

Unit	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
Nursery	<p><u>Once upon a time</u></p> <p>Learning and singing simple songs trying to pitch match and follow the melodic shape.</p> <p>Exploring the sounds of different instruments.</p>	<p><u>Magnificent Me</u></p> <p>Learning and singing simple songs trying to pitch match and follow the melodic shape.</p> <p>Learning and performing songs with actions.</p> <p>Physically imitating the actions of instrument players.</p> <p>Listening to a range of different music genres.</p>	<p><u>Old McDonald had a farm</u></p> <p>Learning and singing simple songs trying to pitch match and follow the melodic shape.</p> <p>Imitating the sounds of animals.</p> <p>Using voices as instruments.</p> <p>Exploring pulse by beginning to tap and clap.</p>	<p><u>Teddy Bears’ Picnic</u></p> <p>Learning and singing simple songs trying to pitch match and follow the melodic shape.</p> <p>Using instruments to create sounds that link to the bear hunt.</p> <p>Exploring long and short sounds and loud and quiet sounds.</p> <p>Creating a simple representation of a musical instrument.</p>	<p><u>Amazing Animals</u></p> <p>Learning and singing simple songs trying to pitch match and follow the melodic shape.</p> <p>Imitating the sounds of animals.</p> <p>Exploring quiet, loud, slow and fast.</p>	<p><u>Wiggle and Grow</u></p> <p>Learning and singing simple songs trying to pitch match and follow the melodic shape.</p> <p>Responding to classical music using silk scarves.</p> <p>Expressing feelings and musical responses.</p>
	Reception	<p>Exploring Sound</p> <p>To explore using voices to make a variety of sounds.</p> <p>To explore how to use our bodies to make sounds.</p> <p>To explore the sounds of different instruments.</p> <p>To identify sounds in the environment and</p>	<p>Celebration Music</p> <p>To learn about music from other cultures, (the festival of Diwali, the festival of Hanukkah, festival of Kwanzaa and Christmas)</p> <p>To learn the names of some traditional Jewish musical instruments.</p> <p>To play and move to traditional Jewish Hanukkah music.</p>	<p>Music and Movement</p> <p>To understand why songs have actions</p> <p>To learn some simple Makaton signs to accompany a song</p> <p>To explore beat through body movement</p> <p>To express feelings and emotions through movement to music</p>	<p>Musical Stories (6 lessons)</p> <p>To listen to:</p> <p>“Teddy Bear’s Picnic” by John Walter Bratton and Jimmy Kennedy and recall part of the story.</p> <p>“Peter and the Wolf” by Sergei Prokofiev and recall the characters from the story.</p>	<p>Transport</p> <p>To explore and mimic the sounds of different vehicles</p> <p>To interpret symbols to show a change in speed.</p> <p>To interpret a simple score to show tempo changes</p>

EYFS and Year 1-6 Long Term Plan

	<p>differentiate between them.</p> <p>To use voices to imitate nature sounds.</p>	<p>To take part in a traditional call and response song</p>	<p>To explore pitch and tempo through scarf dancing and body movement</p> <p>To perform action songs to a small audience.</p> <p>To respond to music with movement</p>	<p>To move to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece.</p> <p>To talk about how a piece of music makes you feel.</p> <p>To understand that music and instruments can be used to convey moods or represent characters.</p> <p>To use actions to retell a story to music</p> <p>To sing and perform a group song</p> <p>To create a musical story based upon a familiar routine</p> <p>To use instruments to represent moods or actions</p> <p>To play an instrument as part of a group story</p>		<p>Listening, moving to and talking about music, expressing feelings and responses.</p> <p>Engaging in music by performing and dancing.</p> <p>Experimenting with playing tuned and untuned instruments in time to familiar songs.</p> <p>Choosing appropriate instruments to represent different parts of a song.</p>
--	---	---	--	--	--	--

Unit	<u>Catch up</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
1		<p>Pulse and rhythm</p> <p>Theme (All about me)</p> <p>Using voice and hands to make music.</p> <p>Clapping and playing in time to the music.</p> <p>Playing simple rhythms on an instrument.</p> <p>Listening to and repeating short rhythmic patterns.</p> <p>Understanding the difference between pulse and rhythm.</p>	<p>Pitch and Tempo</p> <p>(Theme: Superheroes)</p> <p>Understanding and explaining the concept of pitch.</p> <p>Creating a pattern using two pitches.</p> <p>Understanding and explaining the concept of tempo by recognising and performing fast and slow music.</p> <p>Creating a superhero theme tune.</p> <p>Performing confidently as part of a group.</p>	<p>Timbre and Rhythmic Patterns (Theme: Fairy Tales)</p> <p>Using voices expressively to speak and chant whereby representing different characters.</p> <p>Selecting suitable instrumental sounds to represent a character.</p> <p>Composing and playing a rhythm by clapping syllables and rhythmic patterns in words.</p> <p>Recognising how timbre is used to represent characters in a piece of music.</p> <p>Keeping the pulse using untuned instruments. Listening and responding to other performers.</p>	<p>Musical Vocabulary</p> <p>(Theme: Under the Sea)</p> <p>Understand the musical vocabulary: pulse and tempo</p> <p>Understanding and explaining what dynamics and timbre are</p> <p>Understanding and explaining what pitch and rhythm are</p> <p>Understanding and explaining what texture and structure are</p> <p>Understanding key musical vocabulary: dynamics, pitch, pulse, rhythm, structure, tempo, texture, timbre</p>
2	<p>Complete year 1 units prior to beginning year 2 units</p>	<p>West African call and response song (Theme: Animals)</p> <p>Creating short sequences of sound using instruments and voices.</p> <p>Copying a short rhythm and recognising simple notation. Learning a traditional song from Africa.</p> <p>Creating rhythms based on 'call and response', working with a partner to think of a question (call) and a short answer (response).</p>	<p>Orchestral instruments</p> <p>(Theme: Traditional Stories)</p> <p>Listening to and analysing orchestral, film musical version of a traditional story and knowing the names of the four sections or families of the orchestra: strings, woodwinds, brass and percussion and recognising different orchestral instruments.</p> <p>Selecting appropriate sounds to match events, characters and feelings in a story.</p>	<p>Musical Me</p> <p>Singing and playing an instrument at the same time.</p> <p>Choosing and playing appropriate dynamics and timbres for a piece of music; understanding that all instruments have their own timbre (unique sound).</p> <p>Using musical notation to play melodies (tunes).</p> <p>Using letter notation to write and create their own melody.</p>	<p>Myths and legends</p> <p>Creating different rhythms. Showing structure on a graphic score.</p> <p>Writing a graphic score to show texture.</p> <p>Composing a piece of music with a given structure as part of a group.</p> <p>Performing a group composition by listening to others.</p>

EYFS and Year 1-6 Long Term Plan

		Adding dynamics (volume) to a structure of rhythms and playing composition using a simple rhythm on an untuned percussion instrument.D7	Writing a play script and selecting appropriate musical sounds to accompany it. Performing a story script with accompanying music confidently.	Helping create a piece of music using timbre and dynamics in musical composition by working as part of a group.	
3	Complete year 2 units prior to beginning year 3 units	<p>Instrumental Scheme: South Africa</p> <p>To identify the basic key features of staff notation</p> <p>To recognise and play minims by ear and from staff notation, moving up and down by step</p> <p>To recognise and play semibreves by ear and from staff notation</p> <p>To recognise and play crotchets and crotchet rests by ear and from staff notation</p> <p>To compose rhythmic patterns for a gumboot dance</p>	<p>Developing singing technique (Theme: The Vikings)</p> <p>Singing in time with others.</p> <p>Following and singing in tune and in time.</p> <p>Recognising simple rhythmic notation by ear and by sight.</p> <p>Using simple rhythmic notation to compose a Viking battle song.</p> <p>Performing music with confidence and discipline.</p>	<p>Instrumental scheme Carribean</p> <p>To understand the main features of Calypso music</p> <p>To improvise a vocal part in the style of a Calypso</p> <p>To understand how and why percussion instruments can be used in Calypso music</p> <p>To recognise and perform quavers from staff notation</p> <p>To improvise in a Calypso style using a pentatonic scale</p>	<p>Pentatonic Melodies and composition (Theme: Chinese New Year)</p> <p>Learning about the music used to celebrate the Chinese New Year festival.</p> <p>Playing, writing and performing a pentatonic melody using letter notation.</p> <p>Performing a group composition made up three layered pentatonic melodies.</p>
4	Complete year 3 units prior to beginning year 4 units	<p>Body and tuned percussion (Theme: Rainforests)</p> <p>Identifying structure and texture in music.</p> <p>Creating musical rhythms using body percussion.</p> <p>Creating simple tunes.</p> <p>Building and improving a composition.</p>	<p>Samba and Carnival sounds and instruments</p> <p>Recognising and identifying the main features of samba music.</p> <p>Understanding and playing syncopated rhythms.</p> <p>Composing a basic rhythmic break.</p> <p>Performing rhythmic breaks within the samba piece.</p>	<p>Changes in pitch, tempo and dynamics (Theme: Rivers)</p> <p>Singing accurately in two parts using expression and dynamics.</p> <p>Recognising and identifying key elements of music.</p> <p>Knowing what and ostinato is and creating and performing a vocal ostinato.</p>	<p>Adapting and transposing motifs (Theme: Romans)</p> <p>Singing in tune and in time with other people and a backing track.</p> <p>Understanding what a musical motif is.</p> <p>Composing, notating, developing and transposing a motif.</p>

				Improving and performing a piece of music based around ostinatos.	Combining and performing different versions of a musical motif.
5	<p>Complete year 4 units prior to beginning year 5 units</p>	<p>Composition notation (Theme: Ancient Egypt)</p> <p>Singing with accuracy fluency, control, and expression.</p> <p>Exploring and using different forms of notation.</p> <p>Understanding note length.</p> <p>Reading simple pitch notation.</p> <p>Using hieroglyphs and staff notation to write a piece of music.</p>	<p>Blues</p> <p>Knowing the key features of blues music.</p> <p>Playing the first line of the twelve bar blues.</p> <p>Playing the twelve bar blues.</p> <p>Playing the blues scale going up and down.</p> <p>Improvising with notes from the blues scale.</p>	<p>South and West Africa</p> <p>To sing a traditional African song unaccompanied.</p> <p>Using tuned percussion to play a chord progression.</p> <p>Using vocals or tuned percussion to perform a piece of music as an ensemble.</p> <p>Playing African inspired rhythms using percussion instruments</p> <p>Creating an eight beat break to play within a performance</p>	<p>Composition to represent the festival of colour (Theme: Holi festival)</p> <p>Understanding that music can be represented with colours and naming the features or the mood of a piece of music.</p> <p>Representing a piece of music as a graphic score and identify features of music.</p> <p>Creating a vocal composition based on a picture describing the use of dynamics, tempo and pitch.</p> <p>Creating a piece of music inspired by a single colour and describing the musical features of a piece of music.</p> <p>Working as a group to perform a piece of music.</p>
6	Instrumental clarinet lessons provided by Calderdale Music Service – Taught throughout the year- weekly lessons				