



Co-op Academy Medlock - Music Long term plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Additional Yearly Entitlements/Clubs
Nursery 1	<p><u>Our favourite rhymes</u> Begin to join in to a wider range of rhymes</p>	<p><u>Playing along to rhymes</u> Be encouraged to play along to simple songs - select instruments</p>	<p><u>Pulse/Rhythm</u> Play along to nursery rhymes and begin to copy adults moving to music</p>	<p><u>What's that sound?</u> Respond to different sounds loud/quiet begin to distinguish sounds made</p>	<p><u>Growing</u> Join in songs around a theme (growing)</p>	<p><u>Holidays</u> Use percussion instruments. Begin to respond to stop and go signals</p>	
Nursery 2	<p><u>Ourselves</u> Develop the singing voice Use percussion instruments Respond to stop/go signals</p>	<p><u>Naming instruments</u> Develop the singing voice by exploring tempo, dynamic's, pitch, timbre Begin to know the names of instruments</p>	<p><u>Pulse/Rhythm</u> Play along to songs (pulse and/or rhythm) Move to music.</p>	<p><u>Dynamics/Tempo</u> Explore dynamic and tempo when playing instruments. Experiment with sounds in response to a stimulus.</p>	<p><u>Minibeasts</u> Develop the singing voice Explore tempo, dynamics, pitch and timbre Play along to familiar songs</p>	<p><u>Pirates and Princesses</u> Respond to stop/go, loud/quiet, fast/slow signals Perform to an audience</p>	<p>EYFS Musical Celebration (Stoller Hall)</p>
Reception	<p><u>Ourselves</u> Sing rhymes and chants Instruments. Know what instruments are made of (skin, metal, wood)</p>	<p><u>Celebrations</u> Sing with varying tempo/dynamics/timbre Clap/play a given rhythm</p>	<p><u>Pulse/Rhythm (journeys)</u> Play along to songs (distinguishing between pulse and rhythm) Keep the pulse when listening to music</p>	<p><u>Dinosaurs</u> Explore dynamics, tempo and pitch when playing instruments Experiment with sounds in response to a stimulus (dinosaurs)</p>	<p><u>Living Things</u> Sing varying dynamics, tempo, pitch and timbre Play pulse/rhythm to familiar songs</p>	<p><u>Dragons and Castles</u> Choose instruments appropriately to make different sounds Perform to an audience</p>	<p>EYFS Musical Celebration (Stoller Hall) Visiting Musician(s) Polkadots (music club)</p>
Year 1	<p><u>Louis Armstrong (What A Wonderful World)</u> Respond to signals.</p>	<p><u>Develop singing (songs from around the world)</u></p>	<p><u>Vivaldi (Four Seasons)</u> Play along to songs.</p>	<p><u>Fairy Tales - Composing using a stimulus</u></p>	<p><u>Carnival of the Animals – Saint-Saens</u> Play from</p>	<p><u>Carnival of the Animals – Saint-Saens</u></p>	<p>Visiting Musician(s) Manchester Grammar School concert</p>

	Recognise and name percussion instruments. Speak chants and rhymes.	Sing with varying tempo/dynamic/timbre Mark phrases of a song. Keep the pulse. Play/clap rhythms.	Trace the shape of a song. Move with the pulse to a piece of music. Identify repeated sections in a piece of music.	Copy a given rhythm Recognise rests Use sounds to create musical effects	symbols Experiment with sounds	Create question and answer phrases with a partner. Play a simple ostinato.	Polkadots (music club)
Year 2	<u>Music of West Africa</u> Play given rhythms. Play/sing with varying dynamics/ tempo. Create musical patterns with a partner.	<u>Female composers</u> Listen to a range of female composers across different eras and genres. Experiment with and create sounds. Recognise percussion, brass and string instruments being played in music	<u>Tchaikovsky – The Nutcracker</u> Read simple rhythms (crotchet/quavers) To experiment with and create sounds using the 'Nutcracker' as a stimulus	<u>Continents (Explore Metre)</u> Explore metre. Copy rhythms. Add percussion to songs. Experiment with, create, select and combine sounds. Play equal length phrases with a partner.	<u>Sea Shanties</u> Mark the phrases of a song. Sing simple two note phrases from notation. Explore metre Read simple pitch notation (G and E)	<u>The Beatles</u> Listen to a range of music. Perform to an audience. Experiment with and create sounds. Play a given ostinato as part of a group.	KS1 Singarounds Halle KS1 concert Manchester Grammar School concert KS2 choir (from Spring)
Year 3	<u>(Stone age) Rhythms</u> Clap /play two ostinato rhythms simultaneously Create a rhythmic/ melodic ostinato Clap the rhythm of songs whilst others tap the pulse	<u>Rock n Roll</u> Decide how to perform a song. Create and improvise ostinato rhythms. Play a simple melody by ear. Read rhythm notation (crotchet, quavers, crotchet rests)	<u>Tchaikovsky -Dance of the Sugar Plum Fairy</u> Play melodic phrases. Compose using a given structure. Create an ostinato to the metre of 4. Create a rhythmic phrase (Binary Form A B).	<u>Graphic Scores</u> Read pitch notation (G, E and A) Explore different metres Play rhythm against metre. Graphic scores. Recognise individual key instruments in a piece of music.	<u>Motown</u> Read and play 8-beat rhythms. Combine (clapping) ostinato rhythms. Explore and use changes of tempo / dynamics. Decide how to perform a song.	<u>In the Hall of Mountain King (Grieg)</u> Clap the rhythm of a songs whilst others tap the pulse. Create an ostinato rhythm Improvise and compose using a given stimulus.	Year 3 Singarounds Visiting musician Manchester Grammar School concert KS2 choir
Year 4	<u>WCET - Recorder</u> Learn fingerings for 2 notes – B & A. Play appropriate repertoire that uses 2	<u>WCET - Recorder</u> Basic improvisation exercises using 1-3 notes Listening skills – copy back simple rhythmic	<u>WCET - Recorder</u> Revise / consolidate notes, fingerings for B & A. Learn G.	<u>WCET - Recorder</u> Continue to develop / extend range of notes and learn appropriate fingerings – low E, D and second finger C	<u>WCET - Recorder</u> Continue to develop / extend range of notes and learn appropriate fingerings – low E, D and second finger C	<u>WCET - Recorder</u> Work towards end of term performance. Develop basic musical notation, terms and symbols to	Visiting Musician Year 4 Singarounds Manchester Grammar School concert

	<p>notes – maintain a regular pulse</p> <p>Basic improvisation exercises using 1-3 notes</p> <p>Listening skills – copy back simple rhythmic patterns using 1-3 notes</p>	<p>patterns using 1-3 notes</p>	<p>Play appropriate repertoire using 3 notes</p> <p>Encourage composition / improvisation skills</p>	<p>Performance skills – develop basic ensemble skills – play music in 2 parts.</p>	<p>Performance skills – develop basic ensemble skills – play music in 2 parts.</p>	<p>include – quavers, dotted minim</p> <p>Dynamics - p, mp, mf, f / Time signatures 4/4 and 3/4 / Repeat signs</p>	<p>KS2 choir</p>
<p>Year 5</p>	<p><u>WCET - Ukulele</u></p> <p>Holding and playing the Ukulele. Play simple parts in time as part of the group.</p>	<p><u>WCET – Ukulele</u></p> <p>Know where fingers are supposed to be for C, F and Am chords and be able to play them with some accuracy.</p> <p>Explore picking a simple scale and reading simple TAB parts.</p> <p>Sing and play three or four simple songs using key of C and be able to strum simple rhythms using down strokes.</p>	<p><u>WCET – Ukulele</u></p> <p>Extend independent working skills</p> <p>Use chord charts to read new finger positions.</p> <p>Play C, F and G7 confidently and accurately.</p> <p>Learn D/D7.</p> <p>Sing and play simple pieces with increased confidence /accuracy</p>	<p><u>WCET – Ukulele</u></p> <p>Extend repertoire to include several new pieces.</p> <p>Develop RH technique to include shuffle – strum</p> <p>Play descending C scale and pick it with some accuracy.</p> <p>Work towards a performance.</p>	<p><u>WCET - Ukulele</u></p> <p>Consolidate learning.</p> <p>Play syncopated RH rhythms (up and down strokes)</p> <p>Play a three chord trick in G (G, D, C).</p>	<p><u>WCET –Ukulele</u></p> <p>Confidently recall a repertoire of simple songs and be able to play/sing these in a group.</p> <p>Develop musicianship and notation reading skills.</p>	<p>Halle KS2 concert</p> <p>Manchester Grammar School concert</p> <p>Descant recorder</p> <p>KS2 Choir</p>
<p>Year 6</p>	<p><u>Samba – Brazil (Heitor Villa Lobos – The Little train of the Caipira)</u></p> <p>Develop an understanding of the origins of samba music.</p> <p>Read and play samba rhythms</p>	<p><u>Theme and variations</u></p> <p>Sing in 2 and 3 parts in harmony.</p> <p>Follow the metre of the music and explore 3/4 time.</p> <p>Improvise rhythmic phrases on an instrument. Combine</p>	<p><u>Blues</u></p> <p>Improvise using the blues scale</p> <p>Develop an understanding of chords and triads</p>	<p><u>Protest Songs</u></p> <p>Choose appropriate tempo & dynamics whilst singing.</p> <p>Sing in 2 and 3 parts in harmony.</p> <p>Analyse basic song structures.</p> <p>Singing</p>	<p><u>Film Music (Emotions)</u></p> <p>Compose music to evoke contrasting moods suggested by a stimulus.</p> <p>Recognise how layers of sound can achieve an intended effect.</p>	<p><u>Song writing/ Performance</u></p> <p>Write lyrics and create a tune using two or three phrases.</p> <p>Organise rhythmic and melodic phrases in a simple structure.</p> <p>Sing and play in an ensemble.</p>	<p>RNCM concerts</p> <p>Big Sing</p> <p>Manchester Grammar School concert</p> <p>Descant and treble recorder</p> <p>Clarinet and Flute</p> <p>KS2 Choir</p>

	<p>Play as an ensemble. Combine vocal ostinato phrases. Copy and improvise rhythmic phrases (4 and 8 beat phrases).</p>	<p>rhythmic phrases together. Play the tune of a simple song by ear. Read and play pitch notation. Create an up and down tune.</p>			<p>Explore recording and editing a composition using computer software Composing</p>		
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	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Year Group Overview	<p>EYFS will access music using singing, rhythmic and instrument work connected to the interrelated elements of music. Opportunity will be given for children to represent their thoughts, feelings and ideas through exploration of vocal and musical sounds.</p>	<p>Following the Music in the Classroom scheme. Each lesson will explore singing, listening and playing activities.</p>	<p>Following the Music in the Classroom scheme. Each lesson will explore singing, listening and playing activities.</p>	<p>Following the Music in the Classroom scheme. Each lesson will explore singing, listening and playing activities.</p>	<p>Using the Music in the Classroom as a basis for music skill development themed around termly topics. Each lesson will explore Singing, listening and playing activities.</p>	<p>Pupils will follow a year-long scheme of work built around Recorder Magic/Recorder from The Beginning as a Whole Class Ensemble Tuition introduction to learning an instrument. All lessons will include singing, listening and playing opportunities. Music learning will be linked into class themes where applicable.</p>	<p>Pupils will follow a year-long scheme of work built around Ukulele Magic/Ukulele Rocks as a Whole Class Ensemble Tuition introduction to learning an instrument. All lessons will include singing, listening and playing opportunities. Music learning will be linked into class themes where applicable.</p>	<p>Pupils will focus on half-termly music projects that will allow them to consolidate and extend their learning from KS2. These will link into class topics where appropriate. Lessons will explore singing, listening and playing activities. Chance to perform for an audience will be made when possible.</p>