



LONG TERM PLAN

MUSIC

School Organisation

Pupils in Nursery to Year 2 are taught as single-entry year groups.

Key Stage 2 pupils are divided into 3 classes. This consists of one mixed Year 3/4 class, one mixed Year 4/5 class and one mixed Year 5/6 class.

There are three possible journeys pupils can take through key Stage 2. Each pupil will spend two years in one of the Key Stage 2 classes. The majority of pupils spend two years in Deer Class (Years 4/5).

How our Curriculum Cycles are organised so that there is coverage of all National Curriculum objectives in all subjects.

Subject Leaders have rigorously planned the curriculum cycles so that all pupils are taught the full National Curriculum, in a sequence which ensures that learning builds on prior learning, no matter how pupils travel through Key Stage 2.

- Pupils from Nursery to Year 2 are taught in single cohorts so no cycle organisation is required.

Pupils in Y3/4 class build on knowledge and experiences gained in EYFS and KS1 and are taught by a peripatetic teacher from the Durham Music Service throughout the year. In this class, the children learn to focus and apply their skills and knowledge, learning how to play one instrument: the ukulele. Building on from this expertise tuition, the pupils move to a recommended teaching scheme created by Durham Music Service in UKS2. We use the four-year programme of study to create two cycles for the Y4/5 and the Y5/6 classes. Progression through each unit reinforces the interrelated dimensions of music (see diagram below).

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<ul style="list-style-type: none"> • Sing familiar Nursery Rhymes • Create own sounds using variety of instruments 		<ul style="list-style-type: none"> • Sing a range of Nursery Rhymes and songs. 		<ul style="list-style-type: none"> • Know a variety of rhymes and songs 	

	<ul style="list-style-type: none"> Sings familiar songs (Birthto5Matters) Enjoys joining in with moving, dancing and ring games. (Birthto5Matters) To follow and invent movement and music patterns such as clap, clap, stamp. (Development Matters) 	<ul style="list-style-type: none"> Begin to play instruments with control to play loud/quiet and fast/slow. (and describe the sound they are making – loud, quiet) Add sound effects to stories with body percussion and voices led by an adult Explores and learns how sounds and movements can be changed (Birthto5Matters) 	<ul style="list-style-type: none"> Create own sounds using variety of instruments with control (and describe them in terms of volume and tempo) Add sound effects to stories with body percussion and voices led by an adult Taps out simple repeated rhythms. (Birthto5Matters) Learn new vocabulary, 'percussion' 'tambourine' (Development Matters) Increasing be able to use and remember sequences and patterns of movement which are related to music and rhythm. (Development Matters) Clap or tap to the pulse of songs or music (Development Matters) 			
Reception	<ul style="list-style-type: none"> Sing known nursery rhymes and songs. Sing new songs. Create own sounds using variety of instruments with control (and describe them in terms of volume and tempo) Add sound effects to stories with body percussion and voices led by an adult Keep a steady beat, (pulse) clapping, dancing or making their own music with instruments. (Development Matters). 	<ul style="list-style-type: none"> Sing a range of new songs Explore and engage in music making and dance performing solo or in groups.(Development Matters) Create own sounds using variety of instruments with control (and describe them in terms of volume and tempo) Add sound effects to stories with body percussion and voices led by an adult 	<ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs. (Early Learning Goal) Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. (Early Learning Goal) 			
1	<p>Focus – Exploring sounds, melody and accompaniment. Harvest songs.</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 including tuned. Where in the world did they come from? <p>NC Ref -1.2, 1.4</p>	<p>Focus – Singing for Christmas production</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>Focus – Controlling pulse and rhythm</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 with crotchets and rests. <p>NC Ref – 1.2, 1.3</p>	<p>Focus – Listening, memory and movement</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>Focus – Exploring sounds, melody and accompaniment.</p> <ul style="list-style-type: none"> To further explore different sound sources in response to a stimulus. 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>Focus – Controlling instruments and composition</p> <ul style="list-style-type: none"> Play instruments in different ways and create sound effects. Contribute to the creation of a class composition. Comment on own and other performances and give feedback. <p>NC Ref – 1.2, 1.4</p>
2	<p>Focus – Exploring sounds, melody and accompaniment. Harvest songs. Build on Y1 +</p> <ul style="list-style-type: none"> Create and chose sounds in response to a given stimulus. Identify how sounds can be changed. Change sounds to reflect different stimuli. <p>NC Ref – 1.2, 1.4</p>	<p>Focus – Singing for Christmas production Build on Y1 +</p> <ul style="list-style-type: none"> Sing with a sense of awareness of pulse and control of rhythm. Recognise phrase lengths and know when to breathe. Sing songs expressively. <p>Performing as a class. NC Ref – 1.1, 1.3</p>	<p>Focus – Controlling pulse and rhythm Build on Y1 +</p> <ul style="list-style-type: none"> Begin to internalise and create rhythmic patterns. Accompany a chant or song by clapping or playing the pulse or rhythm. Use notation including crotchets, rests and quavers. <p>Listening to music from around the world – visitor. NC Ref – 1.2, 1.3</p>	<p>Focus – Listening, memory and movement Build on Y1 +</p> <ul style="list-style-type: none"> Identify different sound sources. Identify well-defined musical features. Sing songs in rounds. <p>NC Ref – 1.1, 1.3, 1.4</p>	<p>Focus – Exploring sounds, melody and accompaniment. Build on Y1 +</p> <ul style="list-style-type: none"> 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. <p>NC Ref – 1.2, 1.4</p>	<p>Focus – Controlling instruments and composition Build on Y1 +</p> <ul style="list-style-type: none"> Handle and play instruments with control. Identify different groups of instruments. Contribute to the creation of a class composition. <p>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>Focus - Ukulele Sing/perform rhythmically straightforward parts (i.e. minims, crotchets, quavers in simple common.</p> <p>Create and control sounds on instruments (including</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</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>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>Focus - Ukulele Use and understand staff and other musical notation.</p> <p>Play new pieces by ear and from simple notations.</p>

	Be aware of correct posture whilst singing/playing. Keep in time with a steady pulse when playing instruments. Perform a repeated pattern to a steady pulse.	tempo/speed-dynamics/volume and pitch. Play new pieces by ear and from simple notations. Explore repeated patterns in music/art/dance + Christmas Production	different parts fit together to achieve an overall effect. Identify and control different ways instruments make sounds. Listening to music from different countries.	Recognise and explore the ways sounds can be combined and used expressively.	Contribute to a class performance. Rehearse together to achieve objectives.	Identify and control different ways instruments make sounds. Suggest Ideas and preparations for performances. + Summer Ukulele and Guitar Concert
Cycle A Year 4/5	- Charanga Unit 3 AT1 - Let your spirit fly	- Charanga Unit 3 AT2 - Glockenspiel Stage 1	- Charanga Unit 3 SpT1 - Three Little Birds	- Charanga Unit 3 SpT2 - The Dragon Song	- Charanga Unit 3 ST1 - Bringing Us Together	- Charanga Unit 3 ST2 - Reflect, Rewind and Replay
Cycle B Year 4/5	- Charanga Unit 4 AT1 - Mamma Mia	- Charanga Unit 4 AT2 - Glockenspiel Stage 2	- Charanga Unit 4 SpT1 - Stop!	- Charanga Unit 4 SpT2 - Lean On Me	- Charanga Unit 4 ST1 - Blackbird	- Charanga Unit 4 ST2 - Reflect, Rewind and Replay
Cycle A Year 5/6	- Charanga Unit 5 AT1 - Livin' On A Prayer	- Charanga Unit 5 AT2 - Classroom Jazz 1	- Charanga Unit 5 SpT1 - Make You Feel My Love	- Charanga Unit 5 SpT2 - The Fresh Prince of Bel Air	- Charanga Unit 5 ST1 - Dancing In The Street	- Charanga Unit 5 ST2 - Reflect, Rewind and Replay
Cycle B Year 5/6	- Charanga Unit 6 AT1 - Happy	- Charanga Unit 6 AT2 - Classroom Jazz 2	- Charanga Unit 6 SpT1 - A New Year Carol	- Charanga Unit 6 SpT2 - You've Got A Friend	- Charanga Unit 6 ST1 - Music and Me	- 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	Repeat back longer basic rhythms (at least	Sing back short melodies that	Identify where elements change (e.g. music gets	Repeat back longer basic rhythms from memory (at least 2	Play longer phrases on un-tuned percussion	Sing simple songs and folk songs in rounds NC1.1

		group and solo with musical accompaniment; demonstrate at least 2 different time signatures (3/4 and 4/4) NC1.3/ NC1.4	2 bars); performing notation (using crotchets, quavers and minims). NC1.2/ NC2.1/ NC2.3	use around 3 pitched notes; Perform from rhythmic notation including crotchets and minims NC1.1/ NC1.2/ NC1.4	faster or louder); replicate these changes in a simple performance NC1.3/ NC1.4	bars) and add imitations of the rhythms NC1.4	instruments and body percussion NC1.2	
Adding melody to pulse and rhythm	Y3	Keep a steady pulse in a group and solo without musical accompaniment; demonstrate 2/4, 3/4 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, regularly and accurately perform pieces using at least 3 contrasting tempos and time signatures NC2.1	Perform pieces which use off-beat and dotted rhythms and single quaver rests NC2.1	Perform from and compose using 5-8 pitched notes; capture the work in different formats so it can be recreated NC2.1/ NC2.2/ NC2.3/ NC2.4	Whilst listening, pick out and perform syncopated and offbeat rhythms; be able to explain why the music uses those types of rhythms NC2.2/ NC2.5/ NC2.6	Create four bar melodies (in different tempos and time signatures that can be performed and include some off-beat rhythms NC2.2/ NC2.5/ NC2.6	Perform 5-8 note melodies or developed chord progressions (e.g. 2+ chords per bar) and more complex rhythms NC2.1	Sing pieces, including those from 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	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	Talk about the key features of music including: <ul style="list-style-type: none"> • Tempo • Metre • Instrumentation • Melody Understand the key features of at least four different	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

		NC2.1/ NC2.3		recreated NC2.4	types/ genres of music NC2.1/ NC2.3/ NC2.5/ NC2.6			
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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

