Music: Long Term Plan

	Nursery		
TERM	**AUTUMN** **1.1 – Bounce into Action – 'I'm a little teapot, getting dresses, days of the week'** **1.2 – Rainbow Magic – 'Rainbows, sparkle, twinkle, twinkle little star, Ring o roses**	**SPRING** **2.1 – Happy talk – 'if you're happy and you know it, name song'** **2.2 Amazing animals – 'Boing, Old Macdonald, Incy Wincy**	**SUMMER** **3.1 – number fun – Alice the camel, five little ducks** **3.2 - Beep, beep, toot, toot 'The wheels on the bus, Row, Row your boat**
	To develop listening skills and awareness of sounds in the environment To recall sounds they have heard To describe sounds that they hear To remember and sing songs To perform nursery songs by singing or actions To articulate words in a song clearly To discriminate between sounds To identify and name instruments being played To listen to and appreciate the difference between sounds made with instruments To remember and repeat a rhythm To understand loud and quiet sounds To identify and imitate sounds	To experience and appreciate rhythm To sing or chant a rhyming string To perform nursery songs using words and actions To listen and respond to what is heard To explore how sounds are articulated To change voice sounds to suit a song To sing songs and nursery rhymes in a range of voices To copy a rhythm To keep a beat To develop awareness of rhythm	To be able to 'pitch match' To create different voice sounds To listen to and join in with favourite songs To think about pitch as they perform songs To create a musical pattern To sing a wide range of songs using words, actions and appropriate pitch To perform a wide range of songs To remember a sound sequence To distinguish between the differences in vocal sounds To explore the pitch of different sounds To identify and name instruments and the sounds they make

	Reception					
TERM	**AUTUMN** **Term 1.1 – chant to the animals – 'banana rap, we're going on a bear hunt'** **Term 1.2 – creative moves – 'Marching band and magical Christmas journey**		**SPRING** **Term 2.1 – Lilting Lullaby 'Baby Elephant'** **Term 2.2 – Number time 'Hickory dickers Dock, ten green bottles**		**SUMMER** **Term 3.1 – Well-being matters 'Big emotions – binoculars out, I am calm, I feel surprised** **Term 3.2 – Rhythm adventure – 'ABC song, the bear went over the mountain**	
	To explore high and low sounds To copy basic rhythm patterns of single words & short phrases from the song/s To sing along with a pre-recorded song To perform any of the nursery rhymes by singing To distinguish the difference between high and low sounds To know the difference between singing and talking To listen to rhythm patterns To copy back basic rhythm patterns To understand what pitch is.	To begin to identify the pulse of the music To find different ways to keep the pulse. To sing along with a pre-recorded song and add actions. To perform any of the nursery rhymes by singing and adding actions To perform any nursery rhymes or songs adding a simple instrumental part using the keys: C, D & E To know the stories of some of the nursery rhymes. To identify the key: C, D and E on a tuned instrument.	Explore high pitch and low pitch in the context of the songs. To listen to high-pitched & low-pitched sounds on a glockenspiel. To explore high and low using voices and sounds of characters in the songs To sing along with the backing track. To perform any of the nursery rhymes by singing and adding actions and dance To sing or rap nursery rhymes and simple songs from memory. To know the difference between singing and rapping	To enjoy moving to music by dancing, marching, being animals or Pop stars. To invent a pattern using one pitched note. To keep the pulse throughout with a single note To perform any of the nursery rhymes by singing and adding actions and dance To perform any nursery rhymes or songs adding a simple instrumental part using the keys: C, D, E, F, G & A To know twenty nursery rhymes off by heart.	To begin to create simple 2-note patterns to accompany the song. To add a 2-note melody to the rhythm of the words. To play with two pitched notes to invent musical patterns To sing or rap nursery rhymes and simple songs from memory. To perform any of the nursery rhymes by singing and adding actions and dance To perform any nursery rhymes or songs adding a simple instrumental part using the keys: C, D, E.	Review past pieces of music learned and recap feeling the beat, moving to the music, and singing together. To respond to music heard throughout the year and new music creatively and musically. To sing or rap songs with increasing confidence and understanding. To perform vocally and instrumentally any of the songs studied over the year together. To know that we can move with the pulse of the music in different ways

	AUTUMN Term 1.1 – rhyming in time – 'Find the Beat and the Dancing dinosaurs' Term 1.2 - let's start singing 'Name Song, Babushka and little Angel gets her wings'		SPRING Term 2.1 (Ukulele taught by Create Music) (music inspired by the world around us 'In the Sea'(if no ukulele) Term 2.2 – exploring rhythm patterns 'Hey You!		SUMMER Term 3.1 – sound and pictures 'RSNO's' Yoyo and the little Auk Term 3.2 – highs and lows – 'Music is in my soul'	
TERM	**Listening and Appraising**: Responding to music through movement and discussion. **Performing**: Singing rhymes and chants in time with the beat; using body percussion and instruments. **Improvising**: Creating rhythmic patterns using voice or instruments. **Composing**: Arranging simple rhythms and patterns. **Evaluating**: Talking about music using learned vocabulary. **Pulse**: Understanding that music has a steady beat. **Rhythm**: Recognising patterns of long and short sounds.	**Listening and Appraising**: Responding to songs with movement, discussion, and emotional awareness. **Singing and Performing**: Learning to sing in tune, with expression and confidence. **Musical Expression**: Using voice to convey character and mood (especially in narrative songs like "Babushka"). **Ensemble Skills**: Singing together, following cues, and respecting timing. **Evaluating**: Reflecting on performances and describing music using learned vocabulary **Pitch**: Recognising high and low sounds in melodies. **Rhythm and Pulse**: Understanding steady beats and rhythmic patterns. **Dynamics**: Exploring loud and quiet singing. **Tempo**: Experiencing fast and slow speeds in music.	**Listening and Appraising**: Identifying musical elements in performances and recordings. **Playing and Performing**: Developing technique, coordination, and fluency in strumming and chord changes. **Improvising**: Creating simple melodic or rhythmic ideas using known chords or open strings. **Composing**: Arranging chord progressions and lyrics into original songs. **Ensemble Skills**: Playing in groups, maintaining timing, and responding to others. **Evaluating**: Reflecting on performances and using musical vocabulary to describe strengths and areas for improvement. **Instrument Anatomy**: Understanding parts of the ukulele (body, neck, frets, strings, sound hole).	**Listening and Appraising**: Responding to Hip-Hop songs and identifying musical elements. **Singing and Performing**: Learning to sing "Hey You!" and other songs with accurate rhythm and pitch. **Improvising**: Creating short rhythmic phrases using voice or instruments. **Composing**: Arranging simple patterns and sequences. **Playing Instruments**: Using glockenspiels and percussion to explore rhythm and pitch. **Evaluating**: Reflecting on performances and describing music using learned vocabulary **Pulse**: Understanding that music has a steady beat.	**Listening and Appraising**: Watching the animated film and identifying how music supports the story. **Responding**: Using movement, drawing, and discussion to express reactions to sound and visuals. **Performing**: Recreating sound effects and musical motifs using classroom instruments and voice. **Improvising**: Creating soundscapes for scenes (e.g. storm, flight, celebration). **Composing**: Designing short musical pieces to accompany parts of the story. **Evaluating**: Reflecting on how music and pictures work together to tell a story. **Pitch**: Recognising high and low sounds in character voices and instruments.	**Listening and Appraising**: Responding to music with movement, discussion, and emotional awareness. **Singing and Performing**: Learning to sing "Music Is In My Soul" with accurate pitch and rhythm. **Musical Expression**: Using voice and body to convey character and mood. **Improvising**: Creating short vocal or instrumental phrases based on pitch direction (highs and lows). **Composing**: Arranging simple melodic patterns using high and low notes. **Evaluating**: Reflecting on performances and describing music using learned vocabulary. **Pitch**: Understanding high and low sounds in melodies and vocal lines.

Year 1

Music: Long Term Plan

Tempo: Exploring how music can be fast or slow. **Pitch**: Beginning to identify high and low sounds. **Dynamics**: Experiencing loud and quiet sounds. **Structure**: Recognising patterns and repetition in songs and chants.	**Structure**: Identifying repeated sections and verses in songs. **Lyrics and Meaning**: Understanding the story or message behind songs like "Babushka" and "Little Angel Gets Her Wings."	**Pitch and Tuning**: Learning the names of open strings (G–C–E–A) and how pitch changes with frets. **Rhythm and Pulse**: Recognising and performing steady beats and rhythmic patterns. **Chords**: Learning basic chords (e.g., C, F, G, Am) and how they form harmonic progressions. **Strumming Patterns**: Understanding different rhythmic strumming techniques. **Notation**: Reading chord diagrams, tablature, and basic rhythmic notation. **Musical Elements**: Exploring dynamics, tempo, texture, and structure through songs.	**Rhythm**: Recognising and creating patterns of long and short sounds. **Pitch**: Identifying high and low sounds in melodies. **Tempo**: Exploring fast and slow speeds in music. **Dynamics**: Experiencing loud and quiet sounds. **Structure**: Recognising repeated sections and patterns in songs. **Style**: Introduction to Old-School Hip-Hop as a genre.	**Dynamics**: Exploring loud and quiet sounds to reflect emotion and action. **Timbre**: Identifying different instrumental sounds and textures. **Tempo**: Understanding how speed affects mood and storytelling. **Structure**: Following musical cues that match narrative events. **Mood and Emotion**: Linking sound to feelings and character development.

Rhythm: Recognising and performing patterns of long and short sounds. **Pulse**: Feeling and maintaining a steady beat. **Dynamics**: Exploring loud and quiet sounds to express emotion. **Tempo**: Experiencing fast and slow speeds in music. **Structure**: Identifying repeated sections, verses, and choruses in songs. **Style and Genre**: Introduction to Gospel and Soul music influences.

	AUTUMN Term 1.1 – questions and answers 'Hello and hey Friends' Term 2.1 – let's keep singing		SPRING Term 2.1 – sound and symbol 1 Glockenspiel Term 2.2 – sound and symbol 2 Glockenspiel		SUMMER Term 3.1 – around the world 'Hands, feet, heart' Term 3.2 – Ukulele by Create Music The power of communication (if no ukulele)
TERM	**Pulse**: Recognising and keeping a steady beat. **Rhythm**: Understanding patterns of long and short sounds. **Pitch**: Identifying high and low sounds. **Timbre**: Exploring different sound qualities (e.g., metallic, wooden, soft). **Call and Response**: Learning how musical conversations work. **Improvisation**: Creating spontaneous musical ideas using instruments or voice. **Structure**: Recognising how music is organized (e.g., question–answer format). **Dynamics**: Understanding loud and quiet sounds. **Tempo**: Recognising fast and slow speeds in music.	**Singing**: Developing vocal control, pitch accuracy, and expressive performance. **Listening and Appraising**: Responding to music with movement, discussion, and emotion. **Improvising**: Creating vocal phrases or responses using known rhythms and pitches. **Composing**: Building short melodic or rhythmic ideas using voice or simple instruments. **Performing**: Sharing songs and musical ideas with others confidently. **Evaluating**: Reflecting on performances using musical vocabulary. **Pitch**: Understanding high and low sounds in singing. **Pulse**: Feeling and maintaining a steady beat. **Rhythm**: Recognising patterns of long and short sounds.	**Instrumental Technique**: Learning how to hold beaters and strike bars accurately. **Reading Notation**: Interpreting simple scores and symbols to play melodies. **Improvising**: Creating short musical phrases using selected notes. **Composing**: Building simple patterns or tunes using glockenspiel notes. **Listening and Appraising**: Responding to music with discussion and reflection. **Performing**: Playing short pieces with control, accuracy, and expression. **Collaborating**: Working in pairs or groups to rehearse and perform. **Pitch**: Understanding high and low notes on the glockenspiel. **Pulse**: Keeping a steady beat while playing. **Rhythm**: Recognising and performing patterns of long and short sounds.	**Instrumental Technique**: Improving control, accuracy, and expression when playing glockenspiel. **Reading Notation**: Developing fluency in reading simple melodies using staff notation. **Improvising**: Creating short musical phrases using selected notes (e.g., C–D–E–F–G). **Composing**: Building short melodic or rhythmic patterns using notation. **Listening and Appraising**: Responding to music with discussion and reflection using musical vocabulary. **Performing**: Playing short pieces with confidence, accuracy, and musicality. **Collaborating**: Rehearsing and performing in pairs or small groups. **Pitch**: Understanding and playing higher and lower notes on the glockenspiel. **Pulse**: Maintaining a steady beat while performing.	**Listening and Appraising:** Responding to South African music with movement, discussion, and emotion. **Singing:** Performing "Hands, Feet, Heart" with accurate pitch, rhythm, and expression. **Playing Instruments**: Using tuned and untuned percussion to accompany the song. **Improvising:** Creating short rhythmic or melodic phrases using known notes. **Composing:** Building simple musical patterns using instruments or voice. **Performing:** Sharing music with others in a group setting. **Evaluating**: Reflecting on performances using musical vocabulary. **Term 3.2** **Listening and Appraising**: Identifying musical elements in performances and recordings. **Playing and Performing**: Developing technique, coordination, and fluency in strumming and chord changes. **Improvising**: Creating simple melodic or rhythmic ideas using known chords or open strings.

Year 2

Music: Long Term Plan

	Pulse: Understanding and feeling the steady beat in music. **Rhythm**: Recognising patterns of long and short sounds. **Pitch**: Identifying high and low notes. **Dynamics**: Exploring loud and quiet sounds. **Tempo**: Recognising fast and slow speeds. **Timbre**: Describing different sound qualities (e.g., smooth, scratchy, metallic). **Structure**: Understanding musical form, especially call and response. **Notation**: Beginning to use symbols to	**Tempo**: Identifying fast and slow speeds in music. **Dynamics**: Exploring loud and quiet singing. **Timbre**: Understanding different vocal qualities (e.g., smooth, raspy, bright). **Structure**: Recognising musical forms like verse and chorus. **Notation**: Beginning to use symbols or graphic scores to represent sound.	**Notation**: Reading and interpreting simple musical symbols (graphic and staff notation). **Structure**: Understanding musical forms such as phrases and patterns. **Timbre**: Identifying the unique sound quality of the glockenspiel. **Dynamics**: Exploring loud and quiet playing. **Tempo**: Recognising and performing at different speeds.	**Rhythm**: Recognising and performing patterns of long and short sounds. **Notation**: Reading and interpreting **staff notation** (note names, rhythms, rests). **Structure**: Understanding musical forms such as phrases, patterns, and sections. **Timbre**: Exploring the unique sound quality of the glockenspiel. **Dynamics**: Playing with variation in loudness. **Tempo**: Performing at different speeds and understanding tempo markings.	**Composing**: Arranging chord progressions and lyrics into original songs. **Ensemble Skills**: Playing in groups, maintaining timing, and responding to others. **Evaluating**: Reflecting on performances and using musical vocabulary to describe strengths and areas for improvement. **Pulse:** Understanding and feeling the steady beat in music. **Rhythm:** Recognising patterns of long and short sounds. **Pitch:** Identifying high and low notes in melodies. **Tempo:** Recognising and responding to fast and slow speeds. **Dynamics:** Exploring loud and quiet sounds.Structure: Understanding musical forms like verse, chorus, and call-and-response. **Timbre:** Identifying different sound qualities in voices and instruments. **Notation:** Beginning to use symbols to represent sound (graphic scores or note names). **Cultural Context:** Learning about South African musical traditions and styles. **Term 3.2** **Instrument Anatomy:** Understanding parts of the ukulele (body, neck, frets, strings, sound hole). **Pitch and Tuning:** Learning the names of open strings (G–C–E–A) and how pitch changes with frets.

Music: Long Term Plan

					Rhythm and Pulse: Recognising and performing steady beats and rhythmic patterns. **Chords**: Learning basic chords (e.g., C, F, G, Am) and how they form harmonic progressions. **Strumming Patterns**: Understanding different rhythmic strumming techniques. **Notation**: Reading chord diagrams, tablature, and basic rhythmic notation. **Musical Elements**: Exploring dynamics, tempo, texture, and structure through songs.

	Year 3				
TERM Topic	**AUTUMN** Term 1.1 – a shining performance 'Sparkle in the Sun'	**AUTUMN** Term 1.2 – sing and move 'The kind of all polar bears and five gold rings'	**SPRING** Term 2.1 – Music and video 'be safe online' Term 2.2 – percussion power 'Mamma Mia'	**SUMMER** Term 3.1 – Ukulele (taught by Create Music) Music and Sound Regenerate seasons for change if not	**SUMMER** Term 3.2 – sound exploration 'RSNO's sounds of the deep'
	Singing: Performing "Sparkle in the Sun" with accurate pitch, rhythm, and expressive delivery. **Listening and Appraising**: Responding to music with discussion, identifying musical elements and emotional impact. **Rehearsing**: Practicing collaboratively to improve timing, diction, and confidence. **Performing**: Presenting a polished group performance with attention to musical detail and stage presence. **Evaluating**: Reflecting on their own and others' performances using musical vocabulary. **Storytelling through Music**: Understanding how music can convey narrative and emotion. **Pitch**: Understanding and controlling high and low vocal sounds. **Pulse**: Feeling and maintaining a steady beat while singing and moving.	**Singing**: Performing songs like "The King of All Polar Bears" and "Five Gold Rings" with accurate pitch and rhythm. **Listening and Appraising**: Responding to music with movement, discussion, and emotional awareness. **Movement**: Using body actions to express musical ideas and follow the beat. **Improvising**: Creating simple vocal or body percussion responses. **Composing**: Building short rhythmic or melodic phrases using voice or instruments. **Performing**: Sharing songs and musical ideas with others in a group setting. **Evaluating**: Reflecting on performances using musical vocabulary. **Pulse**: Feeling and maintaining a steady beat while singing and moving.	Term 2.1 **Singing**: Performing "Be Safe Online" with accurate pitch, rhythm, and expressive delivery. **Listening and Appraising**: Responding to music with discussion, identifying musical elements and lyrical meaning. **Composing**: Creating short musical phrases or lyrics related to safety themes. **Performing**: Presenting a group performance with confidence and musical awareness. **Evaluating**: Reflecting on their own and others' performances using musical vocabulary. **Digital Awareness**: Connecting music to real-world themes like internet safety and responsible online behavior. Term 2.2 **Listening and Appraising**: Analysing "Mamma Mia" and other ABBA songs for structure, instrumentation, and mood. **Playing Instruments**: Performing rhythmic patterns on tuned and untuned percussion (e.g., glockenspiels, drums). **Improvising**: Creating rhythmic ideas using percussion instruments. **Composing**: Building short rhythmic or melodic phrases to accompany the song.	**Listening and Appraising**: Identifying musical elements in performances and recordings. **Playing and Performing**: Developing technique, coordination, and fluency in strumming and chord changes. **Improvising**: Creating simple melodic or rhythmic ideas using known chords or open strings. **Composing**: Arranging chord progressions and lyrics into original songs. **Ensemble Skills**: Playing in groups, maintaining timing, and responding to others. **Evaluating**: Reflecting on performances and using musical vocabulary to describe strengths and areas for improvement. **Instrument Anatomy**: Understanding parts of the ukulele (body, neck, frets, strings, sound hole).	**Listening and Appraising**: Responding to orchestral music with imagination and critical thinking. **Sound Exploration**: Using classroom instruments and found objects to create ocean-inspired soundscapes. **Improvising**: Creating spontaneous musical ideas to represent sea creatures or underwater scenes. **Composing**: Designing structured pieces using sound layers, dynamics, and timbre. **Performing**: Sharing compositions with others using voice, instruments, and movement. **Collaborating**: Working in groups to develop and refine musical ideas. **Evaluating**: Reflecting on musical choices and how they convey meaning or emotion.

Music: Long Term Plan

Rhythm: Recognising and performing patterns of long and short sounds. **Tempo**: Identifying and responding to changes in speed. **Dynamics**: Singing with variation in loudness to express emotion. **Structure**: Understanding song form (e.g., verse, chorus, bridge). **Timbre:** Exploring different vocal qualities and how they affect the mood of a song. **Notation:** Beginning to read and follow simple musical symbols and scores. **Expression:** Using voice and movement to convey meaning and emotion in performance.	**Rhythm**: Recognising and performing patterns of long and short sounds. **Pitch**: Understanding high and low sounds in vocal melodies. **Tempo**: Identifying and responding to fast and slow speeds. **Dynamics**: Exploring loud and quiet singing to express mood. **Timbre**: Recognising different vocal and instrumental sound qualities. **Structure**: Understanding musical forms such as verse, chorus, and repetition. **Notation**: Beginning to use symbols or graphic scores to represent sound. **Cultural Context**: Exploring seasonal and narrative songs with links to storytelling and celebration.	**Performing**: Playing in time with others, maintaining pulse, and following musical cues. **Evaluating**: Reflecting on performances using musical vocabulary. **Collaborating**: Rehearsing and performing as part of an ensemble, listening and responding to others. **Term 2.1** **Pulse**: Understanding and maintaining a steady beat. **Rhythm**: Recognising and performing patterns of long and short sounds. **Pitch**: Identifying high and low notes in melodies. **Tempo**: Responding to changes in speed. **Dynamics**: Exploring loud and quiet sounds for expressive effect. **Structure**: Understanding musical forms such as verse, chorus, and bridge. **Timbre**: Identifying different sound qualities in voices and instruments. **Notation**: Beginning to read and follow simple musical symbols. **Lyrics and Meaning**: Understanding how words in songs convey messages, especially about online safety. Term 2.2 **Pulse**: Understanding and maintaining a steady beat throughout a song. **Rhythm**: Recognising and performing patterns of long and short sounds. **Pitch**: Identifying melodic movement in vocal and instrumental parts. **Structure**: Understanding song form (e.g., intro, verse, chorus, bridge).	**Pitch and Tuning**: Learning the names of open strings (G–C–E–A) and how pitch changes with frets. **Rhythm and Pulse**: Recognising and performing steady beats and rhythmic patterns. **Chords**: Learning basic chords (e.g., C, F, G, Am) and how they form harmonic progressions. **Strumming Patterns**: Understanding different rhythmic strumming techniques. **Notation**: Reading chord diagrams, tablature, and basic rhythmic notation. **Musical Elements**: Exploring dynamics, tempo, texture, and structure through songs.	**Pitch**: Understanding high and low sounds to represent ocean creatures or movements. **Pulse**: Recognising and maintaining a steady beat in compositions and performances. **Rhythm**: Identifying patterns of long and short sounds to mimic underwater motion. **Dynamics**: Exploring loud and quiet sounds to reflect ocean depth and drama. **Tempo**: Using fast and slow speeds to represent different sea environments. **Timbre**: Describing sound qualities (e.g., smooth, rough, echoing) to evoke underwater textures. **Structure**: Understanding how musical ideas are organized (e.g., layering, repetition, contrast). **Notation**: Using graphic scores or symbols to represent sound creatively. **Environmental Awareness**: Learning how music can reflect and respond to ecological themes like ocean conservation.

			Tempo: Recognising and responding to changes in speed. **Dynamics**: Exploring loud and quiet playing for expressive effect. **Timbre**: Identifying different sound qualities of percussion instruments. **Notation**: Reading and interpreting rhythmic notation and simple melodic patterns. **Genre Awareness**: Learning about pop music, specifically ABBA's style and musical features		

	Year 4				
TERM	**AUTUMN** Term 1.1 – create and notate 'You can see it through' Term 1.2 – ukulele with Create Music (Singing and traditions if no ukulele)	**SPRING** Term 2.1 – recycling songs 'plastic'	**SPRING** Term 2.2 – exploring musical contrasts 'Let your spirit fly'	**SUMMER** Term 3.1 – FX sound effects **'Yu Studio underwater project'**	**SUMMER** Term 3.2 –round and round **'Frere Jacques and Row Row Row**
	Listening and Appraising: Analysing EDM tracks and identifying musical elements. **Improvising:** Creating spontaneous rhythmic and melodic ideas using voice, instruments, or digital tools. **Composing:** Structuring original pieces using loops, layers, and rhythmic patterns. **Notating:** Recording musical ideas using symbols, grids, or digital software. **Performing:** Sharing compositions with others using instruments or digital platforms. **Evaluating:** Reflecting on musical choices and how they convey emotion or meaning. **Collaborating:** Working in groups to develop, rehearse, and refine musical ideas. **1.2**	**Listening and Appraising**: Analysing songs like "Plastic" and "You Can See It Through" for musical elements and lyrical meaning. **Improvising**: Creating rhythmic and melodic ideas using voice, instruments, or digital platforms. **Composing**: Structuring original pieces using loops, layers, and rhythmic patterns. **Notating**: Recording musical ideas using symbols, grids, or digital software. **Performing**: Sharing compositions with others using instruments or digital tools. **Evaluating**: Reflecting on musical choices and how they convey emotion or meaning. **Collaborating**: Working in groups to develop, rehearse, and refine musical ideas. **Pulse**: Understanding and maintaining a steady beat.	**Listening and Appraising**: Analysing "Let Your Spirit Fly" and other R&B songs for structure, instrumentation, and mood. **Singing**: Performing with accurate pitch, rhythm, and expressive delivery. **Playing Instruments**: Using tuned and untuned percussion to accompany the song. **Improvising**: Creating short musical phrases using selected notes. **Composing**: Building simple rhythmic or melodic patterns using notation. **Performing**: Sharing music with others in a group setting. **Evaluating**: Reflecting on performances using musical vocabulary **Pulse**: Recognising and maintaining a steady beat. **Rhythm**: Understanding patterns of long and short sounds.	**Listening and Appraising**: Analysing soundscapes and identifying how musical elements convey underwater themes. **Sound Design**: Selecting and layering FX sounds to build immersive environments. **Improvising**: Experimenting with samples, loops, and effects to create spontaneous musical ideas. **Composing**: Structuring original pieces using YuStudio's tools and sound libraries. **Editing and Mixing**: Adjusting volume, panning, and effects to refine compositions. **Performing**: Sharing digital compositions with others, either live or as recorded tracks. **Evaluating**: Reflecting on creative choices and how they support the theme or narrative.	**Listening and Appraising**: Analysing songs like "Frère Jacques" and "Row, Row, Row Your Boat" for structure and mood. **Singing**: Performing rounds with accurate pitch, rhythm, and timing. **Playing Instruments**: Using tuned and untuned percussion to accompany songs. **Improvising**: Creating short musical phrases using selected notes. **Composing**: Building simple rhythmic or melodic patterns using notation. **Performing**: Singing and playing in parts, maintaining timing and ensemble awareness. **Evaluating**: Reflecting on performances using musical vocabulary. **Collaborating**: Working in groups to rehearse and perform rounds.

Music: Long Term Plan

	Listening and Appraising: Identifying musical elements in performances and recordings. **Playing and Performing**: Developing technique, coordination, and fluency in strumming and chord changes. **Improvising**: Creating simple melodic or rhythmic ideas using known chords or open strings. **Composing**: Arranging chord progressions and lyrics into original songs. **Ensemble Skills**: Playing in groups, maintaining timing, and responding to others. **Evaluating**: Reflecting on performances and using musical vocabulary to describe strengths and areas for improvement. **1.1** **Pulse:** Understanding and maintaining a steady beat, essential in EDM. **Rhythm:** Recognising and creating patterns of long and short sounds. **Pitch:** Identifying and using high and low notes in melodic phrases. **Tempo:** Understanding speed in music and how it affects mood and style.	**Rhythm**: Recognising and creating patterns of long and short sounds. **Pitch**: Identifying high and low notes in melodies. **Tempo**: Understanding speed in music and how it affects mood. **Dynamics**: Exploring loud and quiet sounds for expressive effect. **Structure**: Recognising musical forms such as verse, chorus, and bridge. **Timbre**: Exploring sound qualities using voice, instruments, and digital tools. **Notation**: Using graphic scores, rhythmic grids, and digital notation to record musical ideas. **Lyrics and Meaning**: Understanding how song lyrics convey messages—especially about recycling and environmental responsibility	**Pitch**: Identifying high and low notes in melodies. **Tempo**: Recognising and responding to changes in speed. **Dynamics**: Exploring loud and quiet sounds for expressive effect. **Structure**: Understanding song form (e.g., verse, chorus, bridge). **Timbre**: Identifying different sound qualities in voices and instruments. **Notation**: Beginning to read and follow simple musical symbols and scores. **Genre Awareness**: Learning about R&B music and its stylistic features	**Digital Literacy**: Navigating a DAW, using virtual instruments, and understanding basic audio production. **Pulse**: Understanding and maintaining a steady beat in digital compositions. **Rhythm**: Recognising and creating patterns of long and short sounds using loops and samples. **Pitch**: Identifying and manipulating high and low sounds to represent underwater movement or creatures. **Dynamics**: Exploring loud and quiet sounds to create contrast and atmosphere. **Tempo**: Adjusting speed to reflect mood or action in underwater scenes. **Timbre**: Using sound effects and instruments to explore different textures (e.g., bubbly, echoing, smooth). **Structure**: Organizing music into sections such as intro, build-up, climax, and fade-out. **Notation**: Using digital grids and visual timelines to represent musical ideas. **Genre Awareness**: Understanding how sound design is used in film, video, and multimedia.	**Pulse**: Understanding and maintaining a steady beat. **Rhythm**: Recognising and performing patterns of long and short sounds. **Pitch**: Identifying high and low notes in melodies. **Tempo**: Recognising and responding to changes in speed. **Dynamics**: Exploring loud and quiet sounds for expressive effect. **Structure**: Understanding musical forms such as rounds, verses, and choruses. **Timbre**: Identifying different sound qualities in voices and instruments. **Harmony**: Learning how overlapping melodies can create harmony in rounds. **Notation**: Beginning to read and follow simple musical symbols and scores. **Genre Awareness**: Exploring Latin music styles and traditional songs from different cultures.

Music: Long Term Plan

Dynamics: Exploring loud and quiet sounds for expressive effect. **Structure:** Recognising and composing musical forms like intro, build-up, drop, and outro. **Timbre:** Exploring sound qualities using digital and acoustic instruments. **Notation:** Using graphic scores, rhythmic grids, and digital notation tools to record musical ideas. **Genre Awareness:** Learning about Electronic Dance Music and its stylistic features. **1.2** **Instrument Anatomy**: Understanding parts of the ukulele (body, neck, frets, strings, sound hole). **Pitch and Tuning**: Learning the names of open strings (G–C–E–A) and how pitch changes with frets. **Rhythm and Pulse**: Recognising and performing steady beats and rhythmic patterns. **Chords**: Learning basic chords (e.g., C, F, G, Am) and how they form harmonic progressions. **Strumming Patterns**: Understanding different rhythmic strumming techniques.				

Music: Long Term Plan

	Notation: Reading chord diagrams, tablature, and basic rhythmic notation. **Musical Elements**: Exploring dynamics, tempo, texture, and structure through songs.				

	Year 5					
TERM	**AUTUMN** Term 1.1 – shaping music 'My best friend'	**AUTUMN** Term 1.2 – unlocking vocal potential 'panto pandemonium, Bells ring out	**SPRING** Term 2.1 Sounds Dramatic ' Yustudio A spooky story'	**SPRING** Term 2.2 – Ukulele (taught by Create Music) Decoding sound and notation 'Heal the Earth' if not	**SUMMER** Carnival Time 1 'Brazilian Samba drumming – part 1'	**SUMMER** Discovering Grime – 'YuStudio Grime Project
	Listening and Appraising: Responding to "My Best Friend" and other songs with discussion and emotional awareness.

Singing: Performing with accurate pitch, rhythm, and expressive delivery.

Playing Instruments: Using tuned and untuned percussion to accompany the song.

Improvising: Creating short musical phrases using selected notes.

Composing: Building simple rhythmic or melodic patterns using notation.

Performing: Sharing music with others in a group setting.

Evaluating: Reflecting on performances using musical vocabulary.

Collaborating: Working in pairs or groups to rehearse and perform. | **Vocal Technique**: Developing breath control, diction, projection, and pitch accuracy.

Listening and Appraising: Responding to performances with discussion and reflection.

Rehearsing: Practicing songs and scenes collaboratively to improve timing and expression.

Performing: Presenting songs like "Bells Ring Out" and scenes from "Panto Pandemonium" with confidence and musicality.

Improvising: Exploring vocal characterisation and movement in response to musical cues.

Evaluating: Reflecting on vocal choices and ensemble performance using musical vocabulary.

Collaborating: Working as a cast or choir to rehearse and perform with cohesion.

Pitch: Understanding and controlling high and low vocal sounds. | **Listening and Appraising**: Analysing soundtracks and identifying how musical elements create suspense or drama.

Sound Design: Choosing and layering FX sounds to build a spooky soundscape.

Improvising: Experimenting with samples, loops, and effects to create spontaneous musical ideas.

Composing: Structuring original pieces using YuStudio's tools and sound libraries.

Editing and Mixing: Adjusting volume, panning, and effects to refine compositions.

Performing: Sharing digital compositions with others, either live or as recorded tracks.

Evaluating: Reflecting on creative choices and how they support the spooky theme. | **Listening and Appraising**: Identifying musical elements in performances and recordings.

Playing and Performing: Developing technique, coordination, and fluency in strumming and chord changes.

Improvising: Creating simple melodic or rhythmic ideas using known chords or open strings.

Composing: Arranging chord progressions and lyrics into original songs.

Ensemble Skills: Playing in groups, maintaining timing, and responding to others.

Evaluating: Reflecting on performances and using musical vocabulary to describe strengths and areas for improvement.

Instrument Anatomy: Understanding parts of the ukulele (body, neck, frets, strings, sound hole). | **Listening and Appraising**: Identifying samba rhythms and instruments in recordings and live performance.

Playing Instruments: Learning correct technique for Brazilian percussion instruments.

Improvising: Creating short rhythmic phrases within a samba framework.

Composing: Structuring ensemble pieces using layered rhythms and breaks.

Performing: Playing as part of a samba band with attention to timing, coordination, and ensemble awareness.

Evaluating: Reflecting on group performance and musical choices using appropriate vocabulary.

Collaborating: Rehearsing and performing in groups, | **Listening and Appraising**: Analysing Grime tracks for beat structure, flow, and sound design.

Digital Composition: Creating original Grime tracks using loops, samples, and virtual instruments.

Sound Design: Selecting and layering FX sounds to build atmosphere and energy.

Improvising: Experimenting with rhythmic and melodic ideas in real time.

Editing and Mixing: Adjusting volume, panning, and effects to refine compositions.

Performing: Sharing digital tracks with others, either live or as recorded pieces.

Evaluating: Reflecting on creative choices and how they support the genre's style.

Digital Literacy: Navigating YuStudio and understanding basic audio production workflows. |

Music: Long Term Plan

Pulse: Understanding and maintaining a steady beat. **Rhythm**: Recognising and performing patterns of long and short sounds. **Pitch**: Identifying high and low notes in melodies. **Tempo**: Recognising and responding to changes in speed. **Dynamics**: Exploring loud and quiet sounds for expressive effect. **Structure**: Understanding musical forms such as verse, chorus, and bridge. **Timbre**: Identifying different sound qualities in voices and instruments. **Notation**: Beginning to read and follow simple musical symbols and scores. **Lyrics and Meaning**: Understanding how words in songs convey emotion and narrative.	**Pulse**: Maintaining a steady beat while singing and performing. **Rhythm**: Recognising and performing patterns of long and short sounds. **Tempo**: Understanding and responding to changes in speed. **Dynamics**: Using loud and quiet singing to express emotion and character. **Structure**: Recognising musical forms such as verse, chorus, and bridge. **Timbre**: Exploring different vocal qualities to portray characters and moods. **Harmony**: Singing in parts and understanding how voices blend. **Notation**: Reading and following musical scores and lyrics.	**Digital Literacy**: Navigating a DAW, using virtual instruments, and understanding basic audio production. **Pulse**: Understanding and maintaining a steady beat in digital compositions. **Rhythm**: Creating patterns of long and short sounds to build suspense or tension. **Pitch**: Using high and low sounds to represent characters, emotions, or dramatic moments. **Dynamics**: Exploring loud and quiet sounds to shape mood and intensity. **Tempo**: Adjusting speed to reflect action or emotion in a spooky narrative. **Timbre**: Selecting sound qualities (e.g. eerie, sharp, echoing) to evoke atmosphere. **Structure**: Organizing music into sections such as intro, build-up, climax, and resolution. **Notation**: Using digital grids and visual timelines to represent musical ideas.	**Pitch and Tuning**: Learning the names of open strings (G–C–E–A) and how pitch changes with frets. **Rhythm and Pulse**: Recognising and performing steady beats and rhythmic patterns. **Chords**: Learning basic chords (e.g., C, F, G, Am) and how they form harmonic progressions. **Strumming Patterns**: Understanding different rhythmic strumming techniques. **Notation**: Reading chord diagrams, tablature, and basic rhythmic notation. **Musical Elements**: Exploring dynamics, tempo, texture, and structure through songs.	responding to a leader or conductor. **Pulse**: Understanding and maintaining a steady beat, essential in ensemble drumming. **Rhythm**: Recognising and performing syncopated patterns typical of samba. **Tempo**: Identifying and responding to fast-paced carnival rhythms. **Dynamics**: Exploring loud and quiet playing to create contrast and excitement. **Timbre**: Learning the unique sound qualities of samba instruments like surdo, agogô, tamborim, and caixa. **Structure**: Understanding call-and-response patterns and layered rhythmic textures. **Notation**: Beginning to read and follow simple rhythmic symbols or grids. **Cultural Context**: Gaining awareness of Brazilian carnival traditions and the role of samba in celebration and identity.	**Pulse**: Understanding and maintaining a steady beat, crucial for Grime's rhythmic flow. **Rhythm**: Recognising and creating syncopated patterns typical of Grime beats. **Pitch**: Using high and low sounds to shape melodic hooks or basslines. **Tempo**: Exploring fast-paced BPMs (typically around 140) common in Grime. **Dynamics**: Controlling volume and intensity to build tension and release. **Timbre**: Identifying and manipulating sound textures using digital instruments and effects. **Structure**: Understanding Grime's layout—intro, verse, drop, and outro. **Genre Awareness**: Learning about Grime's cultural roots, stylistic traits, and key artists. **Notation**: Using digital grids and timelines to represent musical ideas in YuStudio.

Music: Long Term Plan

			Genre Awareness: Understanding how music supports storytelling in film, theatre, and media.			

Music: Long Term Plan

	Year 6					
TERM	**AUTUMN** Term 1.1 – Ukulele (taught by Create Music) – Music speaks 'Yu studio Hip Hop project if not	**AUTUMN** Term 1.2 – Express, Inspire, Perform Panto Pandemonium, Bells ring out	**SPRING** Term 2.1 – Music Reimagined 'seasons for change'	**SPRING** Term 2.2 – musical sketches 'Roll Alabama'	**SUMMER** Term 3.1 – music remixed 'YuStudio Dragon Beats'	**SUMMER** Term 3.2 EOY Performance – (Insert title of production here) (Musical)
	Listening and Appraising: Identifying musical elements in performances and recordings. **Playing and Performing:** Developing technique, coordination, and fluency in strumming and chord changes. **Improvising:** Creating simple melodic or rhythmic ideas using known chords or open strings. **Composing:** Arranging chord progressions and lyrics into original songs. **Ensemble Skills:** Playing in groups, maintaining timing, and responding to others. **Evaluating:** Reflecting on performances and using musical vocabulary to describe	**Vocal Technique:** Developing breath control, diction, projection, and pitch accuracy. **Listening and Appraising:** Responding to performances with discussion and reflection. **Rehearsing:** Practicing songs and scenes collaboratively to improve timing and expression. **Performing:** Presenting songs like "Bells Ring Out" and scenes from "Panto Pandemonium" with confidence and musicality. **Improvising:** Exploring vocal characterisation and movement in response to musical cues. **Evaluating:** Reflecting on vocal choices and ensemble performance using musical vocabulary.	**Listening and Appraising:** Developing critical listening skills to identify musical features and express opinions using musical vocabulary. **Composing and Improvising:** Creating original music inspired by seasonal changes, using motifs, patterns, and structures. **Performing:** Singing and playing instruments with control and expression, both solo and in ensemble settings. **Evaluating and Reflecting:** Giving and receiving feedback, refining compositions, and discussing musical choices. **Musical Elements:** Understanding pitch, rhythm,	**Listening and Appraising:** Pupils critically listen to "Roll Alabama" and other related pieces, identifying musical features and discussing their impact. **Singing and Performing:** Emphasis on ensemble singing, vocal technique, and expressive delivery, especially in the context of call-and-response. **Composing and Improvising:** Pupils create their own musical sketches inspired by the themes and structure of sea shanties. **Evaluating and Reflecting:** Opportunities to refine performances and compositions through peer and self-assessment. **Historical Context:** The song "Roll Alabama" is a sea shanty linked to the American Civil	**Listening and Appraising:** Pupils critically listen to remixes and original loops, identifying musical features and evaluating impact. **Composing and Remixing:** Using YuStudio to manipulate loops, add effects, and structure compositions creatively. **Performing and Sharing:** Exporting and presenting digital compositions, discussing artistic choices and production techniques. **Reflecting and Refining:** Iterating on musical ideas, applying feedback, and improving technical and creative outcomes. **Musical Elements:** Pupils explore rhythm, pitch, tempo, dynamics, texture, and	To identify different instruments used within a piece of music To describe the structure of a piece of Music To be able to identify how the singer is feeling due to the dynamics of the music. To explore different sounds a percussion instrument can make based on how it is hit. To sing in a solo, ensemble or choir. To present a musical performance designed to capture the audience To communicate the meaning of the words and clearly enunciate them

Music: Long Term Plan

	strengths and areas for improvement. **Instrument Anatomy**: Understanding parts of the ukulele (body, neck, frets, strings, sound hole). **Pitch and Tuning**: Learning the names of open strings (G–C–E–A) and how pitch changes with frets. **Rhythm and Pulse**: Recognising and performing steady beats and rhythmic patterns. **Chords**: Learning basic chords (e.g., C, F, G, Am) and how they form harmonic progressions. **Strumming Patterns**: Understanding different rhythmic strumming techniques. **Notation**: Reading chord diagrams, tablature, and basic rhythmic notation. **Musical Elements**: Exploring dynamics, tempo, texture, and structure through songs.	**Collaborating**: Working as a cast or choir to rehearse and perform with cohesion **Pitch**: Understanding and controlling high and low vocal sounds. **Pulse**: Maintaining a steady beat while singing and performing. **Rhythm**: Recognising and performing patterns of long and short sounds. **Tempo**: Responding to changes in speed to match dramatic action. **Dynamics**: Using loud and quiet singing to express emotion and character. **Structure**: Understanding musical forms such as verse, chorus, and bridge. **Timbre**: Exploring different vocal qualities to portray characters and moods. **Harmony**: Singing in parts and understanding how voices blend. **Notation**: Reading and following musical scores and lyrics.	dynamics, tempo, timbre, texture, structure, and notation. **Genres and Styles**: Exposure to a range of musical styles, including classical, contemporary, and world music, often linked to themes of nature and change. **Instruments and Sound Sources**: Identifying and using tuned and untuned percussion, digital tools, and voice. **Cultural and Historical Context**: Learning about how music reflects seasonal changes and environmental themes across cultures and time periods.	War, offering insights into maritime history and musical storytelling. **Musical Elements**: Pupils explore pitch, rhythm, dynamics, tempo, structure, and texture through listening and performance. **Notation and Vocabulary**: Exposure to musical symbols and terminology, including time signatures, note values, and expressive markings. **Genres and Traditions**: Understanding folk and traditional music forms, especially sea shanties and their role in work and communication.	structure through digital composition. **Genres and Styles**: Focus on remix culture, electronic music, and orchestral sampling — particularly using violin loops from real recordings. **Technology and Tools**: Understanding how to use a DAW, including sequencers, loops, effects, and virtual instruments. **Notation and Structure**: Learning about musical form and how digital tracks are built using layers and patterns.	To talk about the best place to be when performing and how to stand or sit To know what a musical is To name a some musicals To identify some style indicators of songs from musical To know 5 songs from a musical by heart To know the history of musical I can describe the difference between a solo, ensemble and choir. I know how to use my voice, lips and face muscles to clearly enunciate the lyrics

Music: Long Term Plan

		Genre Awareness: Learning about pantomime and festive musical theatre traditions			