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| **MUSIC LONG TERM PLAN** | | | | | | |
| **Early Learning Goals – Expressive Art and Design**  Children talk about the ideas and processes which have led them to make music, designs, images or products. They can talk about features of their own and others’ work, recognising the differences between them and the strengths of others.  KS1   * Use their voices expressively and creatively by singing songs and speaking chants and rhymes * Play tuned and untuned instruments musically * Listen with concentration and understanding to a range of high-quality live and recorded music * Experiment with, create, select and combine sounds using the interrelated dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations)   KS2   * Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * Improvise and compose music for a range of purposes using the interrelated dimensions of music (see above) * Listen with attention to detail and recall sounds with increasing aural memory * Use and understand staff and other musical notations * Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.   Develop and understanding of the history of music | | | | | | |
| **Significant people** | **Autumn** | | **Spring** | | **Summer** | |
| **1st half term** | **2nd half term** | **1st half term** | **2nd half term** | **1st half term** | **2nd half term** |
| **EYFS** | “Me” Listen and sing along to rhymes and rhythms  Charanga | “My Stories” Listen and respond to different styles of music and relate to themes  Charnaga | “Everyone”  explore: family, friends, people and  music from around the world  Charanga  The Jackson 5 | “Our World”  explore: animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space- Charanga | “Big Bear Funk” learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments -Charanga | “Reflect, Rewind and Replay”  Consolidation of learning and contextualising the history of  music.  Charanga |
| **Year 1** | Introduce pulse & rhythm- “hey you” Joanna Mangona Charanga  De La Soul, Will Smith, MC Hammer. | Quiet and loud. Finlaandia by Jean Sibelius  BBC 10 pieces | Pulse/Rhythm- “Rhythm in the way we walk”  Charanga Joanna Mangona | Exploring pitch (Music Express) | Using your imagination – “Your imagination” Joanna Mangona Charanga | Reflect, rewind and replay. Charanga |
| **Year 2** | “Hands, feet, heart”  Joanna Mangona  Charanga  African Music  Miriam Makeba  Hugh Maskela (Nelson Mandela) | Exploring sounds  BBC 10 pieces  “No place like together” Kerry Andrew | I wanna play in a band  Rock song style  Charanga  Joanna Mangona | Zootime  Reggae  Charanga | Exploring timbre, tempo and dynamics (Music Express) | Reflect, rewind and replay. Charanga |
| **Year 3** | Let Your Spirit Fly  Joanna Mangona  Charanga  RnB and other styles | Earth  Hans Zimmer  (1957-)  German  BBC Ten Pieces  Classical | Three Little Birds  Bob Marley  Charanga  Reggae and animals | Rhapsody in Blue (excerpt)  George Gershwin  (1898-1937) American  BBC Ten pieces  Classical | Bringing Us  Joanna Magona and Pete Readman  Together  Charanga  Disco, friendship, hope and unity. | Reflect, Rewind and Replay  Charanga  The history of music, look back and consolidate your learning, learn some of the language of music.  Classical |
| **Year 4** | Introduction.  Recognise and use rhythmic and pitched notation.  Correct posture.  Sheku Kanneh-Mason  Nicola Bendetti  Sarah Chang | Play it again: Minimalism  recognise and create repeated patterns; perform with control of pulse and awareness of what others are playing. | Calypso  sing in tune; maintain a simple part within an ensemble; work with several layers of sound and have an awareness of the combined effect | Pentatonic scales: East meets West  compose and perform simple melodies and songs independently; create simple accompaniments for their tunes using drones and melodic ostinati based on a given pentatonic scale with confidence | In Harmony: understanding chords and creating chord sequences  Be able to identify, create, and sequence major/minor triadic chords; sing, improvise, compose, and play short patterns over a chord sequence using the notes contained in each chord. | All Together Now: creating melodies over chord sequences  Analyse and describe the musical characteristics of chord sequences; create and perform melodic lines that use notes that use some passing notes, playing with a sense of pulse and melodic line over the chosen chord sequence; notate work. |
| **Year 5** | Dancing in the street  Charanga | The 3 note Bosa  Ian Grey  Charanga | Holst: planets suite  BBC 10 pieces | Fresh prince of Bell air  Charanga  Will Smith | Reflect, rewind and replay | Protest songs/ plastics  (music express) |
| **Year 6** | Pop & Motown: Happy Pharrell Williams | Jazz & Blues: Bacharach Anorak by Ian Gray | Classical music, Gospel &Bhangra: A Friday Afternoon’s Song, A new Year Carol by Benjamin Britten | Contemporary: The music of Carol King, You’ve Got A Friend | Music & Me: Composers, expressing yourself, music of different cultures | Reflect, Rewind & Replay: Western Classical music, personal choice |