



Long term planning overview - Music

Caring, Learning, Growing.



| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------------|--|----------|--|----------|--|----------|
| Nursery | <p>Music - Sing children's favourite songs. 'Singing Express' finding a voice (learn lots of new songs/sing with confidence).</p> <p>'The Numeracy Connection' linking to writing numbers, counting the beats, identifying shapes and using comparative language for measure. Ongoing throughout the year.</p> <p>Music - learn firework song and learn Christmas play songs.</p> | | <p>Music - experimenting with sounds. Play instruments and sing songs with a rhythm or pulse.</p> <p>Music - exploring instruments and sounds. Make louder/quieter/fast/ slow sounds.</p> <p>Sing songs about Spring, Easter and new life.</p> | | <p>Children's songs with actions linked to mini-beast topic. Identifying sounds in the environment. Explore pulse and pitch through songs actions and percussion instruments.</p> <p>Learn songs relating to Summer.</p> | |
| Reception | <p>Music - Sing children's favourite songs. 'Singing Express' finding a voice (learn lots of new songs/sing with confidence).</p> <p>'The Numeracy Connection' linking to writing numbers, counting the beats, identifying shapes and using comparative language for measure. Ongoing throughout the year.</p> <p>Music - learn firework song and learn Christmas play songs.</p> | | <p>Music - experimenting with sounds. Play instruments and sing songs with a rhythm or pulse.</p> <p>Music - exploring instruments and sounds. Make louder/quieter/fast/ slow sounds. Sing songs about Spring, Easter and new life.</p> <p>Patterns - making repeated and continuous patterns using body percussion and vocal sounds.</p> <p>Focused listening: Pop</p> | | <p>Children's songs with actions linked to mini-beast topic. Identifying sounds in the environment. Explore pulse and pitch through songs actions and percussion instruments.</p> <p>Learn songs relating to Summer.</p> <p>Focused listening: Spanish</p> | |



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| | Focused listening: T.V., Film and Musicals | | |
| EYFS Skills | <p>Recognise how sounds can be made and changed. Use their voices in different ways. Repeat rhythmic and melodic patterns. Listen to music and find the pulse. Recognise well defined changes in sounds.</p> | | |
| Year 1 | <p>Topics: Animals, Seasons Musical Focus: Pitch Subject link: PE, Science, Maths Topics: Weather Musical Focus: Exploring sounds Subject link: Geography Focused listening: Pop</p> | <p>Topics: Our School Musical Focus: Exploring Sounds Subject link: Geography Topic: Machines, Our Bodies Musical Focus: Beat Subject link: PSHE, Science Performance - sing Easter/ Spring songs. Focused listening: T.V., Film, Musicals</p> | <p>Topic: Storytime, Water Musical Foci: Exploring Sounds, Pitch Subject link: English, Art Topic: Pattern, Travel Musical Focus: Beat, Performance Subject link: Maths, PE Focused listening: African</p> |
| Year 2 | <p>Ocarina whole class ensemble tuition Using <i>Ocarina Workshop</i> pieces combined with <i>Charanga</i> online resources children follow a scheme of work delivered by school staff. Children will learn the skills required to play basic ocarina pieces, they will also learn to improvise and read simple notation (both graphic and staff). One half hour session per week. Notes covered at Year 2 include D, B, A and G. Children will have the opportunity to perform throughout the Year.</p> | | |
| | <p>Musical foci: Pulse, pitch and rhythm, singing. Notes covered High D, B A and G. Subject Link: Science (how the body works).</p> | <p>Musical foci: Notation through playing (using a sound before symbol approach), improvisation and singing. Subject Link: Maths (pattern recognition, fractions (note lengths))</p> | <p>Musical Foci: Improvisation, composition and singing. Rhythm v. pulse Notes reinforced and the transition to recorder takes place at Whit half term. Subject Link: Maths, literacy. Focused listening:</p> |



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| | Focused listening: T.V., Film, Musicals | Focused listening: | |
| Year 1 & 2 Skills | <p>Recognise how sounds can be made and changed. Use their voices in different ways. Repeat rhythmic and melodic patterns. Respond to different moods in music. Recognise well defined changes in sounds. Perform from memory and from notations with awareness of others.</p> | <p>Recognise and explore how sounds can be organised. Perform simple accompaniment keeping a steady pulse. Choose and order sounds within a simple structure (beg, mid, end). Represent sounds with symbols. Recognise how musical elements can create different moods/effects. Improve their own work.</p> | |
| Year 3 | <p style="text-align: center;">Recorder</p> <p>Pupils will continue their musical journey building on their skills learnt on the ocarina in year 2, having begun recorder tuition in the last half term. Pupils will continue to be taught using the Charanga Recorder World resources together with other Charanga resources and resources from elsewhere in a scheme of work designed and delivered by school staff. Pupils will learn through practical music making, gaining proficiency in performing expressively, using and understanding staff notation, and improvising. Notes covered at Year 3 include D, B, A and G from Year 2 plus E and C. Children will have the opportunity to perform throughout the Year. Singing will be used as a foundation of the approach.</p> | | |
| | <p>Musical foci: Performing, improvising, pulse, pitch and rhythm. Musical topics: Jazz Notes learned: BAGDEC Building on previous performance skills towards Xmas performance.</p> | <p>Musical Foci: Notation revisited - further work on staff notation, two part ensemble techniques. Notes learned and practised: BAGDEC</p> | <p>Musical Foci: Notation revisited - further work on staff notation, preparation for end of year performance.</p> |



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| | <p>Subject Link: Maths (pattern recognition, fractions (note lengths))</p> <p>Focused listening: Soul RnB, Funk</p> | <p>Focused listening: T.V., Film, Musicals</p> | <p>Visit to Royal Liverpool Philharmonic Hall - listening to classical music linked to Literacy and Art.</p> <p>Focused listening: Rock</p> |
| Year 4 | <p>BRASS WCET</p> <p>Pupils will continue their musical journey building on their skills learnt on the recorder in year 3. Pupils will continue to be taught using the Charanga resources together with other resources from elsewhere in a scheme of work designed and delivered by Resonate, Liverpool's Music Hub in collaboration with school staff and leadership. This will be completed via the children learning to play brass instrument. (Pupils have the opportunity to extend their WCET learning on their instrument or to learn an additional new instrument as part of the music after school club.)</p> | | |
| | <p>Musical Foci: Reinforcing assembly of instrument and basic playing technique, reading skills, dynamics revisited. Rap and singing anti-bullying raps.</p> <p>Notes learned: C,D,E,F</p> <p>Subject Link: Maths (pattern recognition, fractions (note lengths))</p> <p>Focused listening: Hip hop</p> | <p>Music Foci: Extending practical techniques, rhythm v. pulse revisited, notation.</p> <p>Further notes learned: Bb, A, G, low F</p> <p>Focused listening: Motown</p> | <p>Musical Foci: Improvisation and Composition</p> <p>Topics: The music of Liverpool and the Beatles (using new Blackbird resources on Charanga).</p> <p>Subject Links: Literacy, PSHE, Maths</p> <p>Visit to Royal Liverpool Philharmonic Hall - listening to classical music linked to Literacy and Art.</p> <p>Focused listening: Reggae</p> |
| Year 3 & 4 Skills | <p>Recognise and explore how sounds can be organised.</p> <p>Sing with a sense of shape and melody.</p> <p>Perform simple accompaniment keeping a steady pulse.</p> | <p>Recognise & explore how sounds can be combined & used expressively.</p> <p>Sing in tune expressively, performing with a limited range of notes.</p> <p>Improvise repeated patterns, combine layers of sound with awareness of the effect.</p> | |



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| | Choose and order sounds within a simple structure (beg, mid, end). Represent sounds with symbols. Recognise how musical elements can create different moods/effects. Improve their own work. | Recognise how musical elements are combined and used expressively. Improve work by commenting on the intended effect. Perform from memory and from notations with awareness of others. |
| Year 5 | BRASS WCET | |
| | Pupils will continue their musical journey building on their skills learnt on their brass in year 4 last year. Pupils will continue to be taught using the Charanga resources together with other resources from elsewhere in a scheme of work designed and delivered by Resonate, Liverpool's Music Hub in collaboration with school staff and leadership. (Pupils have the opportunity to extend their WCET learning on their instrument or to learn an additional new instrument as part of the music after school club.) | |
| | Musical Foci: Reinforcing assembly of instrument and basic playing technique, reading skills, dynamics revisited. Rap and singing anti-bullying raps. Notes learned: C,D,E,F Subject Link: Maths (pattern recognition, fractions (note lengths)) Focused listening: Soul, RnB, Funk | Music Foci: Extending practical techniques, rhythm v. pulse revisited, notation. Further notes learned: Bb, A, G, low F Focused listening: T.V., Film, Musicals |
| | Musical Foci: Improvisation and Composition Topics: The music of Liverpool and the Beatles (using new Blackbird resources on Charanga). Subject Links: Literacy, PSHE, Maths Focused listening: Rock | |
| Year 6 | I'll be there. | Classroom Jazz |
| | A New Year Carol | Happy |
| | You've got a Friend | Reflect, Rewind, Replay |



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| | <p>Each Unit of Work comprises the of strands of musical learning which correspond with the national curriculum for music: Listening and Appraising, Musical Activities, Warm-up Games, Singing, playing instruments, Improvisation, composition and performing.</p> <p>Pupils will build on their previous WCET tuition with a curriculum designed to extend their general musicianship skills. A combination of Charanga and other resources will be used and the children will use a variety of instruments as a vehicle to ensure they learn 'within' and not simply 'about' music. (Pupils have the opportunity to continue on their previous instrument from last year's WCET or to begin to learn a new instrument as part of the music after school club.)</p> | | |
| | Focused listening: Hip hop | Focused listening: Motown | Focused listening: Reggae |
| Year 5 & 6 Skills | <p>Recognise & explore how sounds can be combined & used expressively.</p> <p>Sing in tune expressively, performing with a limited range of notes.</p> <p>Improvise repeated patterns, combine layers of sound with awareness of the effect.</p> <p>Recognise how musical elements are combined and used expressively.</p> <p>Improve work by commenting on the intended effect.</p> | <p>Identify and explore relationship between sounds.</p> <p>Identify how music reflects intentions.</p> <p>Maintain own part and awareness of how other parts fit together.</p> <p>Improvise melodic and rhythmic phrases as a group.</p> <p>Compose by developing ideas with musical structures.</p> <p>Evaluate music using appropriate vocabulary.</p> <p>Suggest improvements on own and other's work.</p> <p>Perform from memory and from notations with awareness of others.</p> | |
| | <p>Identify and explore musical devices.</p> <p>Perform from memory and from notations with awareness of others.</p> <p>Improvise melodies and rhythms with given structures.</p> <p>Compose for different occasions using melody, rhythms, chords and structures.</p> <p>Analyse and compare musical features.</p> <p>Evaluate how venue, occasion and purpose affects music created, performed and heard.</p> <p>Refine and improve work.</p> | | |



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