

CANON PETER HALL CE PRIMARY SCHOOL- MUSIC LONG TERM PLAN

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception (Charanga)	<p>Me!</p> <p>Musical learning:</p> <ul style="list-style-type: none"> Find the pulse Copy-clap the rhythm of names. Explore high sounds and low sounds using voices and glockenspiels. 	<p>My Stories</p> <p>Musical learning:</p> <ul style="list-style-type: none"> Find the pulse as one of the characters from the song. Copy-clap the rhythm of small phrases from the songs. Explore high pitch and low pitch in the context of the songs. 	<p>Everyone!</p> <p>Musical Learning:</p> <ul style="list-style-type: none"> Invent ways to find the pulse. Copy-clap some rhythms of phrases from the songs. Explore high pitch and low pitch in the context of the songs. 	<p>Our World</p> <p>Musical Learning:</p> <ul style="list-style-type: none"> Find the pulse and show others your ideas. Copy-clap some rhythms of phrases from the songs. Explore high pitch and low pitch using the images from the songs. 	<p>Big Bear Funk</p> <p>Musical Learning:</p> <ul style="list-style-type: none"> Find the pulse. Copy-clap 3 or 4 word phrases from the song. Keep the beat of the song with a pitched note. Add pitched notes to the rhythm of the words or phrases in the song. 	<p>Reflect, Rewind and Replay</p> <p>Musical Learning:</p> <ul style="list-style-type: none"> Revise previous concepts taught
Year 1	<p>Theme: Singing together</p> <p>IDM (interrelated dimensions of music) Focus: pulse.</p> <ul style="list-style-type: none"> Sing simple songs, chants and rhymes (e.g. Boom Chicka Boom) from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in. 	<p>Theme: Toys – past and present</p> <p>IDM Focus: pulse and rhythm.</p> <ul style="list-style-type: none"> Begin with simple songs with a very small range, mi-so (e.g. Hello, How are You), and then slightly wider (e.g. Bounce High, Bounce Low). Include pentatonic songs (e.g. Dr Knickerbocker). 	<p>Theme: Human/physical features of London</p> <p>IDM Focus: Tempo and dynamics</p> <ul style="list-style-type: none"> Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat. Understand the difference between creating a rhythm pattern and a pitch pattern. 	<p>Theme: Great Fire of London</p> <p>IDM Focus: pulse, rhythm and pitch</p> <ul style="list-style-type: none"> Sing familiar songs in both low and high voices and talk about the difference in sound. Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); 	<p>Theme: Signs of summer</p> <p>IDM Focus: Timbre/Musical vocabulary</p> <ul style="list-style-type: none"> Explore percussion sounds to enhance storytelling, e.g. o ascending xylophone notes to suggest Jack climbing the beanstalk, o quiet sounds created on a rainstick/shakers to depict a shower, o regular strong beats played on a drum to 	<p>Theme: By the seaside/Under the sea</p> <p>Recap and revisit all elements</p> <ul style="list-style-type: none"> Follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps on the drum. Use music technology, if available, to capture, change and combine sounds.

	<ul style="list-style-type: none"> • Improvise simple vocal chants, using question and answer phrases. • Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. • Respond to the pulse in recorded/live music through movement and dance e.g. Stepping, jumping, walking on tiptoes 	<ul style="list-style-type: none"> • Perform short copycat rhythm patterns accurately, led by the teacher. • Listen to sounds in the local school environment, comparing high and low sounds. 	<ul style="list-style-type: none"> • Respond to the pulse in recorded/live music through movement and dance, e.g. stepping, jumping, walking on tiptoes 	<p>create, retain and perform their own rhythm patterns.</p> <ul style="list-style-type: none"> • Use body percussion, and classroom percussion, playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat. • Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns. 	<p>replicate menacing footsteps.</p> <ul style="list-style-type: none"> • Introduce minims, crotchets, paired quavers and rests. • Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. Combine to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves). • Sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy. 	<ul style="list-style-type: none"> • Recognise how graphic notation can represent created sounds. Explore and invent own symbols
Year 2	<p>Theme: Music that makes you dance</p> <p>IDM Focus: Pulse and rhythm</p> <ul style="list-style-type: none"> • Sing songs regularly with a pitch range of do-so with increasing vocal control. • Understand that the speed of the beat can change, creating a faster or slower pace (tempo). • Mark the beat of a listening piece by tapping 	<p>Theme: Building of dock in Immingham</p> <p>IDM Focus: pitch</p> <ul style="list-style-type: none"> • Sing songs with a small pitch range pitching accurately. • Respond independently to pitch changes heard in short melodic phrases, indicating with actions. • Mark the beat of a listening piece by tapping or clapping and 	<p>Theme: Compare England and Africa</p> <p>IDM Focus: Structure and Texture</p> <ul style="list-style-type: none"> • Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. • Sing short phrases independently within a singing game or short song. 	<p>Theme: Orchestral instruments</p> <p>IDM Focus: Timbre</p> <ul style="list-style-type: none"> • Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause) 	<p>Theme: How does music make you feel?</p> <p>IDM Focus: Dynamics</p> <ul style="list-style-type: none"> • Know the meaning of dynamics and tempo and be able to demonstrate these when singing by responding to the leader's directions and visual symbols. • Work with a partner to improvise simple question and answer phrases, to be sung and played on 	<p>Theme: Ships over time/Titanic</p> <p>IDM Focus: Pitch and Melody</p> <ul style="list-style-type: none"> • Recognise dot notation and match it to 3-note tunes played on tuned percussion • Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.

	<p>or clapping and recognising tempo as well as changes in tempo.</p> <ul style="list-style-type: none"> • Walk in time to the beat of a piece of music or song 	<p>recognising tempo as well as changes in tempo.</p> <ul style="list-style-type: none"> • Play a range of singing games based on the cuckoo interval (so-mi) matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument or backing track. 	<ul style="list-style-type: none"> • Create rhythms using word phrases as a starting point. • Walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and shared movement with others. 	<ul style="list-style-type: none"> • Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests. • Create and perform their own chanted rhythm patterns with the same stick notation. • Create music in response to a non-musical stimulus. 	<p>untuned percussion, creating a musical conversation.</p> <ul style="list-style-type: none"> • Begin to group beats in twos and threes by tapping knees on the first beat and clapping the remaining beats. 	<ul style="list-style-type: none"> • Identify the beat groupings in familiar music that they sing regularly and listen to.
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In Key Stage 2, it is expected that pupils will work on the different elements (or interrelated dimensions) of music on an ongoing basis, constantly revisiting these aspects throughout the curriculum. These include: Rhythm, metre and tempo; Pitch and melody; Harmony; Texture; Dynamics and articulation; Instruments and playing techniques.

Year 3	<p>Focus: Developing notation skills</p> <p>Instrumental focus: Recorder</p> <ul style="list-style-type: none"> • Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder. Play and perform melodies following staff notation using a small range as a whole class or in small groups. • Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so tunefully and with expression. Perform forte and piano, loud and soft. 	<p>Theme: Early Britons</p> <p>Focus: Pentatonic melodies and composition</p> <p>Instrumental focus: Tuned Percussion</p> <ul style="list-style-type: none"> • Perform actions confidently and in time to a range of action songs. • Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. • Apply word chants to rhythms, understanding how to link each syllable to one musical note. 	<p>Theme: Music throughout Europe (curriculum link: Spain)</p> <p>Focus: Recognise features of music of European countries.</p> <p>Instrumental focus: recorder</p> <ul style="list-style-type: none"> • Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases. • Use listening skills to correctly order phrases using dot notation, showing different 	<p>Theme: Ancient Egypt</p> <p>Focus: Recognise features of music of the Middle East</p> <p>Instrumental focus: Tuned percussion</p> <ul style="list-style-type: none"> • Structure musical ideas to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli) and musical sources. • Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi). 	<p>Theme: Jazz</p> <p>Focus: improvisation</p> <p>Instrumental focus: recorder and tuned percussion</p> <ul style="list-style-type: none"> • Structure musical ideas to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli and musical sources. • Compose song accompaniments on untuned percussion using known rhythms and note values. • Perform as a choir in collective worship. 	<p>Theme: Volcanos</p> <p>Focus: composition</p> <p>Instrumental focus: Taiko drums</p> <ul style="list-style-type: none"> • Structure musical ideas to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli and musical sources. • Apply word chants to rhythms, understanding how to link each syllable to one musical note. • Perform in collective worship
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	<ul style="list-style-type: none"> • Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch. • Introduce and understand the differences between crotchets and paired quavers. 	<ul style="list-style-type: none"> • Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole-class/group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range. 	arrangements of notes C-D-E/do-re-mi			
Year 4	<p>Focus: Developing notation skills</p> <p>Instrumental Focus: Recorder</p> <ul style="list-style-type: none"> • Develop facility in the basic skills of a selected musical instrument over a sustained learning period. • Understand the differences between minims, crotchets, paired quavers and rests. • Read and perform pitch notation within a defined range (e.g. C–G/do–so). • Continue to sing a broad range of unison songs with the range of an octave 	<p>Theme: Rivers</p> <p>Focus: Ostinatos</p> <p>Instrumental Focus: percussion</p> <ul style="list-style-type: none"> • Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble. • Continue to sing a broad range of unison songs with the range of an octave pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo). • Sing rounds and partner songs • Arrange individual notation cards of known note values to create sequences of 2-, 3- or 4-beat phrases, arranged into bars. 	<p>Theme: Mountains</p> <p>Focus: Musical Structure in songs.</p> <p>Instrumental focus: recorder</p> <ul style="list-style-type: none"> • Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups. • Perform a range of songs in school assemblies. • Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato). • Begin to make compositional decisions about the overall structure of improvisations. Continue this process in composition tasks in the next unit. 	<p>Theme: Anglo-Saxons and Vikings</p> <p>Focus: composing a battle song with percussion accompaniment</p> <p>Instrumental focus: percussion</p> <ul style="list-style-type: none"> • Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts. • Copy short melodic phrases including those using the pentatonic scale. • Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions. 	<p>Theme: The Tudors</p> <p>Focus: Medieval/Renaissance music – Bard core!</p> <p>Instrumental Focus: Recorder</p> <ul style="list-style-type: none"> • Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts. • Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony (e.g. Hear the Wind). • Introduce major and minor chords. 	<p>Theme: Extreme weather</p> <p>Focus: Composition and performance</p> <p>Instrumental Focus: Taiko Drumming</p> <ul style="list-style-type: none"> • Perform a range of songs in school assemblies. • Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work. • Capture and record creative ideas using any of: <ul style="list-style-type: none"> ➢ graphic symbols ➢ rhythm notation and time signatures ➢ staff notation ➢ technology.

				<ul style="list-style-type: none"> • Introduce major and minor chords. • Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip. • Capture and record creative ideas using any of: <ul style="list-style-type: none"> ➤ graphic symbols ➤ rhythm notation and time signatures ➤ staff notation ➤ technology. 		<ul style="list-style-type: none"> • Perform a range of songs in collective worship
Year 5	<p>Focus: Developing notation skills</p> <p>Instrumental Focus: Recorder</p> <ul style="list-style-type: none"> • Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. • Understand the differences between 2/4, 3/4 and 4/4 time signatures. • Read and perform pitch notation within an octave (e.g. C–C'/do–do). 	<p>Theme: The Highwayman</p> <p>Focus: Major and Minor</p> <p>Instrumental Focus: Tuned percussion</p> <ul style="list-style-type: none"> • Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style. • Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one staff and using notes within the Middle C–C'/do–do range. 	<p>Theme: Music of South America</p> <p>Focus: Polyrhythmic textures - Samba/Salsa</p> <p>Instrumental focus: Percussion</p> <ul style="list-style-type: none"> • Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). Continue this process in composition tasks. 	<p>Theme: Industrial Revolution</p> <p>Focus: Ballads and Folk Songs</p> <p>Instrumental Focus: Recorder and percussion</p> <ul style="list-style-type: none"> • Sing three-part rounds, partner songs, and songs with a verse and a chorus. • Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments. • Develop the skill of playing by ear on tuned instruments, copying 	<p>Theme: USA</p> <p>Focus: Rock and Roll/British invasion –</p> <p>Instrumental Focus: Ukulele</p> <ul style="list-style-type: none"> • Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra. • Working in pairs, compose a short ternary piece. • Capture and record creative ideas using any of: <ul style="list-style-type: none"> ➤ graphic symbols 	<p>Theme: Music of the Far East</p> <p>Focus: Composition and performance</p> <p>Instrumental Focus: Taiko Drumming and tuned percussion</p> <ul style="list-style-type: none"> • Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments. • Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with

	<ul style="list-style-type: none"> • Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations. 	<p>This should initially be done as a whole class with greater independence gained each lesson through smaller group performance.</p> <ul style="list-style-type: none"> • Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs. • Perform a range of songs in collective worship and in school performance opportunities. 	<ul style="list-style-type: none"> • Create music with multiple sections that include repetition and contrast. • Perform a range of songs in collective worship and in school performance opportunities. 	<p>longer phrases and familiar melodies.</p> <ul style="list-style-type: none"> • Use chords to compose music to evoke a specific atmosphere, mood or environment. Pupils might create music to accompany a silent film or to set a scene in a play or book. • Capture and record creative ideas using any of: <ul style="list-style-type: none"> ➤ graphic symbols ➤ rhythm notation and time signatures ➤ staff notation ➤ technology. 	<ul style="list-style-type: none"> ➤ rhythm notation and time signatures ➤ staff notation ➤ technology. 	<p>rhythmic or chordal accompaniment.</p> <ul style="list-style-type: none"> • Capture and record creative ideas using any of: <ul style="list-style-type: none"> ➤ graphic symbols ➤ rhythm notation and time signatures ➤ staff notation ➤ technology. • Perform a range of songs in collective worship and in school performance opportunities.
Year 6	<p>Focus: Developing notation skills</p> <p>Instrumental Focus: Recorder</p> <ul style="list-style-type: none"> • Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests. • Further develop the skills to read and perform pitch notation within an octave. • Play a melody following staff notation written on one staff and using notes within 	<p>Theme: Music for Christmas</p> <p>Focus: Part singing</p> <p>Instrumental Focus: Tuned Percussion</p> <ul style="list-style-type: none"> • Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. 	<p>Theme: Music in Film</p> <p>Focus: Compose music to an animation</p> <p>Instrumental Focus: Recorder/Percussion</p> <ul style="list-style-type: none"> • Play a melody following staff notation written on one staff and using notes within an octave range (do–do); make decisions about dynamic range, including very loud (<i>ff</i>), very quiet (<i>pp</i>), moderately loud (<i>mf</i>) and moderately quiet (<i>mp</i>). 	<p>Theme: Black Music in America</p> <p>Focus: Spirituals</p> <p>Instrumental Focus: Djembe</p> <ul style="list-style-type: none"> • Continue to sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group in order to develop greater listening skills, balance between parts and vocal independence. • Read and play confidently from rhythm 	<p>Theme: the Blues</p> <p>Focus: Using chords and structure/improvisation</p> <p>Instrumental Focus: Ukulele</p> <ul style="list-style-type: none"> • Engage with others through ensemble playing with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line. • Use chord changes as part of an improvised sequence. 	<p>Moving on/Transition</p> <p>The end of Year 6 transition project provides a way to bring together what the pupils have learnt about reading notation, playing an instrument, composing melodies and singing as a class.</p>

	<p>an octave range (do–do); make decisions about dynamic range, including very loud (<i>ff</i>), very quiet (<i>pp</i>), moderately loud (<i>mf</i>) and moderately quiet (<i>mp</i>).</p> <ul style="list-style-type: none"> • Read and play from notation a four-bar phrase, confidently identifying note names and durations. 	<ul style="list-style-type: none"> • Continue to sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group in order to develop greater listening skills, balance between parts and vocal independence. • Perform a range of songs as a choir in collective worship, school performance opportunities and to a wider audience. 	<ul style="list-style-type: none"> • Accompany this same melody, and others, using block chords or a bass line. • Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody. • Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved. 	<p>notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.</p> <ul style="list-style-type: none"> • Use chord changes as part of an improvised sequence. 	<ul style="list-style-type: none"> • Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape. • Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen. • Either of these melodies can be enhanced with rhythmic or chordal accompaniment. 	
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