








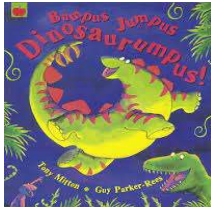

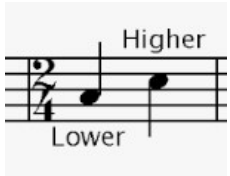








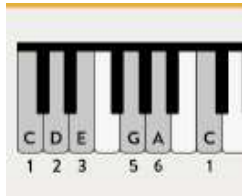
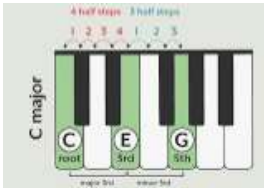














**Long term Plan for Music 2023-2024**

EH Emma teaching CT class teacher teaching

Year group/ term	Term 1 EH	Term 2 EH	Term 3 EH	Term 4 EH	Term 5 CT	Term 6 CT
<b>R</b>	<p><b>Singing with confidence</b></p>  <p>Developing confidence to sing and make music</p>	<p><b>Musical bodies</b></p>  <p>Using body percussion</p>	<p><b>Mini orchestra!</b></p>  <p>Exploring percussion</p>	<p><b>Carnival of the Animals</b></p>  <p>Listening and responding to music</p>	<p><b>The lark ascending BBC ten pieces EYFS</b></p>  <p>Listening to music and creating their own in response</p>	<p><b>Bow, bow bow Belinda!</b></p>  <p>Moving to music</p>
<b>Child Initiated/ continuous provision</b>	Non conventional sound makers paper/card/plastic/ etc	Non conventional sound makers possibly related to the topic e.g. tubes/pipes/ ladders/ syringes	Percussion triangles/drums/ maracas/bells/claves	Percussion to also include wooden instruments metal instruments	Tuned percussion pitched Bells/ boomwhackers/ chime bars/ drums	Tuned percussion glockenspiels/ xylophones/ keyboards/

Year group/Term	Term 1 Who am I? CT	Term 2 Let's celebrate? CT	Term 3 Posting and Places EH	Term 4 Animal allsorts EH	Term 5 The potting shed CT	Term 6 Our local area CT
<b>1</b>	<p><b>Ten Pieces EYFS/KS1 No place like home</b></p> 	<p><b>Rhythm and Pulse</b></p>  <p>Finding the pulse and matching the tempo</p>	<p><b>Body percussion and untuned percussion</b></p> 	<p><b>Bumpus Rumpus!</b></p> 	<p><b>Musical storytelling</b></p> 	<p><b>Pitch</b></p> 

	Listening to music and creating own responses inspired by it		Using body percussion creatively	Telling musical stories and creating notation	Using percussion to tell stories	Learning about higher and lower
2	<p><b>EH</b></p> <p><u><a href="#">Mars by Holst</a></u></p>  <p>Listening to music and creating their own rocket music</p>	<p><b>EH</b></p> <p><u><a href="#">Swing on Shostakovich!</a></u></p>  <p>Finding the beat and marking it with body percussion</p>	<p><b>CT</b></p> <p><u><a href="#">I've got rhythm!</a></u></p> <p>(Seen taught last year)</p>  <p>Learning about rhythm and how to notate it</p>	<p><b>CT</b></p> <p><u><a href="#">Step or Leap?</a></u> (Builds on last year) ( saw taught last year)</p>  <p>Pitch</p> <p>Developing understanding of pitch</p>	<p><b>CT</b></p> <p><u><a href="#">Playing in an orchestra</a></u></p>  <p><b>Charanga unit</b> <b>Model Music Curriculum v 2</b> <b>Unit 2</b></p> <p>Learning how to play as a group</p>	<p><b>CT</b></p> <p><u><a href="#">We are composers</a></u></p>  <p>Composing music inspired by a book/ topic they know about using the skills they have learnt this year</p>
3	WCIT Recorders	WCIT Recorders	WCIT Recorders	WCIT Recorders	WCIT Recorders	WCIT Recorders
4	<p><b>EH</b></p> <p><b>Where does our food go?</b></p> 	<p><b>EH</b></p> <p><b>Amazing Amazon</b></p>  <p><b>Samba and percussion</b></p>	<p><b>CT</b></p> <p><b>Raiders and Invaders</b></p> <p><b>English National Opera Finish That Project</b></p>	<p><b>CT</b></p> <p><b>Raiders and Invaders</b></p> <p><b>English National Opera Finish That Project</b></p>	<p><b>CT</b></p> <p><b>Batteries Included</b></p> <p><b>Pentatonic 5s</b></p> 	<p><b>CT</b></p> <p><b>Harry Potter</b></p> <p><b>Chords</b></p> 

	<p><b>Recorder/ glockenspiel playing WCIT</b></p> <p>Instruments of the orchestra</p>	<p><b>Bin/ cushion drumming</b></p> <p>And Instruments of the orchestra</p>			<p>Learning about the pentatonic scale and creating and playing pentatonic phrases.</p>	<p>Introducing chords and using these to create music with a specific feel for a film clip</p>
5	<p><b>RE</b> <b>To the stars</b></p> <p><b>WCIT ukuleles</b></p>  <p>Chords major and minor</p> <p>What is a chord?</p>	<p><b>Poles apart</b> <b>RE</b></p> <p><b>WCIT ukuleles</b></p>  <p>Chords major and minor Playing over a groove</p>	<p><b>Off with her head</b> <b>EH</b></p> <p><b>STOMP</b></p>  <p>Rhythm notation – arranging rhythm notation in 2/3/4 beat phrases</p>	<p><b>The brilliance of Baghdad</b> <b>EH</b></p> <p><b>Recorder playing</b></p>  <p>Continue to play recorders – extend to an octave</p>	<p><b>Raging Rivers</b> <b>EH</b></p> <p><b>Recorder playing</b></p>  <p>Continue to play recorders to extend to an octave</p>	<p><b>Godly Greeks</b> <b>EH</b></p> <p><b>Mussorgsky Night on a Bare Mountain</b></p>  <p>Composition unit</p>
6	<p><b>Oliver Twist</b> <b>EH</b></p>  <p><b>Beatboxing and singing</b> Pulse and rhythm including use of rhythmic notation.</p>	<p><b>Escaping the giant wave</b> <b>EH</b></p>  <p><b>Building our recorder playing</b> to include reading and playing notation up to 5 notes and recapping</p>	<p><b>Darwin's Dragons</b> <b>EH</b></p>  <p><b>Developing recorder playing</b> To include playing up to 5 notes reading on</p>	<p><b>Midnight Guardians/ Electricity/ WW2</b> <b>EH</b></p>  <p><b>Ten Pieces - Dr Who</b> theme building on ternary form/ using chords/ triads to create film backing track etc</p>	<p><b>EH</b></p>  <p><b>Inspirational Women and CR Composers</b> Looking at where contemporary</p>	<p><b>Unheard Histories</b> <b>EH</b></p>  <p><b>Compose and perform a song</b> Singing for end of year 6 concert</p>

	Creating a beatbox accompaniment/ groove and composing a melody based on a riff		the stave and over a groove		female composers get their inspiration and teaching songwriting	Year 6 End Of Year Production Performance
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