

St George's Central CE Primary School and Nursery

Long Term Plan for Music Nursery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Current learning theme	Why am I special? What happens in Autumn?	How can I see in the dark? Why are babies wonderful?	Is it raining today? Why are my fingers cold?	Is the grass starting to grow? What comes out of an egg?	What are the wonders of Tyldesley?	Where are we going?
'Can Do' music theme	All about Me	Ting Bang Boom	Swaying	Animals	Let's March	Big Sounds Soft Sounds
Ongoing	<p>2 – 3 year olds: Exploration of instruments in continuous provision and using instruments to accompany nursery rhymes and songs.</p> <p>3 – 4 year olds: Children will learn a variety of songs related to their current area of learning. Exploration of instruments in continuous provision and using instruments to accompany nursery rhymes and songs.</p>					
Key Learning	<ul style="list-style-type: none"> Singing the name of each child in turn. Joining in with an action song (at this point children may just move in their own way) Choose a piece of handheld percussion and experiment with the sound made. Play a feature instrument in their own way. 	<ul style="list-style-type: none"> Singing the name of each child in turn Follow actions directed in a song. Choose a piece of handheld percussion and experiment with the sound made. Passing a rainstick around the group and experimenting with the sound it makes. 	<ul style="list-style-type: none"> Singing the name of each child in turn. Follow actions of swaying different parts of the body. Matching instruments to their pictures. Choose a selection of gentle/quieter instruments for children to experiment with. 	<ul style="list-style-type: none"> Singing the name of each child in turn. Matching actions and sounds to animals. Choose instrument to imitate the sound of an animal. Experiment with instruments that can be hit (drums, cymbals) 	<ul style="list-style-type: none"> Waving and clapping to feel the beat. Choose actions that fit with different parts of a song. Responding to cues about how to play instruments (stop/start) Playing a rhythmic solo part to accompany a piece of music. 	<ul style="list-style-type: none"> Waving and clapping to feel the beat. Follow directed actions in a song. Responding to cues about how to play (stop/start/everybody/individual) Identifying loud and soft sections in a piece of music and responding appropriately.

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<p>EYFS Statements</p>	<p><u>2 – 3 year olds</u></p> <ul style="list-style-type: none"> • Make rhythmic and repetitive sounds. • Joins in with songs and rhymes, making some sounds. • Explore a range of soundmakers and instruments and play them in different ways. • Show attention to sounds and music. • Respond emotionally and physically to music when it changes. • Explore their voices and enjoy making sounds. • Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. <p><u>3 – 4 year olds</u></p> <ul style="list-style-type: none"> • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Children introduced to the names of a variety of untuned instruments. • Children shown how to use and treat instruments appropriately. • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Clap or tap to the pulse of songs or music, and children follow. • Children experiment with different ways of playing instruments. • Play instruments with increasing control to express their feelings and ideas. • Children listen to recordings of themselves singing and playing instruments to support performance. • Play, share and perform a wide variety of music and songs to build children's confidence to perform.
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St George's Central CE Primary School and Nursery

Long Term Plan for Music

Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Learning	What makes me marvellous?	What is there to celebrate?	How has Tyldesley changed in 50 years?	What are the secrets of the garden?	What lives in the blue planet?	Who are your favourite story characters?
Ongoing	Exploration of instruments in continuous provision. Early Years 'CHIME' and music leader led programmes+ where instruments are used in a more directed way.					
Key Learning	<ul style="list-style-type: none"> Singing the name of each child in turn while shaking hands in time. Joining in with an action song by wiggling, shaking and stretching as directed. Choose a piece of handheld percussion. Play the rhythm of their name in time with a steady pulse. Experiment and explore a feature instrument, thinking about different ways in which sounds can be made. 	<ul style="list-style-type: none"> Joining in with rhymes, chants and songs. Follow actions confidently and accurately as directed in a song. Selecting and playing instruments to represent the sound of fireworks. Work in groups to compose a musical firework display. Begin to learn songs for Christmas nativity. 	<ul style="list-style-type: none"> Listening to music from Tyldesley and the surrounding area. Moving in time with the music. Singing the name of places of importance in Tyldesley. Follow actions with different parts of the body confidently in time with the music as we journey through Tyldesley. Selecting instruments to represent sounds on the streets of Tyldesley. 	<ul style="list-style-type: none"> Joining in with rhymes, chants and songs. Moving in time with the pulse. Using mini-beast names to make rhythms. Following graphic notation (pictures of mini-beasts) to play a rhythm, moving onto using stick notation. Playing instruments with increasing confidence and accuracy. Understanding that a rest is a period of silence in music. Composing own rhythms using stick notation and performing these. 	<ul style="list-style-type: none"> Joining in with rhymes, chants and songs. Follow directed actions in a song and complete these in time with the music. Responding to cues about how and when to play instruments (stop/start/play/sing) Playing rhythms on instrument to mimic the rhythm of words and sentences. Playing a rhythmic solo part with increasing confidence to accompany a piece of music. 	<ul style="list-style-type: none"> Selecting instruments to suit sounds and feelings within a fairytale. Composing a short signature piece of music for each character in a fairytale. Responding to cues about how and when to play (stop/start/everybody/individual) Using instruments to play with dynamics, playing softly to quieter music and loudly to louder music.

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EYFS Statements	<ul style="list-style-type: none">• Listen attentively, move to and talk about music, expressing their feelings and responses.• Sing in a group or on their own, increasingly matching the pitch and following the melody.• Hear a steady pulse and tap or play an instrument in time to the beat.• Understands that there is written down music that a singer or instrument player can follow.• Know the names of some untuned and tuned instruments.• Use and play untuned instruments confidently and appropriately.• Listen attentively to music and then discuss changes and patterns as a piece of music develops.• Children are introduced to different kinds of music from across the globe, including traditional and folk music from Britain.• Listen to live musicians, children in school playing music and their class peers to talk about what they thought about it.• Participate in pitch-matching games, humming or singing short phrases.• Sing call and response songs, so that children can echo phrases of songs the adult sings.• Learn how to tap rhythms to accompany words, such as tapping the syllables of names and lyrics of a song.• Children enjoy making up their own songs and music with instruments.• Explore and engage in music making, performing solo or in groups.• Sing and play instruments for their peers in small groups and in front of the whole class.• Learn songs to perform for class worship and Christmas performances.
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Long Term Plan for Music Year 1 and Year 2

2024-2025						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions	What is rhythm?	How does time signature affect a piece of music?	How can tempo and dynamics be represented in music?	How are musical styles different?	How can sounds be described?	What are Latin rhythms like?
Theme	Rhythm in the Way we Walk	BBC Ten Pieces: The Nutcracker	BBC Ten Pieces: Finlandia	In the Groove	BBC Ten Pieces: Mars, The Planets	Round and round
Composer studied		Tchaikovsky	Sibelius		Holst	
Key Learning	<ul style="list-style-type: none"> Exploring rhythm. Counting the beats in a bar. Using body percussion and a variety of untuned percussion to improvise repeating patterns. 	<ul style="list-style-type: none"> Listening and appraising music from the Romantic period. Exploring classical music. Identifying patterns in both 3 and 4 time. Recreating short rhythmic sequences and transferring these onto tuned percussion. 	<ul style="list-style-type: none"> Listening and appraising music from the turn of the century. Understanding dynamics and tempo and the effect these have on music. Improvising and composing rhythms using quiet and loud. Representing rhythmic patterns using graphic notation. Following a graphic score to perform music. 	<ul style="list-style-type: none"> Exploring a variety of different styles of music from different countries and cultures. Listening for similarities and differences between musical styles. Giving opinions about musical preferences. Creating short pieces of improvised melody and rhythm. 	<ul style="list-style-type: none"> Listening and appraising music from the early 20th Century. Exploring classical music Listening and appraising. Exploring timbre in terms of 'spiky' and 'smooth' sounds. Improvising and composing rhythms. Representing rhythmic patterns using graphic notation. 	<ul style="list-style-type: none"> Listening and appraising music from other countries and cultures. Exploring Latin rhythms. Joining in vocally and rhythmically with a song. Composing rhythms using a variety of tuned and untuned percussion

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Ongoing evaluation	<ul style="list-style-type: none"> Pupils will continually appraise and critically evaluate their own progress and performances and those of others in order to further improve. 					
National Curriculum objectives	<ul style="list-style-type: none"> Pupils will listen with concentration and understanding to a range of high quality live and recorded music. 					
	<ul style="list-style-type: none"> Pupils will play tuned and untuned instruments musically. 	<ul style="list-style-type: none"> Pupils will play tuned and untuned instruments musically. Pupils will experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> Pupils will play tuned and untuned instruments musically. Pupils will experiment with, create, select and combine sounds using the inter-related dimensions of music. Pupils will explore and record music through appropriate musical notation. 	<ul style="list-style-type: none"> Pupils will explore musical styles from different cultures and traditions. Pupils will listen with concentration and understanding. Pupils will play tuned and untuned instruments musically. 	<ul style="list-style-type: none"> Pupils will play tuned and untuned instruments musically. Pupils will experiment with, create, select and combine sounds using the inter-related dimensions of music. Pupils will explore and record music through appropriate musical notations. 	<ul style="list-style-type: none"> Pupils will play tuned and untuned instruments musically. Pupils will experiment with, create, select and combine sounds using the inter-related dimensions of music. Pupils will use their voices expressively and creatively by singing songs and speaking chants and rhymes.

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Long Term Plan for Music Year 1 and Year 2

2025-2026						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions	How could different instruments represent different animals?	What are the features of pop and rock music?	What instruments can be found in an orchestra?	How can songs tell us about history?	What is different about Indian music compared to Western music?	What do African rhythms sound like?
Theme	Carnival of the Animals	I Wanna Play in a Band and Beatles study	BBC Ten Pieces: The Lark Ascending	Coal-mining songs	Music from other cultures	Hands, Feet, Heart
Composer studied	Camille Saint-Saëns		Vaughan Williams			
Key Learning	<ul style="list-style-type: none"> Listening and appraising music from the Romantic period. Exploring the timbre of different instruments used to represent animals. Improvising and composing rhythmic and melodic patterns. Representing rhythmic and melodic patterns using graphic notation. 	<ul style="list-style-type: none"> Listening and appraising pop music from the mid to late 20th Century. Comparing styles of music using musical language. Learning to sing songs in unison and in parts. Using tuned and untuned percussion instruments to accompany singing. Preparing a performance. Evaluate music across a range of historical periods. 	<ul style="list-style-type: none"> Listening and appraising music from the early 20th Century. Exploring the instruments of the orchestra. Recognising high and low pitch. Exploring timbre of different instruments used to represent sounds of nature. Improvising and composing rhythmic and melodic patterns. Representing rhythmic patterns using graphic notation. 	<ul style="list-style-type: none"> Listening and appraising music from the Victorian times. Learning to sing songs in unison and in parts. Improvising and composing rhythms. Using tuned and untuned instruments to provide accompaniment to singing Evaluate music across a range of historical periods. 	<ul style="list-style-type: none"> Listening and appraising music from other countries, cultures and traditions. Exploring a variety of Indian instruments. Learning some dance moves associated with India. Thinking about texture and arrangement. Representing music using graphic notation. 	<ul style="list-style-type: none"> Listening and appraising music from other countries, cultures and traditions. Exploring African rhythm. Isolating individual beats in a bar. Using body percussion and a variety of untuned percussion to improvise repeating patterns. Playing instruments musically in time.
Ongoing evaluation	<ul style="list-style-type: none"> Pupils will continually appraise and critically evaluate their own progress and performances and those of others in order to further improve. 					

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National Curriculum objectives	<ul style="list-style-type: none"> Pupils will listen with concentration and understanding to a range of high quality live and recorded music. 					
	<ul style="list-style-type: none"> Pupils will use their voices expressively and creatively by singing songs and speaking chants and rhymes. Pupils will play tuned and untuned instruments musically. Pupils will experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> Pupils will play tuned and untuned instruments musically. Pupils will use their voices expressively and creatively by singing songs and speaking chants and rhymes. Pupils will experiment with, create, select and combine sounds using the inter-related dimensions of music. Pupils will explore and record music through appropriate musical notation. 	<ul style="list-style-type: none"> Pupils will play tuned and untuned instruments musically. Pupils will experiment with, create, select and combine sounds using the inter-related dimensions of music. Pupils will use their voices expressively and creatively by singing songs and speaking chants and rhymes. 	<ul style="list-style-type: none"> Pupils will play tuned and untuned instruments musically. Pupils will use their voices expressively and creatively by singing songs and speaking chants and rhymes. Pupils will experiment with, create, select and combine sounds using the inter-related dimensions of music. Pupils will explore and record music through appropriate musical notations. 	<ul style="list-style-type: none"> Pupils will explore and record music through appropriate musical notations. Pupils will experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> Pupils will play tuned and untuned instruments musically. Pupils will use their voices expressively and creatively by singing songs and speaking chants and rhymes. Pupils will experiment with, create, select and combine sounds using the inter-related dimensions of music.

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Long Term Plan for Music Year 3 and Year 4

2024-2025						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions	What is minimalist music?	What are the features of R&B music?	How can a repeating motif be used?	How can dynamics affect mood and create atmosphere?	How do I play the notes B, A and G on a recorder?	How can voices be used to represent sounds?
Theme	BBC Ten Pieces: Short ride in a Fast Machine	Let Your Spirit Fly	BBC Ten Pieces: 'The Storm' interlude	BBC Ten Pieces: Trailblazers: Earth	Playing the recorder	BBC Ten Pieces: No Place Like
Composer studied	John Adams		Benjamin Britten	Hans Zimmer		Kerry Andrew
Key Learning	<ul style="list-style-type: none"> Listening and appraising orchestral music from the late 20th Century. Recognising and identifying musical motifs. Improvising and composing individually and as part of a group. Developing skills at playing a variety of tuned and untuned percussion musically. Preparing a performance in response to given stimulus. 	<ul style="list-style-type: none"> Learning to sing a song by heart. Singing in unison and in parts. Developing skills at playing a variety of tuned and untuned percussion musically. Exploring different possible arrangements of a piece of music. Preparing a group performance of their own arrangement. 	<ul style="list-style-type: none"> Listening and appraising music from the mid 20th Century. Recognising and identifying musical motifs. Thinking about the timbre of instruments and what they can be used to represent. Playing a range of percussion instruments with expression. Creating group compositions. Preparing a group performance. 	<ul style="list-style-type: none"> Listening and appraising modern orchestral music. Recognising how dynamics can be used to create mood. Improvising and composing a melody on tuned percussions individually and as part of a group. Performing group composition as part of a wider class piece. Recording melodies using formal notation; semibreves, minims and crotchets. 	<ul style="list-style-type: none"> Understanding the correct way to hold and play a recorder. Learning to play the notes B, A and G fluently on the recorder. Beginning to read formal notation by locating the positions of B, A and G on the stave Improvising and composing a melody based on the notes given. Preparing a performance of their own melody. 	<ul style="list-style-type: none"> Listening and appraising modern contemporary music. Recognising and identifying different sounds that can be made with the voice and body. Replicating some of the noises made using their own voices and bodies. Improvising other vocal or body sounds that can represent sounds in the environment. Completing a group composition including a range of different

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						<ul style="list-style-type: none"> vocal and body sounds. Representing different sounds through graphic notation. Performing groups compositions to an audience of peers.
Ongoing evaluation	<ul style="list-style-type: none"> Developing a critical engagement with music, children will evaluate the effectiveness of their own work and that of others, being able to suggest constructive ways to improve. 					
National Curriculum objectives	<ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory. 					
	<ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the inter-related dimensions of music. Play and perform in solo and ensemble contexts, playing instruments with increasing accuracy, fluency, control and expression. Appreciate and understand a wide range of high-quality live and recorded music from great composers and musicians. 	<ul style="list-style-type: none"> Perform in solo and ensemble contexts, using their voices with increasing control and expression. Playing instruments with increasing accuracy and fluency. Using the inter-related dimensions of music when considering possible arrangements. 	<ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the inter-related dimensions of music. Playing instruments with increasing accuracy and fluency. Play and perform in solo and ensemble contexts, playing instruments with increasing accuracy, fluency, control and expression. 	<ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the inter-related dimensions of music. Understand staff and other musical notations. Perform in solo and ensemble contexts, using instruments with increasing control and expression. 	<ul style="list-style-type: none"> Playing instruments with increasing accuracy and fluency. Understand staff and other musical notations. Improvise and compose music for a range of purposes using the inter-related dimensions of music. 	<ul style="list-style-type: none"> Use and understand graphic notations. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Perform in solo and ensemble contexts, using their voices and bodies with increasing control and expression.
Wider Opportunities Year 4	<p>Children in the Year 4 cohort will participate in the Wider Opportunities scheme, specialising in percussion. During this time, they will experience three different types of percussion: African drumming, Samba drumming and Tuned percussion. Each of these types of percussion will be studied for a term each.</p>					
National Curriculum objectives	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, playing instruments with increasing accuracy, fluency, control and expression. Appreciate and understand music from different traditions. Improvise and compose music for a range of purposes using the inter-related dimensions of music. 					

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Long Term Plan for Music Year 3 and Year 4

2025-2026						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions	How can music describe an imaginary creature?	How can different instruments represent the weather?	What does the music of the Far East sound like?	How do I play the notes C, D and E on a glockenspiel?	How can music be used to represent characters?	How do I play individual notes on a guitar?
Theme	BBC Ten Pieces: A Bao A Qu	Weather music	Pentatonic scale	Playing the glockenspiel	BBC Ten Pieces: A Night on Bare Mountain	Playing the guitar
Composer studied	Mason Bates	Antonio Vivaldi Pyotr Ilyich Tchaikovsky			Modest Mussorgsky	
Key Learning	<ul style="list-style-type: none"> Listening and appraising music from the 21st Century. Improvising and composing musical motifs. Developing skills at playing a variety of tuned and untuned percussion musically. Preparing a performance in response to given stimulus. 	<ul style="list-style-type: none"> Listening to and appraising music from the Baroque and Romantic periods. Developing an understanding of classical music Exploring the timbre of instruments used to mimic weather/nature sounds. Developing skills at playing a variety of tuned and untuned percussion musically. Improvising and composing using the inter-related dimensions of music. 	<ul style="list-style-type: none"> Listening and appraising music from different countries, cultures and traditions. Identifying music that uses the pentatonic scale. Using tuned percussion to play music following the pentatonic scale using formal notation. Composing music following the principles of the pentatonic scale. 	<ul style="list-style-type: none"> Understanding the correct way to play a glockenspiel. Learning to play the notes C, D, E, F and G fluently on the glockenspiel. Beginning to read formal notation by locating the positions of C, D and E on the staff Improvising and composing a melody based on the notes given. Preparing a performance of their own melody. 	<ul style="list-style-type: none"> Listening to and appraising music from the Romantic period. Develop an understanding of classical music, listening for the different instrument families. Using words and phrases to describe the music. Selecting instruments of represent a range of different characters based on timbre. Improvising and composing a musical picture based on the idea of different characters. 	<ul style="list-style-type: none"> Understanding the correct way to hold a guitar. Learning the names of the strings on the guitar. Locating positions of the notes G, A, B, C, D, E, F. Playing melodies using these notes focusing on accuracy in note rhythms. Extending knowledge of reading formal staff notation.

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					<ul style="list-style-type: none"> Preparing a performance of composition. 	
Ongoing evaluation	<ul style="list-style-type: none"> Developing a critical engagement with music, children will evaluate the effectiveness of their own work and that of others, being able to suggest constructive ways to improve. 					
National Curriculum objectives	<ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory. 					
	<ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the inter-related dimensions of music. Play and perform in solo and ensemble contexts, playing instruments with increasing accuracy, fluency, control and expression. Appreciate and understand a wide range of high-quality live and recorded music from great composers and musicians. 	<ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the inter-related dimensions of music. Playing instruments with increasing accuracy and fluency. Using the inter-related dimensions of music when considering possible arrangements. Develop an understanding of the history of music. 	<ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the inter-related dimensions of music. Appreciate and understand a wide range of high-quality live and recorded music from great composers and different cultures and traditions. Playing instruments with increasing accuracy and fluency. 	<ul style="list-style-type: none"> Playing instruments with increasing accuracy and fluency. Understand staff and other musical notations. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Use and understand staff and other musical notations. 	<ul style="list-style-type: none"> Appreciate and understand a wide range of high-quality live and recorded music from great composers and musicians. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Play and perform in solo and ensemble contexts, playing instruments with increasing accuracy, fluency, control and expression. 	<ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the inter-related dimensions of music. Play and perform in solo and ensemble contexts, playing instruments with increasing accuracy, fluency, control and expression. Use and understand staff and other musical notations.

Wider Opportunities Year 4	Children in the Year 4 cohort will participate in the Wider Opportunities scheme, specialising in percussion. During this time, they will experience three different types of percussion: African drumming, Samba drumming and Tuned percussion. Each of these types of percussion will be studied for a term each.
National Curriculum objectives	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, playing instruments with increasing accuracy, fluency, control and expression. Appreciate and understand music from different traditions. Improvise and compose music for a range of purposes using the inter-related dimensions of music.

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St George's Central CE Primary School and Nursery

Long Term Plan for Music Year 5 and Year 6

2024-2025						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions	How can music tell a story?	What does singing sound like in Africa?	How can different rhythms fit together?	How do melodic patterns and rhythms fit together?	What are the features of opera?	How are songs written?
Theme	BBC Ten Pieces – The Hall of the Mountain King	Ladysmith Black Mambazo singers	Musical Futures workshopping project - rhythm	Musical Futures workshopping project - melody	BBC Ten Pieces: Habanera and Toreador	Musical Futures song writing skills
Composer studied	Edvard Grieg				Georges Bizet	
Key Learning	<ul style="list-style-type: none"> Listening to and appraising music from the Romantic period. Learning a story behind a piece of music. Considering how music can be used to tell a story. Improvise using a range of instruments. Compose two pieces of music that tell the stories of different narratives, thinking about instrument choice and the quality of sounds made, atmosphere and mood of the music. 	<ul style="list-style-type: none"> Listening and appraising music from different countries, cultures and traditions. Singing in unison and in parts. Singing in a different language. Considering the importance of warming up the voice and good practice when singing. Adding untuned percussion to acapella singing. Preparing for a whole class performance. 	<ul style="list-style-type: none"> Using a mixture of body percussion, untuned percussion instruments and music technology to learn and create increasingly complex rhythms. Experimenting with the idea of counter-rhythms and exploring how these can fit together. Developing skills at playing confidently and musically as part of a group. Improvising and composing rhythms using the inter-related dimensions of 	<ul style="list-style-type: none"> Extending knowledge from the rhythm workshop. Using a range of instruments including tuned percussion, keyboards, guitars and recorders. Beginning to explore scales and which notes can be used in which keys – understanding that some note combinations complement each other whilst others clash. Working in small groups and as a whole class group to add melodic phrases to 	<ul style="list-style-type: none"> Listening to and appraising operatic music from the Romantic Period. Developing an understanding of operatic music. Playing rhythmic parts with developing confidence using untuned percussion. Extending rhythm into a melody by transferring parts to tuned percussion. Creating lyrics to fit to an existing melody line, thinking about structure, rhythm and syllable count. 	<ul style="list-style-type: none"> Extending knowledge from the workshopping projects. Working in smaller groups, where each person has the responsibility for a particular chosen instrument. Developing melodic and rhythmic patterns which complement each other. Adding accompaniment to basic melodies and rhythms. Writing lyrics based on a theme.

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	<ul style="list-style-type: none"> Record music using appropriate notation. Prepare a group performance. 		<ul style="list-style-type: none"> duration, tempo, texture and structure. Preparing individual and then group performances. 	<ul style="list-style-type: none"> rhythms already explored. Recording musical ideas using appropriate notation. Building up melodic phrases to form a song, thinking about the inter-related dimensions of music. Preparing performances and playing to an audience with increasing confidence and musicality. 	<ul style="list-style-type: none"> Exploring different possible arrangements of a piece of music. Preparing a group performance of their own arrangement. 	<ul style="list-style-type: none"> Studying existing popular songs to investigate commonly used structures and chord patterns. Experimenting with structure and arrangement to create the best possible song. Preparing performances and playing to an audience with increasing confidence and musicality.
Ongoing evaluation	<ul style="list-style-type: none"> Developing a critical engagement with music, children will evaluate the effectiveness of their own work and that of others, being able to suggest constructive ways to improve. 					
National Curriculum objectives	<ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory. Develop skills to enable opportunity to progress to the next level of musical excellence. 					
	<ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the inter-related dimensions of music. Play and perform in solo and ensemble contexts, playing instruments with increasing accuracy, fluency, control and expression. Appreciate and understand a wide range of high-quality live and recorded music from great composers and musicians. 	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, singing and playing instruments with increasing accuracy, fluency, control and expression. Appreciate and understand a wide range of high-quality live and recorded music from great composers, cultures and traditions. 	<ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the inter-related dimensions of music. Play and perform in solo and ensemble contexts, playing instruments with increasing accuracy, fluency, control and expression. Use music technology appropriately. 	<ul style="list-style-type: none"> Understand staff and other musical notations. Develop an understanding of basic musical theory. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Play and perform in solo and ensemble contexts. Playing instruments with increasing accuracy, fluency, control and expression. 	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, playing instruments with increasing accuracy, fluency, control and expression. 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. 	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts. Using voices and playing instruments with increasing accuracy, fluency, control and expression. Use and understand staff and other musical notations. Improvise and compose music for a range of purposes using the inter-related dimensions of music.

'Never settle for less than your best'

Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12

	<ul style="list-style-type: none">• Use and understand staff and other musical notations.• Develop an understanding of the history of music.					
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St George's Central CE Primary School and Nursery

Long Term Plan for Music Year 5 and Year 6

2025-2026						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions	How are common rhythms played on drumkits?	What are the features of Indian music?	How do I play chords on a guitar and keyboard?	Why is some music suitable for certain occasions?	How can music tell a story?	How do I play as part of a band?
Theme	Musical Futures: drumming	BBC Ten Pieces: Trailblazers: Ravi Shankar	Musical Futures: playing the guitar and keyboard	BBC Ten Pieces: Zadok the Priest	BBC Ten Pieces: Firebird Suite	Musical Futures: playing in a band
Composer studied	A variety of drummers in modern bands and ensembles	Ravi Shankar	Rodrigo y Gabriella, Erik Mongrain, Led Zeppelin, Pink Floyd.	George Frideric Handel	Igor Stravinsky	A range of western bands, particularly those from USA
Key Learning	<ul style="list-style-type: none"> Using drumsticks to learn a variety of rhythms. Following given rhythm patterns. Learning about note duration and how to record this using formal notation. Learning to coordinate the body to use play different rhythms with the hands and feet simultaneously. Improvising and composing rhythms and recording these. Paying as part of a group thinking about structure and 	<ul style="list-style-type: none"> Listening and appraising music from different countries, cultures and traditions. Studying the variety of instruments used. Learning common scales used in this style of music. Improvising and composing using the raga scale. Reading rhythms and melodies from formal notation. Creating a coda. Preparing performances. 	<ul style="list-style-type: none"> Extending knowledge of the guitar and glockenspiel from the Y3/4 units. Learning how to play the chords Em, G, C and Am on the guitar and keyboard. Playing along with well-known songs which use these chords. Getting used to moving between different chords quickly and confidently. Working in groups to compose music based 	<ul style="list-style-type: none"> Listening to music from the Baroque era and placing this on a musical timeline. Thinking about reasons why certain pieces of music are written. Learning and performing rhythmic patterns in time with the music. Creating own rhythmic pattern. Composing own chants and melodies to perform these to. Singing together in unison and in two part harmonies. 	<ul style="list-style-type: none"> Listening to and appraising 20th century classical music and placing on a musical timeline. Writing a written response to music in the form of poetry. Creating a soundscape thinking about instrument choice and timbre. Singing and playing a melodic pattern taken from the music and orchestrating own arrangement of this. Preparing a group performance. 	<ul style="list-style-type: none"> Extending knowledge from previous Musical Futures units. Working in smaller groups, where each person has the responsibility for a particular chosen instrument. Developing melodic and rhythmic patterns which complement each other. Adding accompaniment to basic melodies and rhythms.

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	arrangement of a rhythmic piece. <ul style="list-style-type: none"> • Preparing performances. 		on this series of chords in any combination. <ul style="list-style-type: none"> • Performing compositions with increasing confidence and musicality. 			
Ongoing evaluation	<ul style="list-style-type: none"> • Developing a critical engagement with music, children will evaluate the effectiveness of their own work and that of others, being able to suggest constructive ways to improve. 					
National Curriculum objectives	<ul style="list-style-type: none"> • Listen with attention to detail and recall sounds with increasing aural memory. • Develop skills to enable opportunity to progress to the next level of musical excellence. 					
	<ul style="list-style-type: none"> • Improvise and compose rhythms using the inter-related dimensions of music. • Play and perform in solo and ensemble contexts, playing instruments with increasing accuracy, fluency, control and expression. • Use and understand staff and other musical notations. 	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, playing instruments with increasing accuracy, fluency, control and expression. • Developing an understanding music from a range of cultures and traditions. • Use and understand staff and other musical notations. 	<ul style="list-style-type: none"> • Develop an understanding of basic musical theory. • Play and perform in solo and ensemble contexts. • Playing instruments with increasing accuracy, fluency, control and expression. 	<ul style="list-style-type: none"> • Improvise and compose rhythms using the inter-related dimensions of music. • Play and perform in solo and ensemble contexts, playing instruments with increasing accuracy, fluency, control and expression. • Singing in unison and in harmonies. 	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts. • Using voices and playing instruments with increasing accuracy, fluency, control and expression. • Use and understand staff and other musical notations. • Improvise and compose music for a range of purposes using the inter-related dimensions of music. 	

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