



## Long Term Plan for Music

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



Year	Listening and Responding	Singing	Movement and Dance	Expressive Arts and Creativity	Gateshead Music Hub Music Mentor See Overview
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"> <li>• Responding to Music: Encouraging children to move to the beat, clap along, or express how the music makes them feel.</li> <li>• Identifying Sounds: Listening to and identifying different sounds, instruments, and voices.</li> </ul>	<ul style="list-style-type: none"> <li>• Simple Songs and Rhymes: Learning to sing simple songs and nursery rhymes, focusing on melody, rhythm, and lyrics.</li> <li>• Call-and-Response Songs: Participating in call-and-response activities to develop listening and vocal skills.</li> <li>• Vocal Exploration: Exploring different vocal sounds, pitches, and dynamics.</li> </ul>	<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"> <li>• Action Songs: Learning songs that involve actions and movement, which helps with memory and physical development.</li> <li>• Creative Dance: Creating their own dances or movements to express the music they hear.</li> </ul>	<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"> <li>• Creative Improvisation: Encouraging children to improvise their own music or sounds, fostering creativity and imagination.</li> </ul>	<p><b>Autumn</b> 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><b>Spring –</b> 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><b>Summer –</b> 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"> <li>• Begin to understand meter (Beats in a bar)</li> </ul>



Year 2	Listening and Responding	Singing	Playing Instruments	Composing	Performance	Gateshead Music Hub Music Mentor See Overview
	<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"> <li>• Hear and sing basic melodic intervals s-m, s-m-l, s-d, d-s, s-m-d, d-r • Keep a steady beat</li> <li>• Learn rhythm names and to read ta, te te. ta-ah and the rests</li> <li>• Prepare quicker notes – tika tika</li> <li>• Understand tempo – speed</li> </ul> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p><b>Summer</b></p> <p>Hearing music in 3's</p> <ul style="list-style-type: none"> <li>• Hear and sing basic melodic intervals developing to pentatonic o all 5 sounds d-r-m-s-l</li> <li>• Keep a steady beat</li> <li>• Learn rhythm names and to read: o ta, te te. Ta-ah, dotted notes, te rest, tika tika, tika te , and ti tika</li> <li>• Understand tempo – speed</li> <li>• Begin to understand meter (Beats in a bar)</li> </ul>



Year	Creating Sound	Listening	Improvising Composing	Performing	Notation	Units of Work Kapow
3	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 inter-related dimensions of music	Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Improvise and compose music for a range of purposes using the inter-related dimensions of music Develop an understanding of the history of music Use and understand staff and other musical notations	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Use and understand staff and other musical notations	Use and understand staff and other musical notations	Autumn Kapow *Ballads
						Vocabulary, ballad, chorus, compose, dynamics, emotions, ensemble, facial expressions, features, feelings, instrumentals, lyrics, melody, nonsense words, performance, phrases, poem, pop songs, rehearse, rhyme, solo, stanza, story mountain, summarise, tune, verse, vocabulary, volume
						Spring Kapow Pentatonic Scales Chinese New Year
						Vocabulary: Accuracy, crescendo, control, composition, dynamics, Duration, expression, features, fluency, folk music, Glockenspiel, grid notation, harmony, layered melodies letter notation, melody, musical terminology, notation notes, octaves, pentatonic melody, pentatonic scale phrases, scale, tempo, timbre, untuned percussion
						Summer Charanga: Traditional instruments and improvisation Indian
Vocabulary: Bollywood, compose, drone, dynamics, harmonium Improvise, Indian flute, lyrics, melodic line, notation Opinion, pitch, rag, repeated rhythm, rhythm, sarangi Sitar, table, tala, tempo						



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						Vocabulary body percussion, combine, compose, contrast, contrasting rhythms, dynamics, inspiration layers, loop, melody line, organisation, pitch, record repeated melodies, rhythm sections, structure, tempo, texture tune, tuned percussion
						Spring Changes in pitch, dynamics and tempo
						Vocabulary a cappella, dynamics, mood, ostinato, parts, percussion rhythm, round, texture, tempo
						Summer *Samba and carnival sounds and instruments
Vocabulary Agogo, bateria, Caixa, carnival Chocalho, composition, crescendo Cowbell, dynamics, ensemble Features, ganza, influenced Metronome, off-beat, percussion Pulse, repique, rhythm, rhythmic break, samba, samba breaks Structure, surdo, syncopated rhythms, tamborim, texture						



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						Vocabulary: accuracy, backing track Balance, composition, control Crotchet, dotted minim, ensemble Expression, features, fluency, lyrics Minim, minor key, notation, parts Pitch, pitch notation, quaver, repeating, rhythm, semibreve, sheet music, staff notation, stave, structure Tempo.
						Spring Blues
						Vocabulary: 12-bar blues, ascending scale, backing track, bar, bent notes, blues, blues scale, chord, convey, descending scale Expression, features, flat, improvisation, lyrics, pitch, quavers Scale, sharp, solo, staff notation
						Summer Instrument Recorder



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6	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 inter-related dimensions of music	Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music	Improvise and compose music for a range of purposes using the inter-related dimensions of music Use and understand staff and other musical notations	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Use and understand staff and other musical notations	Use and understand staff and other musical notations	Autumn Charanga: World War 2
						Vocabulary Accuracy, backing track, compare, contrast, complement, control counter-melody, diaphragm dynamics, era, expression features, graphic score harmony, harmonise lyrics, melody, melody line morale, notate, octave parts, performance techniques phrase, phrasing, pitch purpose, score, Solfa Solfa ladder
						Spring Charanga: Film music
						Vocabulary Accelerando, body percussion Brass, characteristics, chords Chromatics, clashing, composition, conversation Convey, crescendo, descending, dynamics, emotion, ,evoke, features Imagery, improvise, interpret Interval, major, melodic Military, minor, modulate Orchestral, pitch, polished Sequence, solo, soundtrack Symbol, timpani, tension, texture, tremolo, unison, urgency
Summer Charanga: Glockenspiel						