

Music Long Term Plan

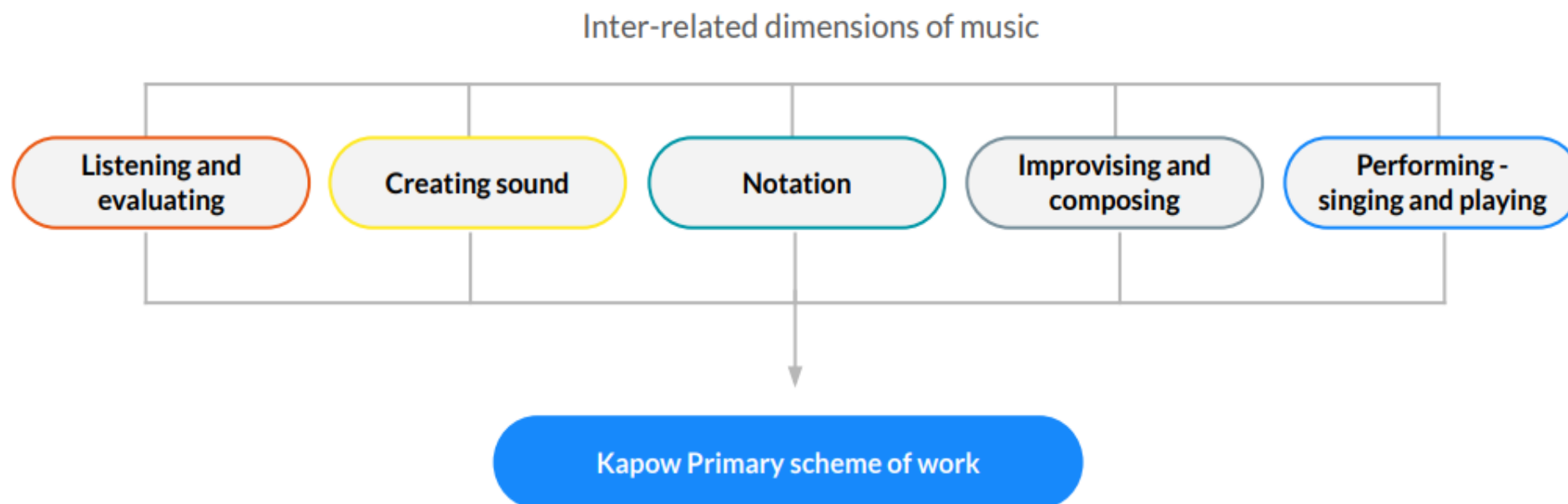


2024-2025	Autumn	Spring	Spring	Summer	Summer
Rec	Exploring sound	Celebration music	Music and movement	Musical stories	Transport
Year 1/Year 2	Dynamics (Seaside)	Sound patterns (Fairy tales)	Call and response (Animals)	Contrasting dynamics (Space)	Structure (Myths and Legends)
Year 3/4	Developing singing techniques (The Vikings)	<u>Instrumental unit</u> Caribbean	Jazz	<u>Instrumental unit</u> South America	Changes in pitch, tempo and dynamics (Theme Rivers)
Year 5/6	South and West Africa	Composition to represent the festival of colour (Holi)	Looping and remixing	Musical theatre	Theme and variation (Pop Art)

The scheme has been designed as a spiral curriculum with the following key principles in mind:

It is cyclical so that the children return to the same knowledge and skills throughout their time in primary school. However, they cover these with increasing depth each time they revisit knowledge or skills. Upon returning to these skills, the pupils utilise their prior knowledge so they can build on previous foundations, rather than starting again. Non-negotiables: Within each unit, lessons must be taught in order as they build upon one another. The instrumental scheme is also progressive and units and lessons must be taught in order. Please adhere to the long-term plan and music for pleasure plan which gives pupils chance to apply their skills to fun, wider musical opportunities planned for them. Display/Evidence your music work in the classroom or on seesaw so that children can see and share their progress and success, knowing that their hard work is valued.

How is the Music scheme of work organised?



Inter-related dimensions of music

The inter-related dimensions of music are:

- Pitch
- Duration (including pulse and rhythm)
- Dynamics
- Tempo
- Timbre
- Texture
- Structure
- Appropriate musical notation



The inter-related dimensions, often known as the building blocks of music, are integral to all strands of our scheme of work.

To clearly demonstrate their presence throughout, we colour code these foundational elements in pink across all strands in the [Progression of knowledge and skills](#) document.

Music for pleasure plan

Autumn	Spring	Summer
<ul style="list-style-type: none">• For all children across school the focus is on application of singing skills/depth and pleasure in singing• Children use their performing skills in the Harvest service and Christmas carol concert/play• Children have regular opportunities to listen to live performances involving music e.g. pantomime/theatre show/community musician• Annual sponsored sing and music competition throughout December	<ul style="list-style-type: none">• Year 3/4 children share either their class compositions with another class in school or the federation• Church links at Easter time• Children perform during celebration assemblies	<ul style="list-style-type: none">• Children use their performing skills in the summer production• Royal Hall performance• Y6 compose song for leaving

Termly composer study-Please use the following resource to support you to focus in on a particular composer of your choice each term.

<https://www.bbc.co.uk/teach/ten-pieces>

This involves listening to their music often as part of focused listening time and appraising what you hear through class discussions. This could be done as a whole school study via the assembly music compositions that the children are listening to daily.