








# Long Term Planning: Music



*Performance	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Nursery 	<b>Singing Together</b> Singing Listening Musicianship Composing	<b>Nativity*</b> Singing Performing Musicianship	<b>Melodies and Movement 1</b> Singing Listening Musicianship Composing	<b>Melodies and Movement 2</b> Singing Listening Musicianship Composing	<b>Melodies and Movement 3</b> Singing Listening Musicianship Composing	<b>Party Time!</b> Singing Listening Musicianship Composing
Reception 	<b>Song and Dance 1</b> Singing Listening Performing Musicianship	<b>Christmas Show*</b> Singing Musicianship Performing	<b>Story and Song</b> Musicianship Composing Listening Performing Singing	<b>Springtime</b> Singing Composing Musicianship Listening	<b>Song and Dance 2</b> Listening Performing Musicianship Singing	<b>Party Time!</b> Performing Singing Listening Composing
Year 1 	<b>Harvest Festival*</b> Singing Performing Composing Musicianship	<b>Classroom Percussion</b> Listening Performing Musicianship	<b>Singing Games</b> Singing Listening Performing Musicianship	<b>Musical Stories</b> Performing Composing Listening Singing	<b>Musical Patterns</b> Performing Composing Musicianship Singing	<b>Creating Music</b> Composing Musicianship Listening Performing
Year 2 	<b>Sea Shanties</b> Singing Listening Performing Musicianship	<b>Christingle*</b> Performing Singing Musicianship	<b>Elements of Music 1</b> Musicianship Composing Listening Singing	<b>Notation</b> Musicianship Composing Listening Singing	<b>Latin American Music</b> Singing Listening Performing Musicianship	<b>Elements of Music 2</b> Musicianship Composing Listening Singing
Year 3 	<b>Our Music</b> Listening Musicianship Singing	<b>Folk Songs</b> Listening Musicianship Singing	<b>Rock Music</b> Listening Musicianship Singing	<b>Easter Service*</b> Performing Singing Musicianship	<b>Musical Mosaics</b> Listening Musicianship Singing	<b>Mighty Music</b> Listening Musicianship Singing

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	Performing Composing	Composing	Composing		Composing	Composing
Year 4 	<b>Musical Ingredients</b> Listening Musicianship Singing	<b>Gospel Music</b> Listening Musicianship Singing Performing	<b>Pop Music</b> Listening Musicianship Performing Composing	<b>Musical Flow</b> Composing Listening Musicianship	<b>Strawberry Jam*</b> Performing Singing Musicianship	<b>Music of Nature</b> Listening Musicianship Composing Singing
Year 5 	<b>Musicals</b> Listening Musicianship Singing Composing	<b>Young Voices*</b> Performing Singing Musicianship Listening	<b>Music History</b> Musicianship Listening Composing	<b>Why does Music matter?</b> Listening Musicianship Composing	<b>Music Hall</b> Performing Singing Musicianship Listening	<b>Song Writing</b> Musicianship Listening Composing Performing Singing
Year 6	<b>Indian Takeaway: ISM Music Unit led by experts</b> Listening Musicianship Composing	<b>Hans Zimmer vs John Williams</b> Musicianship Listening Composing	<b>Samba Course: Charanga Unit</b> Musicianship Listening Composing	<b>Music Masterclass with Jacob Collier</b> Musicianship Listening Composing Performing Singing	<b>Show Rehearsals</b> Musicianship Listening Performing Singing	<b>Musical Production</b> Musicianship Performing Singing
Links to Key Stage 3	<p>Pupils should build on their previous knowledge and skills through performing, composing and listening. They should develop their vocal and/or instrumental fluency, accuracy and expressiveness; and understand musical structures, styles, genres and traditions, identifying the expressive use of musical dimensions. They should listen with increasing discrimination and awareness to inform their practice as musicians. They should use technologies appropriately and appreciate and understand a wide range of musical contexts and styles.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression.</li> </ul>					

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	<ul style="list-style-type: none"><li>• Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.</li><li>• Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions.</li><li>• Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices ☒</li><li>• Listen with increasing discrimination to a wide range of music from great composers and musicians ☒</li><li>• Develop a deepening understanding of the music that they perform and to which they listen, and its history.</li></ul>
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