	Long Term Plan for Music										
EYFS	Listen and Respond	Explore and Create	Singing	Share and Perform							
Knowledge	To know twenty nursery rhymes off by heart. To know the stories of some of the nursery rhymes.	music.	To sing or rap nursery rhymes and simple songs from memory. Songs have sections.	A performance is sharing music.							
Skills	To learn that music can touch your feelings. To enjoy moving to music by dancing, marching, being animals or Pop stars.	There are progressive Music Activities within each unit that embed pulse, rhythm and pitch.	To sing along with a pre-recorded song and add actions. To sing along with the backing track.	Perform any of the nursery rhymes by singing and adding actions or dance. Perform any nursery rhymes or songs adding a simple instrumental part. Record the performance to talk about.							

YEAR 1	Listen and Appraise	Singing	Playing	Improvisation	Composition	Performance	Games
Knowledge	Learn songs off by heart and know what they are about. Recognise the sound and names of some of the instruments they use.	To confidently sing or rap five songs from memory and sing them in unison.	memory or when written down. Learn the names of the instruments they are playing.	Improvisation is about making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise!		music with other people, called an audience.	To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals.
Skills	To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.	(high and low). Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. Learn to start and stop singing when following a leader.	Play a tuned instrumental part with the song they perform. Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium	Use the improvisation tracks provided. Improvise using the three challenges: Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. Improvise! – Take it in turns to improvise using one or two notes.	using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary.	Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it.	There are progressive Warm- up Games and Challenges within each Unit that embed pulse, rhythm and pitch.

YEAR 2	Listen and Appraise	Singing	Playing	Improvisation	Composition	Performance	Games
Knowledge (new objectives In bold)	U	To confidently know and sing five songs from memory. To know that unison is everyone singing at the same time. Songs include other ways of using the voice e.g. rapping (spoken word). To know why we need to warm up our voices.	Learn the names of the notes in their instrumental part from memory or when written down. Know the names of untuned percussion instruments played in class.	Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise, and you can use one or two notes.		music with an audience. A performance can be a special occasion and involve a class, a year group or a whole school. An audience can include your parents and friends.	rhythms from words, our names, favourite food,
Skills (new objectives In bold)	To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. To learn how songs can tell a story or describe an idea.	Learn about voices singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). Learn to find a comfortable singing position. Learn to start and stop singing when following a leader.	differentiated parts (a one-note, simple or medium part). Play the part in time with the steady pulse.	Use the improvisation tracks provided. Improvise using the three challenges: Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. Improvise! – Take it in turns to improvise using one or two notes.	down and changed if necessary.	Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and	There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch.

YEAR 3	Listen and Appraise	Singing	Playing	Improvisation	Composition	Performance	Games
	To know five songs from	To know and be able to talk	To know and be able to talk	To know and be able to talk about	To know and be able to talk	To know and be able to talk	Know how to find and
	memory and who sang them	about:	about:	improvisation:	about:	about:	demonstrate the pulse.
	or wrote them.	Singing in a group can be	The instruments used in class (a	Improvisation is making up your		Performing is sharing music	Know the difference
			glockenspiel, a recorder)	own tunes on the spot		with other people, an	between pulse and rhythm.
	songs.	Leader or conductor: A		When someone improvises, they	created by you and kept in	audience	Know how pulse, rhythm
	-	person who the choir or		make up their own tune that has	some way. It's like writing a	A performance doesn't have	and pitch work together to
	able to talk about:	group follow		never been heard before. It is not	story. It can be played or	to be a drama! It can be to	create a song.
~	Its lyrics: what the song is	Songs can make you feel		written down and belongs to		one person or to each other	Know that every piece of
log		different things e.g. happy,		them		You need to know and have	music has a pulse/steady
a u		energetic or sad		To know that using one or two			beat.
dge is li		Singing as part of an		notes confidently is better than		be performed	Know the difference
Knowledge (new objectives In bold)	where they are used (texture,	0 0 1		using five		You must sing or rap the	between a musical question
lect	dynamics, tempo, rhythm and			To know that if you improvise		a .	and an answer
bj Kr		to each other		using the notes you are given, you		confidence	
N		To know why you must warm		cannot make a mistake		A performance can be a	
ů,	the song (introduction, verse,					special occasion and involve	
	chorus etc.)					an audience including of	
	Name some of the					people you don't know	
	instruments they heard in the					It is planned and different for	
	song					each occasion	
						It involves communicating	
						feelings, thoughts and ideas	
						about the song/music	
	To confidently identify and	To sing in unison and in	To treat instruments carefully and	Improvise using instruments in	Help create at least one simple	To choose what to perform	Using the Warm up Games
	, ,	5	with respect.	the context of the song they are	melody using one, three or five	and create a programme.	tracks provided, complete
			Play any one, or all of four,	learning to perform. Using the	different notes.	To communicate the meaning	
			differentiated parts on a tuned	improvisation tracks provided,	Plan and create a section of	of the words and clearly	Challenges. Children will
	•	To follow a leader when	instrument – a one-note, simple	children will complete the Bronze,		articulate them.	complete the following in
			or medium part or the melody of	Silver or Gold Challenges	within the context of the unit	To talk about the best place	relation to the main song,
	•	To enjoy exploring singing	the song) from memory or using	Silver of Gold endienges	song.	to be when performing and	using two notes:
		solo.	notation.		Talk about how it was created.	how to stand or sit.	Find the Pulse
Skills (new objectives In bold)	respectfully to other people's		To rehearse and perform their		Listen to and reflect upon the	To record the performance	Rhythm Copy Back
pq			part within the context of the Unit		developing composition and	and say how they were	Pitch Copy Back Using 2
s Ir	0		song.		make musical decisions about	feeling, what they were	Notes
Skills ective:			To listen to and follow musical			pleased with what they would	
ect SK		pulse internally when singling.	instructions from a leader.		and tempo.	change and why.	Warm-ups
įą					Record the composition in any	change and why.	wann ups
A State					way appropriate that recognises		
ue (the connection between sound		
					and symbol (e.g.		
					graphic/pictorial notation).		
YEAR 4	Listen and Appraise	Singing	Playing	Improvisation	Composition	Performance	Games

	0				To know and be able to talk		To confidently identify and
	memory and	talk about:					move to the pulse.
	who sang them or wrote	Singing in a group can be		Improvisation is making up your		Performing is sharing music	
	them.	called a choir	The instruments used in class	own tunes on the spot	created by you and kept in	with other people, an audie	
	To know the style of the	Leader or conductor: A	(a glockenspiel,	When someone improvises, they			er in the Unit songs e.g. if
	five songs.	person who the choir or	recorder or xylophone).	make up their own tune that	story. It can be played or	A performance doesn't have	the song gets louder in
	To choose one song and	group follow		has never been heard before. It	performed again to your	to be a drama! It can be	the chorus (dynamics).
	be able to talk about:	Songs can make you feel	Other	is not written down and belon	friends.	to one person or to each	Talk about the music and
	Some of the style indicators	different things e.g. happy,	instruments they might play or	gs to them.	Different ways of recording	other	how it makes them feel.
	of that song (musical	energetic or sad	be played in a band or	To know that using one or two	compositions (letter names,	You need to know and	Listen carefully and respect
3	characteristics that give the	Singing as part of an	orchestra or by their friends.	notes confidently is better than	symbols, audio etc.)	have planned everything	fully to other people's
	song its style).	ensemble or large group is		using five		that will be performed	thoughts about the music.
	The lyrics: what the song is	fun, but that you must		To know that if you improvise		You must sing or rap the	
1	about.	listen to each other		using the notes you are given,		words clearly and play with	When you talk try to use
Į.	Any musical dimensions feat	Texture: How a solo singer		you cannot make a mistake		confidence	musical words.
3	ured in the song and where	makes a thinner texture		To know that you can use som		A performance can be a	
	they are used (texture, dy	than a large group		e of the riffs you have heard in		special occasion and involve	
	namics, tempo, rhythm and	To know why you must		the Challenges in your		an audience including of	
	pitch).	warm up your voice		improvisations		people you don't know	
	Identify the main sections					It is planned and different	
	of the song (for each occasion	
	introduction, verse, chorus					It involves communicating	
	etc).					feelings, thoughts and ideas	
	Name some of the					about the song/music	
	instruments they heard in						
	the song.						

Knowledge (new objectives In bold)

move to the pulse. To talk about the musical dimensions working togethe	To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To re-join the song if lost.	 the context of a song they are learning to perform. Use the im provisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.	three or all five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/	meaning of the words and clearly articulate them. To talk about the best place to be when performin g and how to stand or sit. To record the performance and say how they were feel ing, what they were please	Challenges. Children will complete the following in relation to the main song, using two notes: Find the Pulse Rhythm Copy Back Pitch Copy Back Using 2 Notes Pitch Copy Back and Vocal

YEAR 5	Listen and Appraise	Singing	Playing	Improvisation	Composition	Performance	Games
	To know five songs from	To know and confidently sing	To know and be able to talk	To know and be able to talk about	To know and be able to talk	To know and be able to talk	Know and be able to talk
	memory, who sang or wrote	five songs and their parts	about:	improvisation:	about:	about:	about:
		from memory, and to sing	Different ways of writing music	Improvisation is making up your	-	Performing is sharing music	How pulse, rhythm, pitch,
		them with a strong internal	down – e.g. staff notation,				tempo, dynamics, texture
	,	pulse.	symbols	, , ,	, 0		and structure work together
		0	The notes C, D, E, F, G, A, B + C on	•	, , ,	A performance doesn't have	'
	0	to talk about:	the treble stave	never been heard before. It is not			song
	songs from the Units in those		The instruments they might play	written down and belongs to		•	How to keep the internal
	'	Singing in unison, the solo,	or be played in a band or		A composition has pulse,	, 0	pulse
	To choose two or three other		orchestra or by their friends	5			Musical Leadership: creating
		rapping					musical ideas for the group
		To know what the song is				J	to copy or respond to
(pl		about and the meaning of the		<i>,</i> ,		words clearly and play with	
q	0 (lyrics		using the notes you are given, you cannot make a mistake	_	confidence	
ge 5 In	0	To know and explain the			connection between sound and		
led	The lyrics: what the songs are	importance of warming up		To know that you can use some of the riffs you have heard in the		special occasion and involve an audience including of	
Knowledge (new objectives In bold)	about			Challenges in your		people you don't know	
Kn Dbj	Any musical dimensions			improvisations		It is planned and different for	
Ň	featured in the songs and			To know three well-known		each occasion	
(ne	where they are used (texture,			improvising musicians		A performance involves	
	dynamics, tempo, rhythm and					communicating ideas,	
	pitch)					thoughts and feelings about	
	Identify the main sections of					the song/music	
	the songs (intro, verse, chorus					<u>,</u>	
	etc.)						
	Name some of the						
	instruments they heard in the						
	songs						
	The historical context of the						
	songs.						
	What else was going on at						
	this time?						

	To identify and move to the	To sing in unison and to sing	Play a musical instrument with the	Improvise using instruments in	Create simple melodies using up	To choose what to perform	Using the Warm up Games
	pulse with ease.	backing vocals.	correct technique within the	the context of a song to be	to five different notes and	and create a programme.	tracks provided, complete
	To think about the message	To enjoy exploring singing	context of the Unit song.	performed. Use the improvisation	simple rhythms that work	To communicate the meaning	the Bronze, Silver and Gold
	of songs.	solo. To listen to the group	Select and learn an instrumental	tracks provided and improvise	musically with the style of the	of the words and clearly	Challenges.
	To compare two songs in the	when singing.	part that matches their musical	using the Bronze, Silver or Gold	Unit song.	articulate them.	
Ŧ	same style, talking about	To demonstrate a good	challenge, using one of the	Challenges.	Explain the keynote or home	To talk about the venue and	
(plod)	what stands out musically in	singing posture.	differentiated parts – a one-note,		note and the structure of the	how to use it to best effect.	
<u>_</u>	each of them, their	To follow a leader when	simple or medium part or the		melody.	To record the performance	
es	similarities and differences.	singing.	melody of the song from memory		Listen to and reflect upon the	and compare it to a previous	
Skills objectives l	Listen carefully and	To experience rapping and	or using notation.		developing composition and	performance.	
S jec	respectfully to other people's	solo singing.	To rehearse and perform their		make musical decisions about	To discuss and talk musically	
	thoughts about the music.	To listen to each other and be	part within the context of the Unit		how the melody connects with	about it – "What went well?"	
(new	When you talk try to use	aware of how you fit into the	song.		the song.	and "It would have been even	
Ē	musical words.	group.	To listen to and follow musical		Record the composition in any	better if?"	
	To talk about the musical	To sing with awareness of	instructions from a leader.		way appropriate that recognises		
	dimensions working together	being 'in tune'.	To lead a rehearsal session.		the connection between sound		
	in the Unit songs.				and symbol (e.g.		
	Talk about the music and how				graphic/pictorial notation).		
	it makes you feel.						

YEAR 6	Listen and Appraise	Singing	Playing	Improvisation	Composition	Performance	Games
	To know five songs from	To know and confidently	To know and be able to talk	To know and be able to talk ab	To know and be able to talk	To know and be able to	Know and be able to talk
	memory, who sang or	sing five songs and their	about:	out improvisation:	about:	talk about:	about:
	wrote them, when they	parts from memory, and to	Different ways of writing music	Improvisation is making up your	A composition: music that is	Performing is sharing	How pulse, rhythm, pitch,
	were written and why?	sing them with a strong	down – e.g. staff notation,	own tunes on the spot	created by you and kept in so	music with an audience	tempo, dynamics, texture
		internal pulse.	symbols	When someone improvises, they	me way. It's like writing a story	with belief	and structure work
	To know the style of the	To know about the style of	The notes C, D, E, F, G, A, B +	make up their own tune that	. It can be played	A performance doesn't ha	together to create a song
	songs and to name other	the songs so you can	C on the treble stave	has never been heard before. It	or performed again to your	ve to be a drama!	or music
	songs from the Units in	represent the feeling and	The instruments they might play	is not written down and	friends.	It can be to one person o	How to keep the internal
	those styles.	context to your audience	or be played in a band or	belongs to them.	A composition has pulse,	r to each other	pulse
		_	orchestra or by their friends	To know that using one, two or	-	, .	Musical Leadership:
		ble to talk about:		three notes confidently is		•	creating musical ideas for
	other songs and be able to			better than using five	are shaped by tempo, dynamics,	•	the group to copy or
		Singing in unison, the solo,		To know that if you improvise		You must sing or rap the	respond to
		lead vocal, backing vocals		using the notes you are	0	words clearly and play	
		or rapping		given, you cannot make a	connection between sound and		
	0	To know what the song is		mistake	symbol	A performance can be a	
=	characteristics that give the	-		To know that you can use		special occasion and	
olo	J	the lyrics To know and explain the		some of the riffs and licks you have learnt in the Challenges in		involve an audience includ ing of people you don't	
a E		importance of warming up		your improvisations		know	
es	are about	your voice		To know three well-		It is planned and different	
wle		your voice		known improvising musicians		for each occasion	
ino Djec	Any musical dimensions					A performance involves	
k vot	featured in the songs and					communicating ideas,	
Knowledge (new objectives In bold)	where they are used					thoughts and	
÷	(texture, dynamics, tempo,					feelings about the song/	
	rhythm, pitch and timbre)					music	
	Identify the structure of the						
	songs (intro, verse, chorus						
	etc.)						
	Name some of the instrume						
	nts used in the songs						
	The historical context of the						
	songs. What else was goin						
	g on at this time, musically						
	and historically?						
	Know and talk about that f						
	act that we each have a m						
	usical identity						
Skills	To identify and move to	To sing in unison and to	Play a musical instrument with	Improvise using instruments in	Create simple melodies using up	To choose what to	Using the Warm up Game
(new			the correct technique within the				s tracks provided,
	To think about the message	0	context of the Unit song.	performed. Use the improvisatio		•	complete the Bronze,
In bold)	-	_	0	n tracks provided and improvise	· · ·		Silver and Gold Challenges.
			part that matches their musical		style of the Unit song.		0.11
			p	1		1	1

To compare two conse in	To follow a leader when	challenge using one of the diff	using the Branza Silver or	Evaluin the kovnete or home	To communicate the	
		challenge, using one of the diff	S			
the same style, talking abou	singing.	erentiated parts – a one-	Gold Challenges.	note and the structure of the	meaning of the words and	
t what stands out musically	To experience rapping and	note, simple or medium part or		melody.	clearly articulate them.	
in each of them, their	solo singing.	the		Listen to and reflect upon the	To talk about the venue a	
similarities and differences.	To listen to each other and	melody of the song from		developing composition and	nd how to use it to best	
Listen carefully and	be aware of how you fit in	memory or using notation.		make musical decisions about	effect.	
respectfully to other	to the group.	To rehearse and perform		how	To record the performanc	
people's thoughts about the	To sing with awareness of	their part within the context of		the melody connects with the	e and compare it	
music.	being 'in tune'.	the Unit song.		song.	to a previous performance	
Use musical words when		To listen to and follow musical		Record the composition in any		
talking about the songs.		instructions from a leader.		way appropriate that recognises	To discuss and talk	
To talk about the musical		To lead a rehearsal session.		the connection between sound	musically about it –	
dimensions working				and symbol (e.g. graphic/	"What went well?" and	
together in the Unit songs.				pictorial notation).	"It would have been even	
					better in f?"	
Talk about the music and						
how						
it makes you feel, using						
musical language to						
describe the music.						