



Music – Long Term Plan



	Autumn Term	Spring Term	Summer Term
Year 1	Pulse and Rhythm: All About Me <i>Identifying the difference between the pulse and rhythm of a song and consolidating understanding of these concepts through listening and performing activities</i> Key Vocabulary: pulse, rhythm	Musical Vocabulary: Under the Sea <i>Exploring under the sea through music, movement, chanting and the playing of tuned percussion instruments.</i> Key Vocabulary: pulse, dynamics, tempo, celeste, timbre, pitch, rhythm, structure, texture, graphic score	Timbre and Rhythmic Patterns: Fairy Tales <i>Understanding the concept of timbre through fairy tales and learning that different sounds can represent characters and key moments within a story. Clapping along to the syllables of words and phrases before creating rhythmic patterns.</i> Key Vocabulary: timbre, pulse, rhythm, syllables, strings, timpani, oboe, clarinet, bassoon, French horn, flute
Year 2	Musical Me <i>Learning to sing the song 'Once a Man Fell in a Well' and playing it using tuned percussion. Using letter notation to write a melody.</i> Key Vocabulary: rhythm, pulse, dynamics, timbre, beat, melody, notation	Orchestral Instruments <i>Exploring the instruments that make up an orchestra and practising identifying these within a piece of music. Learning how different characters can be represented by timbre, how emotions can be represented by pitch and how changes in tempo can convey action.</i> Key Vocabulary: orchestra, instruments, strings, woodwind, brass, percussion, vocals, sound effect, timbre, dynamics, tempo	Myths and Legends: Tintagel Castle <i>Developing understanding of musical language and how timbre, dynamics and tempo affect the mood of a song.</i> Key Vocabulary: beat, compose, composition, dynamics, graphic score, legend, melody, myth, notation, pitch, rhythm, stave notation, structure, tempo, texture, timbre
Year 3	British Songs and Sounds <i>Creating sounds to represent three contrasting landscapes: seaside, countryside and city.</i> Key Vocabulary: composition, duration, dynamics, inspiration, pitch, structure, tempo, texture, timbre	Pentatonic Melodies and Composition <i>Revising key musical terminology, playing and creating pentatonic melodies and composing a piece of music using layered melodies.</i> Key Vocabulary: tempo, crescendo, dynamics, timbre, duration	Instrumental Scheme: South Africa <i>Whole-class instrumental lessons on tuned percussion instruments, themed around South Africa. Developing rhythmic singing and notation skills.</i> Key Vocabulary: notation, staff, tuned percussion, stave, treble clef, lines, spaces, crotchet
Year 4	Developing Singing Technique: The Vikings <i>Learning to keep in time and work on musical notation and rhythm. Performing a song with actions as part of a group.</i> Key Vocabulary: composition, melody, notation, tempo, minim, crotchet, quaver, co-ordinated, disciplined	Changes in Pitch, Dynamics and Tempo: Rivers <i>Learning to listen to changes in pitch, tempo and dynamics and relate it to something tangible and familiar. Pupils represent different stages of the river through vocal and percussive ostinatos.</i>	Instrumental Scheme: Caribbean <i>Learning about the history and features of Calypso music, performing a calypso style song with voices and tuned percussion in multiple parts and playing from staff notation.</i>

		Key Vocabulary: a cappella, breathing, dynamics, harmony, listen, texture, tempo, ostinato, percussion, layer	Key Vocabulary: calypso, griot, kaiso, pentatonic scale, steel pans, syncopation, harmony, minim, crotchet, quaver, semibreve
Year 5	Composition Notation: Ancient Egyptians <i>Creating compositions related to Ancient Egypt, identifying the pitch and rhythm of different notes and experimenting with notating using hieroglyphs.</i> Key Vocabulary: features, notation, repeating unison, composition, structure, repetition, melody, tempo, compose, ensemble, minor key	Samba and Carnival Sounds and Instruments <i>Learning about the history and features of Latin America music, performing a salsa style song and playing from staff notation; performing a mini carnival using a range of performance techniques including song, dance, tuned and untuned musical instruments.</i> Key Vocabulary: Latin music, salsa, rumba, cha-chacha, reggaeton, samba, tango, percussion, clave, shakers, quaver, crotchet, minim, dotted minim, semibreve	Blues Learning about this famous genre of music and its history; learning to identify the key features and mood of Blues music and its importance and purpose. Getting to grips with the 12-bar Blues and the Blues scale, and combining these to create an improvised piece with a familiar, repetitive backing. Key Vocabulary: blues, chord, 12-bar blues, bar, scale, blues scale, bent notes, ascending scale, descending scale, improvisation
Year 6	South and West Africa Learning 'Shosholoza', a traditional South African song, playing the accompanying chords using tuned percussion and learning to play the djembe. Learning a traditional West African drum and adding some dance moves ready to perform the song in its entirety. Key Vocabulary: a cappella, call and response, dynamics, performance, chord, improvisation, ostinato, break, poly-rhythms, master drummer, syncopation, metronome	Theme and Variations: Pop Art Exploring the musical concept of theme and variations and discovering how rhythms can 'translate' onto different instruments. Key Vocabulary: $\frac{3}{4}$ time, 4/4 time, accidentals, body percussion, diaphragm, legato, motif, orchestra, percussion, phrases, pitch, pizzicato, pulse, quaver	Composing and Performing a Leavers' Song Listening to and describing music; creating lyrics based on personal experiences into a song structure; using vocal improvisations and known melodies against a backing track. Key Vocabulary: allegro, arrangement, backing track, chorus, chord progression, compose, crescendo, diminuendo, dynamics, evaluate, forte, largo, lyrics, melody