

Long Term Plan for Music

Year Reception	Listening and Responding	Singing	Movement and Dance	Expressive Arts and Creativity	Musical focus	Gateshead Music Hub Music Mentor Units
<ol style="list-style-type: none"> 1. Exposure to Different Types of Music: Children are introduced to a variety of music genres and styles from different cultures and historical periods. 2. Responding to Music: Encouraging children to move to the beat, clap along, or express how the music makes them feel. 3. Identifying Sounds: Listening to and identifying different sounds, instruments, and voices. 	<p>Simple Songs and Rhymes: Learning to sing simple songs and nursery rhymes, focusing on melody, rhythm, and lyrics.</p> <p>Call-and-Response Songs: Participating in call-and-response activities to develop listening and vocal skills.</p> <p>Vocal Exploration: Exploring different vocal sounds, pitches, and dynamics.</p>	<p>Movement to Music: Encouraging free movement and dance in response to music, helping develop coordination and rhythm.</p> <ol style="list-style-type: none"> 1. Action Songs: Learning songs that involve actions and movement, which helps with memory and physical development. 2. Creative Dance: Creating their own dances or movements to express the music they hear. 	<ol style="list-style-type: none"> 1. Music and Storytelling: Using music to enhance storytelling, with children creating sounds or songs to accompany stories. 2. Creative Improvisation: Encouraging children to improvise their own music or sounds, fostering creativity and imagination. 	<ol style="list-style-type: none"> 1. Hear and sing basic melodic shapes 2. Keep a steady beat 3. Experience High and Low 4. Experience Fast and Slow 5. Experience music in 2's and 3's 	<p>Autumn</p> <p>Bossy Violin – See Overview</p> <p>Spring</p> <p>Bossy Violin - See Overview</p> <p>Summer</p> <p>Bossy Violin – See Overview</p>	

Year	Listening and Responding	Singing	Movement and Dance	Expressive Arts and Creativity	Gateshead Music Hub <u>Music Mentor See Overview</u>
1	<p>Exposure to Different Types of Music: Children are introduced to a variety of music genres and styles from different cultures and historical periods.</p> <ul style="list-style-type: none"> • Responding to Music: Encouraging children to move to the beat, clap along, or express how the music makes them feel. • Identifying Sounds: Listening to and identifying different sounds, instruments, and voices. 	<ul style="list-style-type: none"> • Simple Songs and Rhymes: Learning to sing simple songs and nursery rhymes, focusing on melody, rhythm, and lyrics. • Call-and-Response Songs: Participating in call-and-response activities to develop listening and vocal skills. • Vocal Exploration: Exploring different vocal sounds, pitches, and dynamics. 	<p>Movement to Music: Encouraging free movement and dance in response to music, helping develop coordination and rhythm</p> <ul style="list-style-type: none"> • Action Songs: Learning songs that involve actions and movement, which helps with memory and physical development. • Creative Dance: Creating their own dances or movements to express the music they hear. 	<p>Music and Storytelling: Using music to enhance storytelling, with children creating sounds or songs to accompany stories.</p> <ul style="list-style-type: none"> • Creative Improvisation: Encouraging children to improvise their own music or sounds, fostering creativity and imagination. 	<p><u>Autumn</u> Hear and sing basic melodic intervals s-m, s-m-l Keep a steady beat Learn rhythm names and to read ta, te te. Understand tempo - speed</p> <p><u>Spring</u> – Hear and sing basic melodic intervals s-m, s-m-l Keep a steady beat Learn rhythm names and to read ta, te te. Understand tempo - speed</p> <p><u>Summer</u> – Hear and sing basic melodic intervals s-m, s-m-l, s-d, d-s. Keep a steady beat Learn rhythm names and to read ta, te te. Understand tempo – speed</p> <ul style="list-style-type: none"> • Begin to understand meter (Beats in a bar)

Year 2	Listening and Responding	Singing	Playing Instruments	Composing	Performance	Gateshead Music Hub <u>Music Mentor See Overview</u>
	<p>Listening to a Range of Music: Exposure to a wider variety of music from different genres, cultures, and historical periods, including classical, jazz, folk, and world music. • Discussing Music: Talking about the music they hear, describing the mood, instruments used, and how the music makes them feel. • Recognizing Musical Elements: Identifying changes in tempo, dynamics, and pitch, and recognizing simple structures like verse and chorus</p>	<p>Vocal Development: Singing songs with greater accuracy, control, and expression. Developing the ability to sing in tune and with increasing awareness of dynamics. • Expanding Repertoire: Learning a broader range of songs, including rounds, partner songs, and songs from different cultures. • Pitch and Melody: Understanding and matching pitches, singing simple melodies with increasing accuracy.</p>	<p>Exploring Instruments: Continuing to play tuned (e.g., xylophones, glockenspiels) and untuned percussion instruments, with more focus on control and technique. • Rhythm and Beat: Playing more complex rhythmic patterns and keeping a steady beat in group performances.</p>	<p>Simple Composition: Creating short pieces of music using voice, instruments, or technology. • Improvisation: Encouraging children to improvise melodies or rhythms within a given structure, fostering creativity and spontaneity. • Introduction to Notation: Beginning to use simple notation, such as graphic symbols or basic staff notation, to record and share their musical ideas.</p>	<p>Class and Group Performances: Regular opportunities to perform songs and instrumental pieces in front of peers, fostering confidence and stage presence. • Collaborative Music-Making: Emphasizing ensemble playing, where children work together to create a cohesive musical performance. • School Events: Participation in school assemblies, concerts, or special events, giving children the opportunity to showcase their musical learning.</p>	<p>Autumn Term</p> <ul style="list-style-type: none"> • Hear and sing basic melodic intervals s-m, s-m-l, s-d, d-s, s-m-d, d-r • Keep a steady beat • Learn rhythm names and to read ta, te te. ta-ah and the rests • Prepare quicker notes – tika tika • Understand tempo – speed <p><u>Spring</u></p> <ul style="list-style-type: none"> • Hear and sing basic melodic intervals s-m, s-m-l, s-m-d, d-m-s, d-r, d-r-m • Keep a steady beat • Learn rhythm names and to read ta, te te, ta-ah and rests • Learn about dotted notes • Understand tempo – speed • Show and describe how the music makes you feel <p><u>Summer</u></p> <p>Hearing music in 3's</p> <ul style="list-style-type: none"> • Hear and sing basic melodic intervals developing to pentatonic o all 5 sounds d-r-m-s-l • Keep a steady beat • Learn rhythm names and to read: o ta, te te. Ta-ah, dotted notes, te rest, tika tika, tika te , and ti tika • Understand tempo – speed • Begin to understand meter (Beats in a bar)

Year	Creating Sound	Listening	Improvising Composing	Performing	Notation	Units of Work Kapow
3	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Develop an understanding of the history of music</p> <p>Use and understand staff and other musical notations</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Use and understand staff and other musical notations</p>	<p>Use and understand staff and other musical notations</p>	<p>Autumn Kapow Unit</p> <p>*Ballads</p> <hr/> <p>Spring Kapow Unit</p> <p>Pentatonic Scales Chinese New Year</p> <hr/> <p>Summer Kapow Unit:</p> <p>Traditional instruments and improvisation Indian</p>

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4	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Use and understand staff and other musical notations</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Use and understand staff and other musical notations</p>	<p>Use and understand staff and other musical notations</p>	<p>Autumn Kapow Unit</p> <p>Body and tuned percussion</p> <hr/> <p>Spring Kapow Unit</p> <p>Changes in pitch, dynamics and tempo</p> <hr/> <p>Summer Kapow Unit</p> <p>*Samba and carnival sounds and instruments</p>

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5	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Use and understand staff and other musical notations</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Use and understand staff and other musical notations</p>	<p>Use and understand staff and other musical notations</p>	<p>Autumn Kapow Unit</p> <p>Composition notation</p> <p>Ancient Egypt</p> <hr/> <p>Spring Kapow Unit</p> <p>Blues</p> <hr/> <p>Summer Instrument</p> <p>Recorder (School written scheme)</p>

Year	Creating Sound	Listening	Improvising Composing	Performing	Notation	Units of Work
6	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Use and understand staff and other musical notations</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Use and understand staff and other musical notations</p>	<p>Use and understand staff and other musical notations</p>	<p>Autumn Kapow: *Dynamics, pitch and texture Fingal's Cave</p> <hr/> <p>Spring Kapow: Film music</p> <hr/> <p>Summer (published scheme) Glockenspiel</p>

Spirituality in Music

By listening to music from different cultures, locations and periods of time we create appreciation and awe for the variety of music at understand the importance of music from beyond our living memory to present day. The children will explore the emotional and spiritual dimensions of music, experiencing moments of transcendence through performance and composition.

By sharing appreciation and personal experiences of music children will share understanding of others opinions and empathy about the emotions music can evoke.

When children create their own sounds using voices, body or instruments they are given the opportunity to show their delight and curiosity in creating their own compositions.

Children will make links between their learning in English, PE, Art with music being played in the background and consider how that music makes them feel and how it can move us deeply.

When appraising music e.g Year 6 Musical unit children will explore the mystery that evokes emotions and discuss choices of composers and directors as to why that music was selected – to create empathy with the narrative.

Children will develop a sense of awe and wonder when realising the power music has upon its listener.