<b>Composer (BBC)</b>	Composer: Gustav Holst				Composer: Kerry Andrew				Contemporary Artist Study			
<b>Year 3/4</b>	<b>I've been to Harlem</b> Pitch shape, Ostinato, Round, Pentatonic, Call-and-response		<b>Chilled out clap rap</b> Beat, Rhythm, Tempo, Dynamics		<b>Latin dance</b> Salsa, Beat, Clave rhythm, Timbre, Chords, Rhythm pattern		<b>'March' from The nutcracker</b> Rondo structure, Beat, Higher/lower, Staccato, Call and response <b>From a railway carriage</b> Structure (repetition, round, pattern), Texture (layers, unison), Timbre, Beat, Classical music		<b>Just 3 notes</b> Pitch (C-D-E), Rhythm patterns, Structure, Minimalism, Dot notation <b>Samba with Sérgio</b> Call and response, Samba batucada, Beat, Rhythm, Music and community, Rhythm notation		<b>Fly with the stars</b> Rhythm, Crotchet, quavers, semiquavers, Pitch, Dot notation	
<b>Composer (BBC)</b>	Composer: Modest Mussorgsky				Contemporary artist study				Composer: Carl Orff			
<b>Year 5/6</b>	<b>What shall we do with the drunken sailor?</b> • Sea shanties, Beat, Rhythm, Chords, Dot notation		<b>Why we sing</b> Gospel music, Structure, Texture, Vocal decoration <b>Introduction to song writing</b> Structure, Hook, Lyric writing, Melody		<b>Madina tun nabi</b> Nasheed (Islamic song, Drone, Melody, Harmony, Chords)		<b>Building a groove</b> Beat, Rhythm, Basslines, Riffs <b>Época</b> Texture, Articulation, Rhythm, Tango		<b>Baloo baleerie</b> Lullaby, 3-time, Pentatonic scale, Question and answer, Accompaniment		<b>Kis nay banaayaa</b> A song from India/ Pakistan, Soundscape, Melody/harmony, Accompaniment	
<b>Composer (BBC)</b>	Contemporary artist study				Composer: Beethoven				Composer: Tchaikovsky			

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Route B

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<b>Nursery</b>	<b>Let's be friends!</b> This unit is all about making friends, turn-taking, sharing, working together, and building confidence and unity in a classroom full of new faces.		<b>Travel and movement</b> This unit is all about different ways that we can move and travel from one place to another.		<b>This is me</b> This unit is all about exploring who we are!		<b>Animal tea party</b> We'll also be exploring animal movements and sounds, and will be discovering some musical terms through the song and activity		<b>I've got feelings</b> This unit is all about exploring our feelings and emotions.		Let's Jam! This unit is all about developing our love for music, exploring different sounds and instruments, as well as playing together as a 'band' and in small groups.	
<b>Composer (BBC)</b>	Contemporary artist study				Composer: Edwin Elgar				Composer: Ralph Vaughan Williams			
<b>Reception</b>	<b>I've got a grumpy face</b> <ul style="list-style-type: none"> <li>• Timbre</li> <li>• Beat</li> <li>• Pitch</li> <li>contour</li> </ul>	<b>The sorcerer's apprentice</b> <ul style="list-style-type: none"> <li>• Musical storytelling</li> <li>• Louder/quieter</li> <li>• Faster/slower</li> <li>• Higher/lower</li> <li>• Timbre</li> </ul>	<b>Witch, witch</b> <ul style="list-style-type: none"> <li>• Call-and response</li> <li>• Pitch</li> <li>(la-so-mi-do)</li> <li>• Timbre</li> </ul>	<b>Row, row, row your boat</b> <ul style="list-style-type: none"> <li>• Beat</li> <li>• Pitch</li> <li>(step/leap)</li> <li>• Timbre</li> </ul>	<b>Birdspotting: Cuckoo polka</b> <ul style="list-style-type: none"> <li>• Active listening</li> <li>• Beat</li> <li>• Pitch (so-mi)</li> <li>• Vocal play</li> </ul>	<b>Shake my sillies out</b> <ul style="list-style-type: none"> <li>• Timbre</li> <li>• Pitch (higher/lower)</li> <li>• Tempo (faster/slower)</li> <li>• Beat</li> </ul>	<b>Up and down</b> <ul style="list-style-type: none"> <li>• Pitch</li> <li>contour (rising and falling)</li> </ul>	<b>Five fine bumble bees</b> <ul style="list-style-type: none"> <li>• Timbre</li> <li>• Tempo</li> <li>• Structure (call-and response)</li> <li>• Active listening</li> </ul>	<b>Down there under the sea</b> <ul style="list-style-type: none"> <li>• Timbre</li> <li>• Structure</li> <li>• Active listening</li> <li>• Tune moving in step</li> <li>• Soundscape</li> </ul>	<b>It's oh so quiet!</b> <ul style="list-style-type: none"> <li>• Dynamics</li> <li>• Timbre</li> <li>• Musical storytelling</li> </ul>	<b>Slap, clap, clap</b> <ul style="list-style-type: none"> <li>• Music in 3-time</li> <li>• Beat</li> </ul>	<b>Bow, bow, Bow Belinda</b> <ul style="list-style-type: none"> <li>• Beat</li> <li>• Active listening</li> <li>Accompaniment</li> </ul>
<b>Composer (BBC)</b>	Contemporary artist study				Composer: Edwin Elgar				Composer: Ralph Vaughan Williams			
<b>Year 1/2</b>	<b>Tony Chestnut</b> <ul style="list-style-type: none"> <li>• Beat</li> <li>• Rhythm</li> <li>• Pitch</li> <li>• Echo</li> <li>• Progression snapshot 1</li> </ul>	<b>Carnival of the Animals</b> <ul style="list-style-type: none"> <li>• Timbre</li> <li>• Tempo</li> <li>• Dynamics</li> <li>• Pitch</li> <li>• Classical music</li> </ul>	<b>Musical conversations</b> <ul style="list-style-type: none"> <li>• Question and-answer</li> <li>• Timbre</li> <li>• Graphic score</li> </ul>	<b>Grandma rap</b> <ul style="list-style-type: none"> <li>• Duration (crotchet, quavers, crotchet rest)</li> <li>• Unison</li> <li>• Round</li> <li>• Progression snapshot 2</li> </ul>	<b>Swing-along with Shostakovich</b> <ul style="list-style-type: none"> <li>• 2- and 3-time</li> <li>• Beat</li> <li>• Beat groupings</li> <li>• 20<sup>th</sup> century classical music</li> </ul>	<b>The Rockpool Rock</b> <ul style="list-style-type: none"> <li>• 2-part singing</li> <li>• Rock 'n' roll</li> <li>• Structure</li> <li>• Timbre</li> </ul>	<b>Tanczyny labada</b> <ul style="list-style-type: none"> <li>• Duration (crotchet, quavers, crotchet rest)</li> <li>• Chords</li> <li>• Progression snapshot 3</li> </ul>					
<b>Composer (BBC)</b>	Composer: Henry Purcell				Composer: Igor Stravinsky				Composer: Jean Sibelius			
<b>Year 1/2</b>	<b>This little light of mine</b> <ul style="list-style-type: none"> <li>• Pentatonic scale</li> <li>• Gospel music</li> <li>• Off-beat</li> <li>• Rhythm</li> <li>• Call-andresponse</li> <li>• Progression snapshot 1</li> </ul>	<b>My fantasy football team</b> <ul style="list-style-type: none"> <li>• Beat</li> <li>• Rhythm</li> <li>• Rondo</li> <li>• Rhythm notation</li> </ul>	<b>The doot doot song</b> <ul style="list-style-type: none"> <li>• Chords</li> <li>• Structure</li> <li>• Ensemble playing and singing</li> <li>• Acoustic guitar music</li> <li>• Progression snapshot 2</li> </ul>	<b>Fanfare for the Common man</b> <ul style="list-style-type: none"> <li>• Fanfare</li> <li>• Timbre</li> <li>• Dynamics</li> <li>• Texture</li> <li>• Silence</li> </ul>	<b>Global pentatonics</b> <ul style="list-style-type: none"> <li>• Pentatonic scale</li> <li>• Different musical traditions and cultures</li> <li>• Graphic/dot notation</li> </ul>	<b>Favourite song</b> <ul style="list-style-type: none"> <li>• Chords</li> <li>• Structure</li> <li>• Ensemble singing and playing</li> <li>• Folk-rock styles</li> <li>• Progression snapshot 3</li> </ul>						
<b>Composer (BBC)</b>	Composer: Joseph Bologne				Composer: George Handel				Contemporary artist study			

<b>Year 5/6</b>	<p style="text-align: center;"><b>Hey, Mr Miller</b></p> <ul style="list-style-type: none"> <li>• Swing music</li> <li>• Syncopation</li> <li>• Big band</li> <li>• Scat singing</li> <li>• Historical context WWII</li> <li>• Progression snapshot 1</li> </ul>	<p><b>Shadows</b></p> <ul style="list-style-type: none"> <li>• Artist and their influences</li> <li>• Musical comparisons</li> <li>• Shadows by Lindsay Sterling</li> </ul>	<p><b>Composing for protest!</b></p> <ul style="list-style-type: none"> <li>• To create music inspired by Ethel Smyth and a picture of the suffragettes</li> <li>• Composing using a non-musical stimulus</li> <li>• Lyrics</li> <li>• Melody</li> <li>• Steady beat</li> <li>• Tempo</li> <li>• Ostinato</li> <li>• Coda</li> </ul>	<p style="text-align: center;"><b>Dona nobis pacem</b></p> <ul style="list-style-type: none"> <li>• 3-part round/polyphonic texture), 3/4 time, church music in Latin, progression snapshot 2.</li> </ul>	<p style="text-align: center;"><b>Ain't gonna let nobody</b></p> <ul style="list-style-type: none"> <li>• Civil rights movement</li> <li>• Spiritual, gospel, RnB, choral</li> <li>• Vocal improvisation</li> <li>• Chords C minor and G7</li> </ul>	<p style="text-align: center;"><b>Ame sau vala tara bal</b></p> <ul style="list-style-type: none"> <li>• Indian music</li> <li>• Raag Bhairavi</li> <li>• Chaal rhythm</li> <li>• Indian musical instruments</li> <li>• Indian musical styles: Bhangra, Bollywood, Indian Classical</li> <li>• Progression snapshot 3</li> </ul>	<p style="text-align: center;"><b>Nobody knows (The Lumineers)</b></p> <ul style="list-style-type: none"> <li>• Songwriting</li> <li>• Chords</li> <li>• Writing lyrics on theme of 'leavers'</li> </ul>
<b>Composer (BBC)</b>	<p style="text-align: center;"><b>Composer: Antonin Dvorak</b></p>			<p style="text-align: center;"><b>Composer:: Aaron Copland</b></p>		<p style="text-align: center;"><b>Contemporary artist study</b></p>	