

Music Long Term Planning

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	I've got a grumpy face <i>Focus: Timbre, beat, pitch contour.</i>	Row, row, row your boat <i>Focus: Beat, pitch (step/leap), timbre.</i>	Shake my sillies out <i>Focus: Timbre, pitch (higher/lower), tempo (faster/slower), beat.</i>	Five fine bumble bees <i>Focus: Timbre, tempo, structure (call-and-response), active listening.</i>	Down there under the sea <i>Focus: Timbre, structure, active listening, tune moving in step (stepping notes), soundscape</i>	It's oh so quiet <i>Focus: Dynamics, timbre, musical storytelling, improvising and composing, exploring instruments.</i>
Year 1	Menu Song <i>Focus: Active listening (movement), beat, echo singing, showing pitch moving.</i>	Colonel Hathi's March <i>Focus: Beat, march, timbre, film music.</i> Magical Musical Aquarium <i>Focus: Timbre, pitch, structure, graphic symbols, classical music.</i>	Football <i>Focus: Beat, ostinato, pitched/unpitched patterns, mi-re-do (notes E-D-C)</i>	'Dawn' from Sea Interludes <i>Focus: Beat, active listening (singing game, musical signals, movement), 20th century classical music.</i> Musical Conversations <i>Focus: Question-and-answer, timbre, graphic score.</i>	Dancing and drawing to Nautilus <i>Focus: Active listening (musical signals, internalising beat, draw to music, movement/actions), electronic music.</i>	Cat and Mouse <i>Focus: Mood, tempo, dynamics, rhythm, timbre, dot notation.</i> Come and Dance with me <i>Focus: Call-and-response, echo singing and playing, playing percussion, crotchet, quavers, crotchet rest, developing beat skills</i>

Year 2	Tony Chestnut <i>Focus: Beat, rhythm, melody, echo, call-and-response, tuned and untuned percussion</i>	Carnival of the Animals <i>Focus: Timbre, tempo, dynamics, pitch, classical music</i> Composing music inspired by Birdsong <i>Focus: Composing using a non-musical stimulus, creating music inspired by birds and birdsong, improvising and playing a solo on instruments.</i>	Grandma Rap <i>Focus: Duration (crotchet, quavers, crotchet rest), unison, round.</i>	Orawa <i>Focus: Beat, rhythm, repetition, structure, 20th century classical music.</i> Trains <i>Focus: To create music inspired by train travel, volume/dynamics (crescendo, diminuendo), speed/tempo (accelerando, ritenuto).</i>	Swing-a-long with Shostakovich <i>Focus: 2- and 3-time, beat, beat groupings, 20th century classical music.</i> Charlie Chaplin <i>Focus: 2- and 3-time, beat, beat groupings, 20th century classical music.</i>	Tanczyny Labada <i>Focus: Singing games, traditional Polish dances, follow a changing beat and tempo, playing a percussion accompaniment, body percussion patterns.</i>
Year 3	I've been to Harlem <i>Focus: Pitch shape, ostinato, round, pentatonic, call-and-response</i>	Nao chariya de/Mingulay boat song <i>Focus: Bengali/Scottish folk songs, comparing songs from different parts of the world, beat, tempo, 3/4, 4/4.</i>	Latin Dance (Classroom Percussion) <i>Focus: Salsa, beat, clave rhythm, timbre, chords, rhythm pattern</i>	'March' from the Nutcracker <i>Focus: Rondo structure, beat, higher/lower, staccato, call-and-response, romantic ballet music.</i>	Just Three Notes <i>Focus: Pitch (notes C-D-E), durations (crotchet, quaver, semiquaver, crotchet rest), rhythm patterns, structure, minimalism, score, dot notation.</i>	Fly with the Stars (Classroom Percussion) <i>Focus: Minor and major chords (A minor, C major), chord, dot notation, durations (crotchet, quavers, crotchet rest)</i>

		Sound Symmetry <i>Focus: Structure (symmetry and pattern in melody, ternary form), melody, accompaniment</i>		From a Railway Carriage <i>Focus: Structure (repetition, round, pattern), texture (layers, unison), timbre beat, classical music.</i>	Samba with Sergio <i>Focus: Samba, carnival, fanfare, call-and-response, beat, percussion, word rhythms, music and community.</i>	
Year 4	This Little Light of Mine <i>Focus: Pentatonic scale, Gospel music, off-beat, rhythm, call-and-response</i>	The Pink Panther Theme <i>Focus: Timbre, tempo, rhythm, dynamics, atmosphere, music from a film</i> Composing with Colour <i>Focus: Creating music inspired by colour and art, composing using a non-musical stimulus, timbre, dynamics, rhythm, texture, suite, graphic score.</i>	The Doot Doot Song (Classroom Percussion) <i>Focus: Chords (A minor, C and F major), acoustic guitar style, song structure, relaxed swing feel, 2-bar phrases</i>	Fanfare for the Common Man <i>Focus: Fanfare, timbre, dynamics, texture, silence.</i> Spain <i>Focus: To create music inspired by Spain, habanera rhythm, triplet rhythm, fitting two rhythms together, count musically, structure ideas.</i>	Global Pentatonics <i>Focus: Pentatonic scale, different music traditions and cultures, graphic/dot notation.</i> The Horse in Motion <i>Focus: To create music inspired by one of the first ever motion pictures showing the movement of a horse, composing to a moving image, graphic score, orchestration,</i>	Favourite Song (Classroom Percussion) <i>Focus: Triads, chords: C, F, G major, A minor, chord structure, folk-rock styles</i>

					<i>ostinatos, dynamics.</i>	
Year 5	What shall we do with a Drunken Sailor? <i>Focus: Sea shanties, beat, rhythm, chords, bass, dot notation</i>	Why We Sing <i>Focus: Gospel music, instruments, structure, texture, vocal decoration.</i> Introduction to Songwriting <i>Focus: Structure (verse/chorus), hook, lyric writing, melody.</i>	Madina tun nabi <i>Focus: Nasheed (Islamic song), drone, melody, harmony, chords (G and D), vocal decoration, microtones</i>	Building a Groove <i>Focus: Beat, rhythm, basslines, riffs.</i> Epoca <i>Focus: Texture, articulation, rhythm, tango.</i>	Balinese Gamelan <i>Focus: Gamelan from Bali, interlocking rhythms, vocal chant, structure (musical cycles).</i> Composing in Ternary Form <i>Focus: Structure (ternary form/ABA), pentatonic scale, tempo, dynamics, 20th-century orchestral music.</i>	Kisne Banaaya <i>Focus: A song from India and Pakistan, melody, accompaniment, four-part singing in a round, creating an arrangement</i>
Year 6	Hey, Mr Miller <i>Focus: Swing music, syncopation, swing rhythm, big band instruments, scat singing, social and historical context (WWII, segregation)</i>	Shadows <i>Focus: Artists and their influences, compare musical genres (country, electronic dance music, rock, classical, soul).</i> Composing for Protest!	Dona nobis pacem <i>Focus: To create music inspired by Ethel Smyth and a picture of the suffragettes, composing using a non-musical stimulus, lyrics, melody, steady</i>	You to me are everything <i>Focus: 1970s soul music, comparing cover versions.</i> Twinkle variations <i>Focus: To use Twinkle, twinkle little star as a composing tool,</i>	Race! <i>Focus: To create music to accompany a short film about a race, composing an extended melody and accompaniment.</i>	Ame Sau Vala Tara Bal <i>Focus: Indian music, bhairavi raag, chaal rhythm, Indian musical instruments, Indian musical styles comparison (bhangra,</i>

		<i>Focus: To create music inspired by Ethel Smyth and a picture of the suffragettes, composing using a non-musical stimulus, lyrics, melody, steady beat, tempo, ostinato, coda.</i>	<i>beat, tempo, ostinato, coda</i>	<i>theme and variations form, passacaglia, improvisation.</i>	Exploring identity through song <i>Focus: Vocal range, voice change, vocal technique, lyrics (internal rhymes), anthems.</i>	<i>Bollywood, Indian classical)</i>
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