

BEECHWOOD PRIMARY SCHOOL - LONG TERM PLAN FOR MUSIC



At Beechwood Primary School, we believe in an integrated, practical, exploratory and child-led approach to musical learning. This is why we use the *Love Music Trust* Units of Work, which enable children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills. Musical teaching-and-learning is not neat or linear. The strands of musical learning, presented within the lessons and resources, are part of the learning spiral. Over time, children can both develop new musical skills and concepts, and re-visit established musical skills and concepts. Repeating a musical skill doesn't necessarily mean their progress is slowing down or their development is moving backwards! It's just shifting within the spiral. Mastery means both a deeper understanding of musical skills and concepts and learning something new.

In reception, children experience music through the Expressive Arts and Design area of learning. Throughout the year, they will learn to:			
Year R	Reception Autumn	Reception Spring	Reception Summer
Sounds and Music	<ul style="list-style-type: none"> *Experience new musical worlds by listening to classical and country music. * Experience different kinds of music from across the globe, including traditional and folk music from Britain. * Sing call-and-response songs. <p>Introduce new songs gradually and repeat them regularly.</p> <ul style="list-style-type: none"> *Listen to the words and the melody of the song. * Create own music. * Sing and perform 3 nursery rhymes confidently. 	<ul style="list-style-type: none"> *Experience new musical worlds by listening to music from Asia, South Africa and Australia. * Keep a steady beat whilst singing and tapping knees or making own music with instruments and sound makers. * Tap rhythms to accompany words. * Create own music. * Sing and perform 6 nursery rhymes confidently. 	<ul style="list-style-type: none"> *Experience new musical worlds by listening to choir and opera music. * Listen to musicians to play music and talk about it. * Listen attentively to music. * Discuss changes and patterns as a piece of music develops. * Copy humming or humming short phrases. * Explore different ways musician read and record music, including scores, symbols and pictures as well as a conductor. * Create their own music linked to a theme, story or event. * Sing and perform 10 nursery rhymes confidently.
Dance and Movement	<ul style="list-style-type: none"> *Play movement and listening games that use different sounds for different movements. * Replicate choreographed dances, including songs with actions and kids disco songs with actions. 	<ul style="list-style-type: none"> *Experience a live performance, such as a dance performance. * Replicate choreographed dances, such as pop songs and traditional dances from around the world. 	<ul style="list-style-type: none"> *Keep a steady beat; this may be whilst dancing to music. * Move in time with music with a pulse. *Choreograph own dance moves, using some of the steps and techniques learnt.

Year 1	Tell Me a Story	Fireworks and Fantasy	Get On-Board	Changes	Under the Sea	Blast Off!
Children will learn:	<p>To sing a song in unison</p> <p>To describe the different sounds made by different instruments</p> <p>To identify the pulse in a song</p> <p>To recognise high and low pitch</p>	<p>To play percussion as an accompaniment</p> <p>To recognise long and short sounds</p> <p>To understand pictures, represent sounds</p> <p>To perform with a sense of pulse</p>	<p>To compose a piece of music through a sound 'storyboard'</p> <p>To practise, control and refine sounds as part of a performance</p> <p>To use basic dynamics and tempo for musical expression</p>	<p>To write their own words for a song</p> <p>To perform with a steady sense of pulse</p> <p>To understand pictures can represent sounds</p>	<p>To perform simple accompaniments</p> <p>To develop a basic understanding of how music is organised</p> <p>To select appropriate instruments for a task</p>	<p>To perform a simple accompaniment</p> <p>To practise, control and refine a performance</p> <p>To change words to a known song maintaining rhythmic patterns</p>
Year 2	Down in the Woods	Fire! Fire!	Round the World	Whatever the Weather	Down in the Jungle	Sun, Moon and Stars
Children will learn:	<p>To recall, adapt and perform short rhythmic phrases</p> <p>To understand symbols can be used to represent sound</p> <p>To identify the different parts of a piece of music e.g. verse and chorus</p>	<p>To select, organise and order sounds to perform. Suggest how they should be played and discuss effects achieved</p> <p>To understand symbols can be used to represent and organise sounds</p> <p>To recognise changes in tempo, dynamics and timbre</p>	<p>To sing with an awareness of the shape of the melody</p> <p>To change the way music is performed to reflect occasion</p> <p>To understand the difference between pulse and rhythm</p>	<p>To use untuned percussion as an accompaniment demonstrating pulse and rhythm</p> <p>To understand symbols can be used to represent sound</p> <p>To recognise changes in dynamics</p>	<p>To select, organise and order sounds to perform suggesting how they should be played and discussing the effects achieved</p> <p>To use graphic scores to reflect mood, themes, movement and character</p> <p>To understand music can be split into different sections</p> <p>To understand that different sounds suit different moods</p>	<p>To select, organise and order sounds to perform suggesting how they should be played and discussing the effects achieved</p> <p>To recall, adapt and perform short rhythmic phrases</p> <p>To use graphic scores to reflect mood, themes, movement and character</p> <p>To comment constructively on music produced by others</p>

Year 3	Peter and the Wolf	Christmas Singing	Planets	Stone Age Man	Food, Fabulous Food	Meet and Greet
Children will learn:	<p>To select, organise and order sounds to perform</p> <p>To change words to songs and rhymes maintaining rhythmic patterns</p> <p>To understand and use music vocabulary</p>	<p>To explain how different musical dimensions can be used to develop musical characters</p> <p>To identify a repeated musical theme</p> <p>To build multiple layers of sound and notate using graphic scores</p>	<p>To perform simple parts with expression and awareness of rhythm</p> <p>When listening use the correct vocab for each musical dimension</p> <p>To use correct musical vocabulary with understanding to describe music</p>	<p>To sing in tune with expression and awareness of meaning</p> <p>To understand and describe different styles of music</p> <p>To use rests in simple 4/4 rhythms recorded on grid</p>	<p>To perform simple parts with expression and awareness</p> <p>To compose short piece music within a given structure</p> <p>When listening to use correct vocabulary for each dimension</p>	<p>To compose short piece within a given structure</p> <p>When listening use the correct vocabulary for each dimension</p> <p>To understand rhythms can be notated on simple grids</p> <p>To develop an ability to analyse their own music and suggest improvements</p>
Year 4	Folk Music	Countdown to Christmas	Paint a Picture	Vikings	Tasty Tunes	Say Hello, Wave Goodbye
Children will learn:	<p>To perform with control of tempo and dynamics for musical expression</p> <p>To develop a sense of form and structure, including 3-part ternary structure</p> <p>To represent different pitches on a score</p>	<p>To write rhythms using words / phrases and notation</p> <p>To sing and play with awareness of different parts</p> <p>To understand rhythmic notation and identify silent beats, crotchets and quavers</p>	<p>To recognise how patterns fit together including rests</p> <p>When listening to identify how different effects are created by the combination of sounds used</p> <p>To evaluate different styles of music and describe using musical vocabulary</p>	<p>To sing in tune with expression and awareness of different parts</p> <p>To discuss and implement improvements to performance referring to musical vocabulary</p> <p>To compose music using a ternary structure</p>	<p>To compose and record a piece of music in $\frac{3}{4}$ time using a grid</p> <p>To discuss and implement improvements to performance referring to musical vocabulary</p> <p>To understand how sounds combine to create different effects/moods/ feelings</p>	<p>To recognise and explain difference between pulse and rhythm</p> <p>To compose rhythms in 4/4 time</p> <p>To understand how sounds combine to create different effects</p>

Year 5	Getting Loopy	Samba	Performance Poetry	Storytelling through Gamelan	Improvising Colours	Newsbeat
Children will learn:	<p>Compose music which includes melodies, rhythms and other sounds and record using self-directed notation</p> <p>Use music vocabulary to express personal opinions about a piece of music that they are constructing</p> <p>Explain how changes in performance affect the mood, character and sense of a piece of music</p>	<p>To compose and record rhythms in extended time groups using a grid</p> <p>To maintain a part within a performance showing awareness of its contribution to the broader piece</p> <p>To explain and comment on individual and combinations of sounds and their expressive use in their own and others' music</p>	<p>To perform vocally with control and sensitivity</p> <p>To compose a piece of music suitable for a particular occasion</p> <p>To discuss the features of a piece of music which work together to reflect a particular mood or sense of occasion</p>	<p>To combine various instrument parts, including rhythm and melody, within a musical structure</p> <p>To maintain a part within a performance showing an awareness of its contribution to the broader piece</p>	<p>To perform by ear and using forms of notation</p> <p>To explain how changes in performance affect the mood, character and sense of a piece of music</p>	<p>To identify how specific sounds and music contribute to the impact of a piece and express personal opinions about these things</p> <p>To perform with control and sensitivity</p> <p>To compose within given structures for a particular purpose</p>

Year 6	Codebreakers	Musical Recycling	Sounds of the Future	Getting the Maximum out of the Minimum	Your Song	Lights, Camera, Action!
Children will learn:	<p>To explain how different parts of a piece work together</p> <p>Recognise syncopated rhythms based on codes</p> <p>Compose a melody from a given scale of notes</p> <p>Compose and play a melody with at least five different notes</p> <p>Compose in contrasting sections using a ternary form</p>	<p>To perform with control and sensitivity, with some pupils leading and supporting others in the development of performance skills</p> <p>To compose parts for a group piece</p> <p>To listen to and comment on a wide range of genres and unusual styles of music using a broad musical vocabulary</p> <p>To evaluate musical choices in performance and composition and justify them in appropriate musical vocabulary</p> <p>Explain how different parts of a vocal piece work together to reflect a mood or sense of occasion</p>	<p>To compose a piece of music for a particular occasion</p> <p>Evaluate choices in composition and justify them in appropriate musical vocabulary</p> <p>Identify how specific musical techniques and devices contribute to the impact of their piece of sound design</p>	<p>Compose multiple layers of rhythm and melody</p> <p>Perform with control and sensitivity</p> <p>Use a pentatonic scale to create and play a melody for a tuned percussion instrument</p> <p>To lead and support others within in a musical performance</p> <p>To perform longer parts from memory that contribute to an intended outcome</p>	<p>Compose a melody to match given lyrics</p> <p>To perform with control and sensitivity</p> <p>To perform longer parts from memory that contribute to an intended outcome</p> <p>To evaluate musical choices in performance and composition and justify them in appropriate musical vocabulary</p>	<p>To plan a performance to suit a given occasion, venue and purpose, explaining the effects achieved</p> <p>To understand how music and reflect a given occasion or context</p> <p>To evaluate choices for performance and composition and justify them in appropriate vocabulary</p>