



Music KS1 and KS2 Long Term Plan

Continuous Provision

- Daily singing during assembly including the 'School Promise'.
- Subject assemblies with music performed to parents and other children.
- Annual musical activity day, e.g. musical castles day or CD recording.
- Live music performed to children – brass band festival links.
- Annual theatre visits experiencing live music for all phases.
- Christmas performance and Harvest Festival performed during the autumn term each year.
- Ukulele taught to Rabbit class all year and guitar lessons offered to children in Y4 upwards.
- Specialist music scheme Charanga used in UKS2 to further develop musical skills.
- Carol singing in the community.
- Y2 day visitor to teach 'music from around the world' and perform to rest of school.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	<p><u>Focus – Exploring sounds, melody and accompaniment.</u> <u>Harvest songs.</u> Suggestions –</p> <ul style="list-style-type: none"> • To explore different sound sources. • Make sounds and recognise how they can give a message. • Identify and name classroom instruments. Where in the world did they come from? <p>NC Ref -1.2, 1.4</p>	<p><u>Focus – Singing for Christmas production</u> Suggestions –</p> <ul style="list-style-type: none"> • To find their singing voice and use their voices confidently. • Sing a melody accurately at their own pitch. <p>Performing as a whole class NC Ref – 1.1, 1.3</p>	<p><u>Focus – Controlling pulse and rhythm</u> Suggestions –</p> <ul style="list-style-type: none"> • Identify the pulse in different pieces of music. • Identify the pulse and join in getting faster and slower together. • Identify long and short sounds in music. • Perform a rhythm to a given pulse. • Use rhythm grids <p>NC Ref – 1.2, 1.3</p>	<p><u>Focus – Listening, memory and movement</u> Suggestions –</p> <ul style="list-style-type: none"> • Recall and remember short songs and sequences and patterns of sounds. • Respond physically when performing, composing and appraising music. <p>NC Ref – 1.1, 1.3, 1.4</p>	<p><u>Focus – Exploring sounds, melody and accompaniment.</u> Suggestions –</p> <ul style="list-style-type: none"> • To further explore different sound sources. • Make sounds and recognise how they can give a message. • Revisit names of instruments and learn new ones. <p>NC Ref -1.2, 1.4</p>	<p><u>Focus – Controlling instruments and composition</u> Suggestions –</p> <ul style="list-style-type: none"> • Play instruments in different ways and create sound effects. • Contribute to the creation of a class composition. <p>Comment on own and other performances and give feedback. NC Ref – 1.2, 1.4</p>

2	<p>Focus – Exploring sounds, melody and accompaniment. Harvest songs. Suggestions – See Y1 + • Create and chose sounds in response to a given stimulus. • Identify how sounds can be changed. • Change sounds to reflect different stimuli. NC Ref – 1.2, 1.4</p>	<p>Focus – Singing for Christmas production Suggestions – See Y1 + • Sing with a sense of awareness of pulse and control of rhythm. • Recognise phrase lengths and know when to breathe. • Sing songs expressively. Performing as a class. NC Ref – 1.1, 1.3</p>	<p>Focus – Controlling pulse and rhythm Suggestions – See Y1 + • Begin to internalise and create rhythmic patterns. • Accompany a chant or song by clapping or playing the pulse or rhythm. • Begin to use notation. Listening to music from around the world – visitor. NC Ref – 1.2, 1.3</p>	<p>Focus – Listening, memory and movement Suggestions – see Y1 + • Identify different sound sources. • Identify well-defined musical features. • Sing songs in rounds. NC Ref – 1.1, 1.3, 1.4</p>	<p>Focus – Exploring sounds, melody and accompaniment. Suggestions – See Y1 + • Create and chose sounds in response to a given stimulus. • Identify how sounds can be changed for effect. • Use notation to track and record sounds made. NC Ref – 1.2, 1.4</p>	<p>Focus – Controlling instruments and composition Suggestions – See Y1 + • Handle and play instruments with control. • Identify different groups of instruments. • Contribute to the creation of a class composition. NC Ref – 1.2, 1.4</p>
Year 3/4	<p>Focus - Ukulele Use and understand staff and other musical notations.</p> <p>Keep in time with a steady pulse when chanting, singing or moving.</p> <p>Be aware of correct posture whilst singing/playing.</p> <p>Keep in time with a steady pulse when playing instruments.</p> <p>Perform a repeated pattern to a steady pulse.</p>	<p>Focus - Ukulele Sing/perform rhythmically straightforward parts (i.e. minims, crotchets, quavers in simple common.</p> <p>Create and control sounds on instruments (including tempo/speed-dynamics/volume and pitch.</p> <p>Play new pieces by ear and from simple notations.</p> <p>Explore repeated patterns in music/art/dance + Christmas Production</p>	<p>Focus - Ukulele Create and control sounds on instruments (including tempo/speed-dynamics/volume and pitch.</p> <p>Maintain own part with awareness of how the different parts fit together to achieve an overall effect.</p> <p>Identify and control different ways instruments make sounds.</p> <p>Listening to music from different countries.</p>	<p>Focus - Ukulele Use and understand staff and other musical notation.</p> <p>Play new pieces by ear and from simple notations.</p> <p>Recognise and explore the ways sounds can be combined and used expressively.</p>	<p>Focus - Ukulele Sing/play appropriate material confidently and fluently.</p> <p>Maintain own part with awareness of how the different parts fit together to achieve an overall effect.</p> <p>Contribute to a class performance.</p> <p>Rehearse together to achieve objectives.</p>	<p>Focus - Ukulele Use and understand staff and other musical notation.</p> <p>Play new pieces by ear and from simple notations.</p> <p>Identify and control different ways instruments make sounds.</p> <p>Suggest Ideas and preparations for performances.</p> <p>+ Summer Ukulele and Guitar Concert</p>
Cycle A Year 4/5	Suggestion – Charanga Unit 3 AT1 - Let your spirit fly	Suggestion – Charanga Unit 3 AT2 - Glockenspiel Stage 1	Suggestion – Charanga Unit 3 SpT1 - Three Little Birds	Suggestion – Charanga Unit 3 SpT2 - The Dragon Song	Suggestion – Charanga Unit 3 ST1 - Bringing Us Together	Suggestion – Charanga Unit 3 ST2 - Reflect, Rewind and Replay
Cycle B Year 4/5	Suggestion – Charanga Unit 4 AT1 - Mamma Mia	Suggestion – Charanga Unit 4 AT2 - Glockenspiel Stage 2	Suggestion – Charanga Unit 4 SpT1 - Stop!	Suggestion – Charanga Unit 4 SpT2 - Lean On Me	Suggestion – Charanga Unit 4 ST1 - Blackbird	Suggestion – Charanga Unit 4 ST2 - Reflect, Rewind and Replay
Cycle A Year 5/6	Suggestion – Charanga Unit 5 AT1 - Livin' On A Prayer	Suggestion – Charanga Unit 5 AT2 - Classroom Jazz 1	Suggestion – Charanga Unit 5 SpT1 - Make You Feel My Love	Suggestion – Charanga Unit 5 SpT2 - The Fresh Prince of Bel Air	Suggestion – Charanga Unit 5 ST1 - Dancing In The Street	Suggestion – Charanga Unit 5 ST2 - Reflect, Rewind and Replay
Cycle B Year 5/6	Suggestion – Charanga Unit 6 AT1 - Happy	Suggestion – Charanga Unit 6 AT2 - Classroom Jazz 2	Suggestion – Charanga Unit 6 SpT1 - A New Year Carol	Suggestion – Charanga Unit 6 SpT2 - You've Got A Friend	Suggestion – Charanga Unit 6 ST1 - New Unit (Preview)	Suggestion – Charanga Unit 6 ST2 - Reflect, Rewind and Replay

Primary Music Map of Progression including NC objectives

		Building Blocks			Strands of learning			
		Pulse	Rhythm	Melody	Active listening	Composing & Improvising	Performing	Singing
Developing a sense of pulse and rhythm	Y1	Keep a steady pulse in a group and be able to pick out two different tempos in music NC1.3/ NC1.4	Repeat back short basic rhythms and perform rhythmic ostinatos NC1.2/ NC1.4	Sing back short melodies that use 2 pitched notes and develop the concept of pattern work in music using rhythm grids NC1.1/ NC1.2/ NC1.4	Identify musical features in a range of high-quality live and recorded music; replicate basic rhythms heard NC1.3/ NC1.4	Improvise simple rhythms based on given stimuli (e.g. rhythm grids) NC1.4	Play basic rhythms on un-tuned percussion instruments and using body percussion NC1.2	Sing simple folk tunes in unison both with and without accompaniment or backing tracks NC1.1
	Y2	Keep a steady pulse in a group and solo with musical accompaniment; demonstrate at least 2 different time signatures (3/4 and 4/4) NC1.3/ NC1.4	Repeat back longer basic rhythms (at least 2 bars); performing notation (using crotchets, quavers and minims). NC1.2/ NC2.1/ NC2.3	Sing back short melodies that use around 3 pitched notes; Perform from rhythmic notation including crotchets and minims NC1.1/ NC1.2/ NC1.4	Identify where elements change (e.g. music gets faster or louder); replicate these changes in a simple performance NC1.3/ NC1.4	Repeat back longer basic rhythms from memory (at least 2 bars) and add imitations of the rhythms NC1.4	Play longer phrases on un-tuned percussion instruments and body percussion NC1.2	Sing simple songs and folk songs in rounds NC1.1
Adding melody to pulse and rhythm	Y3	Keep a steady pulse in a group and solo without musical accompaniment; demonstrate 2/4, ¾ and 4/4 using at least 3 different tempos NC2.1/ NC2.3	Perform rhythms that are longer than 2 bars using crotchets, quavers, minims and their rests NC2.1/ NC2.4	Perform from and compose using at least 3 pitched notes and simple rhythms (crotchets, quavers, minims and rests) NC2.1/ NC2.2/ NC2.3/ NC2.4	Identify and describe musical features in pieces from different traditions; sing or play back simple melodies that are heard NC2.3/ NC2.5/ NC2.6	Create basic 3 note tunes and simple rhythms using crotchets, quavers, minims and their rests NC2.2	Use tuned percussion/ melodic instruments as well as the voice to perform 3+ note melodies and simple rhythms NC2.1	Sing songs and folk rounds whilst accompanied by ostinatos from the group NC2.1
	Y4	On a tuned instrument, keep a steady pulse in: 2/4, 3/4 and 4/4 time signatures and using different tempos with other pupils playing another ostinato to accompany NC2.1/ NC2.3	Perform pieces with at least 2 rhythms happening together; recognise and clap back rhythms using single quaver rests NC2.1/ NC2.3	Perform from and compose using 5 pitched notes (or 4 chords) NC2.1/ NC2.2/ NC2.3/ NC2.4	Compare pieces of music in different traditions; perform music heard aurally that contains 2+ different parts at the same time NC2.1/ NC2.3/ NC2.5/ NC2.6	Improvise and compose tunes using 5 notes. Create more developed rhythmic patterns (around 4 bars) NC2.2	Perform 5+ note melodies (or 4+ chords) and more complex rhythms on tuned instruments NC2.1	Sing pieces in two parts that have contrasting melodies and counter-melodies NC2.1
Developing as a musician	Y5	On a tuned instrument,	Perform pieces which	Perform from and compose	Whilst listening, pick out and perform	Create four bar melodies (in different	Perform 5-8 note melodies or	Sing pieces, including those from

		regularly and accurately perform pieces using at least 3 contrasting tempos and time signatures NC2.1	use off-beat and dotted rhythms and single quaver rests NC2.1	using 5-8 pitched notes; capture the work in different formats so it can be recreated NC2.1/ NC2.2/ NC2.3/ NC2.4	syncopated and offbeat rhythms; be able to explain why the music uses those types of rhythms NC2.2/ NC2.5/ NC2.6	tempos and time signatures that can be performed and include some off-beat rhythms NC2.2/ NC2.5/ NC2.6	developed chord progressions (e.g. 2+ chords per bar) and more complex rhythms NC2.1	the western classical tradition, with a range of at least 8 notes and pieces with at least 2 different parts NC2.1
	Y6	When performing solo and in an ensemble, follow direction to change tempo accurately within pieces of music NC2.1/ NC2.3	Perform pieces which use off-beat and syncopated rhythms in: 3 different time signatures 3 different tempos NC2.1	Perform from and compose using 8 pitched notes; Capture the work in different formats including staff notation so it can be recreated NC2.4	Talk about the key features of music including: • Tempo • Metre • Instrumentation • Melody Understand the key features of at least four different types/ genres of music NC2.1/ NC2.3/ NC2.5/ NC2.6	Improvise and compose extended pieces of music using up to 8 notes and a variety of rhythms, tempos and time signatures NC2.2/ NC2.5/ NC2.6	Perform confidently and accurately individually and as part of a group NC2.1/ NC2.4	Sing musically, responding to the performance directions of the piece e.g. phrasing; sing more extended harmony parts NC2.1/ NC2.4