

| CPC Music Journey - Long Term Plan |  |   |  |  |   |   |  |  |
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| Year                               | Concepts   | Autumn 1  | Autumn 2   | Spring 1   | Spring 2  | Summer 1  | Summer 2   | NC End Points  |
| EYFS                               |  | <p><b>Exploring Sound</b><br/>Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment.</p>  | <p><b>Christmas Play</b><br/>Learn, rehearse and perform songs.</p>        | <p><b>Music and Movement</b><br/>Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music.</p>  | <p><b>Transport</b><br/>Using their voices, bodies and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score.</p>   |   | <p><b>Big Band</b><br/>Learning about the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience.</p>  | <ul style="list-style-type: none"> <li>To know twenty nursery rhymes off by heart.</li> <li>To know the stories of some of the nursery rhymes.</li> <li>To know that we can move with the pulse of the music.</li> <li>To know that the words of songs can tell stories and paint pictures.</li> <li>To sing or rap nursery rhymes and simple songs from memory. <ul style="list-style-type: none"> <li>Songs have sections.</li> <li>A performance is sharing music.</li> </ul> </li> <li>To learn that music can touch your feelings.</li> <li>To enjoy moving to music by dancing, marching, being animals or Pop stars.</li> <li>To sing along with a pre-recorded song and add actions. <ul style="list-style-type: none"> <li>To sing along with the backing track.</li> </ul> </li> <li>Perform any of the nursery rhymes by singing and adding actions or dance.</li> <li>Perform any nursery rhymes or songs adding a simple instrumental part.</li> <li>Record the performance to talk about.</li> </ul>   |
| Year 1                             | <p><b>Listen &amp; Appraise</b></p> <p><b>Compose</b></p> <p><b>Perform/Share</b></p> <p><b>History of Music (KS2)</b></p> <p><b>Inter-related dimensions of music</b></p> | <p><b>Timbre and rhythmic patterns</b><br/>Through fairy tales, children are introduced to the concept of timbre; learning that different sounds can represent characters and key moments in a story. They explore clapping along to the syllables of words and phrases before creating rhythmic patterns to tell a familiar fairy tale.</p> <ul style="list-style-type: none"> <li>Chant the well-known phrase, "I'll huff..."</li> <li>Make changes to their voices to represent a character.</li> <li>Choose a suitable sound to represent a specific point in a story.</li> <li>Play a rhythmic pattern along with their spoken words.</li> <li>Identify and hold up the correct sign to correspond to some music.</li> </ul> | <p><b>Christmas Performance</b><br/>Learn, rehearse and perform songs.</p> | <p><b>Musical Vocabulary</b><br/>Journey into the unknown and explore under the sea through music, movement, chanting and the playing of tuned percussion instruments.</p> <ul style="list-style-type: none"> <li>Make movements that are appropriate to the pulse and tempo of a piece of music.</li> <li>Choose instruments with appropriate timbre to represent sparkling fishes.</li> <li>Respond to dynamic changes in a piece of music.</li> <li>Create pitches and rhythms.</li> <li>Perform a layer of the music within an overall piece.</li> <li>Define all the musical terms from this unit.</li> </ul> | <p><b>Pulse and rhythm</b><br/>Children learn to identify the difference between the pulse and rhythm of a song and consolidate their understanding of these concepts through listening and performing activities.</p> <ul style="list-style-type: none"> <li>Clap the rhythm of their name.</li> <li>Clap in time to music.</li> <li>Sing the overall shape of a melody.</li> <li>Play in time to music.</li> <li>Copy and create rhythms based on word patterns.</li> <li>Play on the pulse.</li> <li>Play/chant along with the elements of a story with prompting from the teacher.</li> </ul> |   | <p><b>Pitch and tempo</b><br/>Learning how to identify high and low notes and to compose a simple tune, children investigate how tempo changes help tell a story and make music more exciting.</p> <ul style="list-style-type: none"> <li>Explain what pitch means.</li> <li>Identify whether a note is higher or lower.</li> <li>Create a pattern using two pitches, then play or sing it.</li> <li>Explain what tempo means.</li> <li>Identify simple tempo changes in music.</li> <li>Perform a pattern that gradually gets faster (accelerando).</li> <li>Contribute to a group composition and performance by creating, selecting, combining and performing sounds.</li> <li>Suggest improvements to their work.</li> </ul> | <p>The national curriculum for music aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</li> <li>learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence</li> <li>understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</li> </ul> <p>Children will be taught to:</p> <ul style="list-style-type: none"> <li>Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>Play tuned and un-tuned instruments musically.</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>Experiment with, create, select and combine sounds using the interrelated dimensions of music.</li> </ul> |
| Year 2                             |  | <p><b>West African call and response songs</b></p> <p>Using instruments to represent animals, copying rhythms, learning a traditional Ghanaian call and response song and recognising simple notation, progressing to creating call and response rhythms.</p> <ul style="list-style-type: none"> <li>Use tempo, dynamics and timbre in their piece.</li> </ul>  | <p><b>Christmas Performance</b><br/>Learn, rehearse and perform songs.</p> | <p><b>Traditional Stories</b><br/><b>Orchestral instruments</b><br/>Children are introduced to the instruments of the orchestra and practice identifying these within a piece of music. They learn how different characters can be represented by timbre, how emotions can be represented by pitch and how changes in tempo can convey action.</p> <ul style="list-style-type: none"> <li>Make plausible descriptions of the music.</li> </ul>   | <p><b>Musical Me</b><br/>Children learn to sing the song 'Once a Man Fell in a Well' and to play it using tuned percussion. Using letter notation to write a melody.</p> <ul style="list-style-type: none"> <li>Clap the rhythm of their name.</li> <li>Sing the melody accurately while playing their instrument in time.</li> <li>Show a range of emotions using their voices.</li> </ul>   | <p><b>British songs and sounds</b><br/>Creating sounds to represent three contrasting landscapes: seaside, countryside and city.</p> <ul style="list-style-type: none"> <li>Sing, play and follow instructions to perform as a group.</li> <li>Describe music using simple musical vocabulary.</li> <li>Explore multiple ways of making the same sound.</li> <li>Represent the same sound in different ways.</li> <li>Describe how they have adapted a sound using musical vocabulary.</li> <li>Contribute musically to a final performance.</li> </ul> | <p><b>Myths and Legends</b><br/>Developing understanding of musical language and how timbre, dynamics and tempo affect the mood of a song.</p> <ul style="list-style-type: none"> <li>Create rhythms and arrange them in a particular order or structure.</li> <li>Identify the structure of a piece of music and write it down.</li> <li>Describe whether a musical texture is thick or thin.</li> </ul>  |  |

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|               |  | <ul style="list-style-type: none"> <li>✓ Play in time with their group.</li> <li>✓ Use instruments appropriately.</li> <li>✓ Successfully sing back the melody line in time and at the correct pitch.</li> <li>✓ Play either a call and/or response role in time with another pupil.</li> <li>✓ Perform their composition.</li> </ul> |   | <ul style="list-style-type: none"> <li>✓ Identify a few instruments and the sounds of different sections of the orchestra.</li> <li>✓ Explain what is happening in the music using language relating to emotion.</li> <li>✓ Create a piece of music with some appropriate tempo, dynamic and timbre changes.</li> <li>✓ Suggest appropriate musical timbres for each of the characters and tempo changes for the actions.</li> </ul> <p>✓ Perform confidently using appropriate instrumental sounds.</p> | <ul style="list-style-type: none"> <li>✓ Describe the dynamics and timbre of their pieces.</li> <li>✓ Play a known melody from letter notation in the right order, if not with the right rhythms.</li> <li>✓ Play a new melody from letter notation in the right order, if not in time.</li> <li>✓ Invent a melody, write it down and play it back.</li> <li>✓ Select instruments with different timbres.</li> </ul> <p>✓ Compose and perform a piece using different dynamic levels.</p> | <ul style="list-style-type: none"> <li>✓ Create a piece that clearly represents a particular environment.</li> <li>✓ Extend a piece of music so that it represents three distinct environments.</li> </ul>  | <ul style="list-style-type: none"> <li>✓ Explore ways of writing down different textural layers.</li> <li>✓ Follow a given structure for a composition.</li> <li>✓ Write a structure score accurately.</li> <li>✓ Compose music with several layers.</li> </ul> <p>Perform their composition accurately, following the structure score</p>   |  |
| <b>Year 3</b> | <p><b>Ballads</b><br/>Children learn what ballads are, how to identify their features and how to convey different emotions when performing them. Using an animation as inspiration, children carefully select vocabulary to describe the story, before turning them into lyrics by incorporating rhyming words and following the structure of a traditional ballad.</p> <ul style="list-style-type: none"> <li>✓ Identify the key features of a ballad.</li> <li>✓ Perform a ballad using actions.</li> <li>✓ Sing in time and in tune with a song and incorporate actions.</li> <li>✓ Retell a summary of an animation's story.</li> <li>✓ Write a verse with rhyming words which tell part of a story.</li> <li>✓ Perform their lyrics fluently and with actions.</li> </ul> | <p><b>Christmas Performance</b><br/>Learn, rehearse and perform songs.</p>  | <p><b>Developing singing technique</b><br/>The children develop their singing technique. Learning to keep in time and work on musical notation and rhythm, the unit finishes with a group performance of a song with actions.</p> <ul style="list-style-type: none"> <li>✓ Move and sing as a team, following the lyrics on the screen.</li> <li>✓ Recognise minims, crotchets and quavers often by ear and reliably by sight.</li> <li>✓ Perform rhythms accurately from notation and layer them to create a composition.</li> <li>✓ Add appropriate sound effects to their performances using untuned percussion.</li> <li>✓ Join in with the performances confidently, and reasonably in time and tune.</li> <li>✓ Make suggestions for improving their performance</li> </ul> | <p><b>Pentatonic melodies and composition</b><br/>Revising key musical terminology, playing and creating pentatonic melodies, composing a piece of music using layered melodies.</p> <ul style="list-style-type: none"> <li>✓ Match their movements to the music, explaining why they chose these movements.</li> <li>✓ Accurately notate and play a pentatonic melody.</li> <li>✓ Play their part in a composition confidently.</li> </ul> <p>✓ Work as a group to perform a piece of music.</p>        |   | <p><b>Traditional instruments and improvisation</b><br/>Children listen to a range of rag and tal music, identifying traditional instruments as well as creating their own improvisations and performing as a class.</p> <ul style="list-style-type: none"> <li>✓ Verbalise feelings about music and identify likes and dislikes.</li> <li>✓ Read musical notation and play the correct notes of the rag.</li> <li>✓ Improvise along to a drone and tal.</li> <li>✓ Play a rag and a tal accurately alongside a drone.</li> <li>✓ Sing accurately from musical notation and lyrics.</li> <li>✓ Sing and play in time with others with some degree of accuracy and awareness of each other's parts.</li> </ul> | <p>Children will be taught to:</p> <ul style="list-style-type: none"> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>• Develop an understanding of the history of music.</li> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>• Play tuned and un-tuned instruments musically.</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>• Experiment with, create, select and combine sounds using the interrelated dimensions of music.</li> </ul> |  |
| <b>Year 4</b> | <p><b>Body and tuned percussion</b><br/>A topic of discovery; children will explore the rainforest through music and be introduced to new musical terms. They will also use a mixture of body percussion and tuned percussion instruments as the children create their own rhythms of the rainforest, layer by layer.</p> <ul style="list-style-type: none"> <li>✓ Identify the structure of a piece of music.</li> </ul>  | <p><b>Christmas Performance</b><br/>Learn, rehearse and perform songs.</p>  | <p><b>Change in pitch, tempo and dynamics</b><br/>Learning to listen to changes in pitch, tempo and dynamics and relate it to something tangible and familiar. Linking to their geography learning, the pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance.</p> <ul style="list-style-type: none"> <li>✓ Sing in tune and in harmony with others, with developing breath control.</li> </ul>   | <p><b>Samba and carnival sounds and instruments</b><br/>Getting a feel for the music and culture of South America, children are introduced to samba and the sights and sounds of the carnival.</p> <ul style="list-style-type: none"> <li>✓ Explain what samba music is and that it is mainly percussion instruments used in celebrations such as Carnival in Brazil.</li> <li>✓ Clap on the off beat (the and of each beat) and be able to play a syncopated rhythm.</li> </ul>                         |   | <p><b>Adapting and transposing motifs</b><br/>Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs.</p> <ul style="list-style-type: none"> <li>✓ Learn a new song, singing in time and in tune while following the lyrics.</li> <li>✓ Identify motifs aurally and play a repeated pattern on a tuned instrument.</li> <li>✓ Create and performing a motif,</li> </ul>  |  |  |

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|               |  | <ul style="list-style-type: none"> <li>✓ Have an idea as to when there is one layer in a piece of music and when there are two.</li> <li>✓ Play a sequence in the correct order in time with their partner.</li> <li>✓ Have two contrasting rhythms being played together.</li> <li>✓ Have two different melodies being played together.</li> <li>✓ Have a complete piece of music with four different layers with an appropriate structure.</li> </ul>   |  | <ul style="list-style-type: none"> <li>✓ Explain how a piece of music makes them feel with some use of musical terminology.</li> <li>✓ Perform a vocal ostinato in time.</li> <li>✓ Listen to other members of their group as they perform.</li> <li>✓ Create an ostinato and represent it on paper so that they can remember it.</li> <li>✓ Create and perform a piece with a variety of ostinatos.</li> </ul>  | <ul style="list-style-type: none"> <li>✓ Play their rhythm in time with the rest of their group (even if they are not always successfully playing in time with the rest of the class).</li> <li>✓ Play their break in time with the rest of their group and play in the correct place in the piece.</li> <li>✓ Play in time and with confidence; accurately playing their break.</li> </ul>  |  | <p>notating it with reasonable accuracy.</p> <ul style="list-style-type: none"> <li>✓ Transpose their motif, using sharp or flat notes where necessary and change the rhythm.</li> <li>✓ Combine different versions of a musical motif and perform as a group using musical notation.</li> </ul>  |  |
| <b>Year 5</b> |  | <p><b>Composition notation</b><br/>Based on the theme of Ancient Egypt, children learn to identify the pitch and rhythm of written notes and experiment with notating their compositions, developing their understanding of staff notation.</p> <ul style="list-style-type: none"> <li>✓ Sing in time and in tune with other people and the backing track.</li> <li>✓ Remember the lyrics to a song.</li> <li>✓ Identify the structure of a piece of music and match this to non-standard notation.</li> <li>✓ Improvise their own piece of music.</li> <li>✓ Play a melody with reasonable accuracy.</li> <li>✓ Perform with confidence and in time with others.</li> <li>✓ Compose and play a melody using stave notation.</li> <li>✓ Contribute meaningfully to the group performance and composition.</li> <li>✓ Use hieroglyphic notation to show the structure of their piece.</li> </ul> | <p><b>Christmas Performance</b><br/>Learn, rehearse and perform songs.</p> | <p><b>Blues</b><br/>Children are introduced to this famous genre of music and its history, and learn to identify the key features and mood of Blues music and its importance and purpose. They also get to grips with the 12-bar Blues and the Blues scale, and combine these to create an improvised piece with a familiar, repetitive backing.</p> <ul style="list-style-type: none"> <li>✓ Name three key features of Blues music.</li> <li>✓ Sing in tune, using vocal expression to convey meaning.</li> <li>✓ Explain what a chord is and play the chord of C sixteen times.</li> <li>✓ Play the twelve bar blues correctly.</li> <li>✓ Play the notes of the Blues scale in the correct order, ascending and descending.</li> <li>✓ Play a selection of Blues scale notes out of order in their own improvisation.</li> </ul> | <p><b>South and West Africa</b><br/>Children learn 'Shosholozza', a traditional South African song, play the accompanying chords using tuned percussion and learn to play the djembe. They will also learn a traditional West African drum and add some dance moves ready to perform the song in its entirety.</p> <ul style="list-style-type: none"> <li>✓ Sing using the correct pronunciation and with increasing confidence.</li> <li>✓ Play a chord with two notes, remaining in time.</li> <li>✓ Maintain their part in a performance with accuracy.</li> <li>✓ Play the more complicated rhythms in time and with rests.</li> <li>✓ Create an eight beat break and play this in the correct place.</li> </ul> |  | <p><b>Composition to represent the festival of colour</b><br/>Exploring the associations between music, sounds and colour; composing and performing their own musical composition to represent Holi, the Hindu festival of colour that celebrates the beginning of spring and the triumph over good and evil.</p> <ul style="list-style-type: none"> <li>✓ Suggest a colour to match a piece of music.</li> <li>✓ Create a graphic score and describe how this matches the general structure of a piece of music.</li> <li>✓ Create a vocal composition in response to a picture and justify their choices using musical terms.</li> <li>✓ Create a vocal composition in response to a colour.</li> <li>✓ Record their compositions in written form.</li> <li>✓ Work as a group to perform a piece of music.</li> </ul> | <p>Children will be taught to:</p> <ul style="list-style-type: none"> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>• Develop an understanding of the history of music.</li> <li>• Improvise and compose music for a range of purposes using the interrelated dimensions of music.</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>• Use and understand staff and other musical notations.</li> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> </ul> |
| <b>Year 6</b> |  | <p><b>Dynamics</b><br/>Appraising the work of Mendelssohn and further developing improvisation and composition skills.</p> <ul style="list-style-type: none"> <li>✓ Engage in discussion about the sounds of an orchestral piece.</li> <li>✓ Have a selection of varied vocabulary in response to what they hear.</li> <li>✓ Change dynamics and pitch, differentiating between the two.</li> <li>✓ Take the role of conductor or follow a conductor.</li> </ul>  | <p><b>Christmas Performance</b><br/>Learn, rehearse and perform songs.</p> | <p><b>Variations</b><br/>Children explore the musical concept of theme and variations and discover how rhythms can 'translate' onto different instruments.</p> <ul style="list-style-type: none"> <li>✓ To know that a 'theme' is a main melody in a piece of music.</li> <li>✓ To know that 'variations' in music are when a main melody is changed in some way throughout the piece.</li> <li>✓ To know that 'The Young Person's Guide to the</li> </ul>   | <p><b>Baroque</b><br/>Exploring the music and composers of the Baroque Period and investigating the structural and stylistic features of their work.</p> <ul style="list-style-type: none"> <li>✓ Define some key features of Baroque music, including recitative, canon, ground bass and fugue.</li> <li>✓ Take part in a vocal improvisation task based on Baroque recitative.</li> <li>✓ Play several parts of a canon using staff</li> </ul>   |  | <p><b>Summer Performance</b></p>  |  |

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|  |  | <ul style="list-style-type: none"> <li>✓ Change texture within their group improvisation and talk about its effect.</li> <li>✓ Create a graphic score to represent sounds.</li> <li>✓ Follow the conductor to show changes in pitch, dynamics and texture.</li> </ul> |  | <p>Orchestra' was written in 1945 by Benjamin Britten.</p> <ul style="list-style-type: none"> <li>✓ To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.</li> </ul> | <p>notation, with or without letter names.</p> <ul style="list-style-type: none"> <li>✓ Compose a ground bass melodic ostinato.</li> <li>✓ Notate a ground bass pattern using staff notation.</li> <li>✓ Name some well-known Baroque composers and describe what musical features they were known for.</li> <li>✓ Learn a fugue part by reading staff notation, with or without note names.</li> <li>✓ Perform a fugue.</li> </ul> |  |  |  |
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**KS3 NC Aims**

The national curriculum for music aims to ensure that all pupils:

- ♣ perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- ♣ learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- ♣ understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.