



<p style="text-align: center;"><b>Reception</b> (taken from Reception long term planning)</p>	<p>Begin to listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Begin to watch dance and performance art, expressing their feelings and responses.</p> <p>Begin to sing in a group or on their own.</p> <p>Learn rhymes. Listen carefully to rhymes and songs.</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Begin to create collaboratively sharing ideas, resources and skills.</p> <p>Begin to listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Begin to create collaboratively sharing ideas, resources and skills.</p> <p>Begin to listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Begin to sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Learn rhymes and songs.</p>	<p>Continue to explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Continue to create collaboratively sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Learn rhymes, poems and songs.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p>	<p>Develop skill in exploring, using and refining a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Continue to create collaboratively sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Learn rhymes, poems and songs.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas, resources and skills. L</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.</p> <p>Learn rhymes, poems and songs.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.</p> <p>Learn rhymes, poems and songs.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p>
<p style="text-align: center;"><b>Year 1</b></p>	<p><b>Musical vocabulary (Under the sea)</b> Journey into the unknown and explore under the sea through music,</p>	<p><b>Pulse and rhythm (Theme: All about me)</b> Children learn to identify the difference between the pulse and</p>	<p><b>Classical music, dynamics and tempo (Theme: Animals)</b> Children use their bodies and instruments to listen and respond to pieces of</p>	<p><b>Timbre and rhythmic patterns (Theme: Fairytales)</b> Through fairy tales, children are introduced to the concept of timbre;</p>	<p><b>Pitch and tempo (Theme: Superheroes)</b> Learning how to identify high and low notes and to compose</p>	<p><b>Vocal and body sounds (Theme: By the sea)</b> Children make links between music, sounds and</p>

	<p>movement, chanting and the playing of tuned percussion instruments. Lessons: 5</p>	<p>rhythm of a song and consolidate their understanding of these concepts through listening and performing activities Lessons: 5</p>	<p>classical music that represent animals. They learn and perform a song as a class and compose a short section of music as a group, with a focus on dynamics and tempo. Lessons: 5</p>	<p>learning that different sounds can represent characters and key moments in a story. They explore clapping along to the syllables of words and phrases before creating rhythmic patterns to tell a familiar fairy tale. Lessons: 5</p>	<p>a simple tune, children investigate how tempo changes help tell a story and make music more exciting. Lessons: 5</p>	<p>environments and use percussion, vocal and body sounds to represent calm or stormy seas. Lessons: 5</p>
<b>Year 2</b>	<p><b>West African call and response song (Theme: Animals)</b> Using instruments to represent animals, copying rhythms, learning a traditional Ghanaian call and response song and recognising simple notation, progressing to creating call and response rhythms. Lessons: 5</p>	<p><b>Orchestral instruments (Theme: Traditional Western stories)</b> Children are introduced to the instruments of the orchestra and practice identifying these within a piece of music. They learn how different characters can be represented by timbre, how emotions can be represented by pitch and how changes in tempo can convey action. Lessons: 5</p>	<p><b>Musical me</b> Children learn to sing the song 'Once a Man Fell in a Well' and to play it using tuned percussion. Using letter notation to write a melody. Lessons: 5</p>	<p><b>Dynamics, timbre, tempo and motifs (Theme: Space)</b>  Developing knowledge and understanding of dynamics, timbre, tempo and instruments. Learning to compose and play motifs.  Lessons: 5</p>	<p><b>On this island: British songs and sounds</b>  Creating sounds to represent three contrasting landscapes: seaside, countryside and city.  Lessons: 5</p>	<p><b>Myths and legends</b>  Developing understanding of musical language and how timbre, dynamics and tempo affect the mood of a song.  Lessons: 5</p>
<b>Year 3</b>	<p><b>Creating compositions in response to an animation (Theme: Mountains)</b>  Learning to tell stories through music. Listening to music and considering the narrative it could represent. Paying close attention to the dynamics, pitch and tempo and how they change. Creating original compositions to match an animation.</p>	<p><b>Developing singing technique (Theme: the Vikings)</b>  The children develop their singing technique. Learning to keep in time and work on musical notation and rhythm, the unit finishes with a group performance of a song with actions.  Lessons: 5</p>	<p><b>Ballads</b>  Children learn what ballads are, how to identify their features and how to convey different emotions when performing them. Using an animation as inspiration, children carefully select vocabulary to describe the story, before turning them into lyrics by incorporating rhyming words and following the structure of a traditional ballad.  Lessons: 5</p>	<p><b>Pentatonic melodies and composition (Theme: Chinese New Year)</b>  Revising key musical terminology, playing and creating pentatonic melodies, composing a piece of music using layered melodies.  Lessons: 5</p>	<p><b>Jazz</b>  Learning about ragtime style music, Dixieland music and scat singing. Children create a jazz motif using a swung rhythm.  Lessons: 5</p>	<p><b>Traditional instruments and improvisation (Theme: India)</b>  Children listen to a range of rag and tal music, identifying traditional instruments as well as creating their own improvisations and performing as a class.  Lessons: 5</p>

	<p>building up layers of texture.</p> <p>Lessons: 5</p>					
<b>Year 4</b>	<p><b>Body and tuned percussion (Theme: Rainforests)</b></p> <p>A topic of discovery; children will explore the rainforest through music and be introduced to new musical terms. They will also use a mixture of body percussion and tuned percussion instruments as the children create their own rhythms of the rainforest, layer by layer.</p> <p>Lessons: 5</p>	<p><b>Rock and Roll</b></p> <p>Learning about the origin and features of rock and roll music, pupils learn how to play the Hand Jive and Rock Around the Clock, looking specifically at a walking bass line, before performing a piece as a class.</p> <p>Lessons: 5</p>	<p><b>Changes in pitch, tempo and dynamics (Theme: Rivers)</b></p> <p>Learning to listen to changes in pitch, tempo and dynamics and relate it to something tangible and familiar. Linking to their geography learning, the pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance.</p> <p>Lessons: 5</p>	<p><b>Haiku, music and performance (Theme: Hanami festival)</b></p> <p>This Japanese inspired topic looks at the springtime festival of Hanami, which celebrates the fleeting beauty of spring flowers. Children use descriptive vocabulary to create a Haiku, put it to music and finally add percussion sound effects to bring all elements together before a final, group performance.</p> <p>Lessons: 5</p>	<p><b>Samba and carnival sounds and instruments (Theme: South America)</b></p> <p>Getting a feel for the music and culture of South America, children are introduced to samba and the sights and sounds of the carnival.</p> <p>Lessons: 5</p>	<p><b>Adapting and transposing motifs (Theme: Romans)</b></p> <p>Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs.</p> <p>Lessons: 5</p>
<b>Year 5</b>	<p><b>Composition notation (Theme: Ancient Egypt)</b></p> <p>Based on the theme of Ancient Egypt, children learn to identify the pitch and rhythm of written notes and experiment with notating their compositions, developing their understanding of staff notation.</p> <p>Lessons: 5</p>	<p><b>Blues</b></p> <p>Children are introduced to this famous genre of music and its history, and learn to identify the key features and mood of Blues music and its importance and purpose. They also get to grips with the 12-bar Blues and the Blues scale, and combine these to create an improvised piece with a familiar, repetitive backing.</p> <p>Lessons: 5</p>	<p><b>South and West Africa</b></p> <p>Children learn 'Shosholoza', a traditional South African song, play the accompanying chords using tuned percussion and learn to play the djembe. They will also learn a traditional West African drum and add some dance moves ready to perform the song in its entirety.</p> <p>Lessons: 5</p>	<p><b>Composition to represent the festival of colour (Theme: Holi festival)</b></p> <p>Exploring the associations between music, sounds and colour; composing and performing their own musical composition to represent Holi, the Hindu festival of colour that celebrates the beginning of spring and the triumph over good and evil.</p> <p>Lessons: 5</p>	<p><b>Looping and remixing</b></p> <p>In this engaging topic, children learn about how dance music is created, focusing particularly on the use of loops.</p> <p>Lessons: 5</p>	<p><b>Musical theatre</b></p> <p>Children are introduced to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance.</p> <p>Lessons: 5</p>
<b>Year 6</b>	<p><b>Dynamics, pitch and texture (Theme:</b></p>	<p><b>Songs of World War 2</b></p>	<p><b>Film music</b></p>	<p><b>Theme and variations (Theme: Pop Art)</b></p>	<p>Exploring the music and composers of the Baroque Period and</p>	<p><b>Composing and performing a Leavers' song</b></p>

	<p><b>Coast - Fingal's Cave by Mendelssohn)</b></p> <p>Appraising the work of Mendelssohn and further developing improvisation and composition skills.</p> <p>Lessons: 5</p>	<p>Developing greater accuracy in pitch and control; identifying pitches within an octave when singing and using knowledge of pitch to develop confidence when singing in parts.</p> <p>Lessons: 5</p>	<p>Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film.</p> <p>Lessons: 5</p>	<p>Children explore the musical concept of theme and variations and discover how rhythms can 'translate' onto different instruments.</p> <p>Lessons: 5</p>	<p>investigating the structural and stylistic features of their work.</p> <p>Lessons: 5</p>	<p>Children spend the topic creating their very own leavers' song personal to their experiences as a class.</p> <p>Lessons: 6</p>
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*Written and adapted to meet our school's individual needs: based on KAPOW scheme of work*