

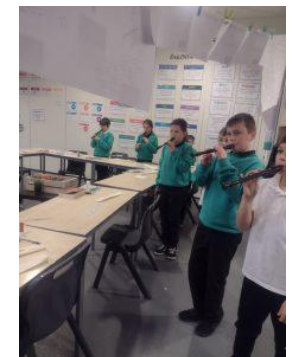


Christopher Pickering Music Long Term Plan 2024 - 2025

# Music

## Long Term Plan

### EYFS – Y6








**The Intention for our young Musicians**

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should:

- **Engage and inspire pupils to develop a love of music and their talent as musicians, increasing their self-confidence, creativity and sense of achievement**
- **Develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in musical canon**
- At key stage 1, the sticky knowledge takes full account of the national curriculum's main characteristics of  
Singing      Playing an instrument      Listening and Appreciating      Creating own Music
- At key stage 2, the sticky knowledge takes full account of the national curriculum's main characteristics of:  
Performing      Composing      Listening      Use and Understand      Appreciate      History of Music



Key Concepts Studied	
The pillars of music are Technical, Constructive and Expressive and are developed through the curriculum which progressively builds pupils knowledge and skills of the following key concepts:	
Key Concepts	
<b>Singing</b>	 developing pitch, melody, rhythm, and control individually and as part of a group
<b>Listening</b>	 exploring feelings and emotions in response to music, giving opinions, identifying instruments, structure, musical features
<b>Composing</b>	 improvising, composing, notating: representing sounds through symbols, standard and non-standard notation
<b>Performing</b>	 singing, playing instruments, individual and groups, practising, rehearsing, presenting, recording, evaluating
<b>Musicianship</b>	 understanding music: pulse/beat/metre, rhythm, pitch/melody, tempo, dynamics, timbre, texture, structure/form
Second order concepts	
<b>Chronology</b>	history of music and changes over time
<b>Similarity and Difference</b>	comparing pieces of music, identifying common/different styles and techniques
<b>Significance</b>	significant composers, pieces of music and musical movements
<b>Written, oral and creative expression</b>	Using musical terminology, responding, refining, describing, experimenting, exploring)



MUSIC: PROGRAMME OF STUDY - AGE RELATED STATUTORY COVERAGE				
EYFS			KS1	KS2
Three and Four Year Olds	Communication and Language	• Sing a large repertoire of songs.	<p><b>M1</b> - Use voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p><b>M2</b> - Play tuned and un-tuned instruments musically</p> <p><b>M3</b> - Listen with concentration and understanding to a range of high quality live and recorded music</p> <p><b>M4</b> - Experiment with, create, select and combine sounds using the interrelated dimensions of music.</p>	<p><b>M5</b> - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p><b>M6</b> - Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p><b>M7</b> - Listen with attention to detail and recall sounds with increasing aural memory</p> <p><b>M8</b> - Use and understand staff and other musical notations</p> <p><b>M9</b> - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p><b>M10</b> - Develop an understanding of the history of music.</p>
	Physical Development	• Use large-muscle movements to wave flags and streamers, paint and make marks.		
	Expressive Arts and Design	• Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas.		
Reception	Communication and Language	• Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs		
	Physical Development	• Combine different movements with ease and fluency		
	Expressive Arts and Design	• Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups.		
ELG	Expressive Arts and Design	Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.		

# Christopher Pickering Primary School Music Long Term Plan 2024 -2025



EYFS	Autumn		Spring		Summer	
Instruments - Percussion Instruments						
F1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Exploring sounds and singing  Learning, singing and movement to songs.	Exploring sounds and singing  Learning, singing and movement to songs.	Playing instruments and singing  Explore percussion instruments.	Playing instruments and singing  Explore percussion instruments.	Playing instruments and singing  Perform songs with instrumental accompaniment.	<b>Playing instruments and singing</b>  Perform songs with instrumental accompaniment
Instruments - Boom whackers and Percussion						
F2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Explore the Percussion instruments and begin to develop rhythm.  Learn to sing songs and perform to the class.	Learn to sing nativity songs and perform to an audience.  Explore the Percussion instruments and begin to develop rhythm.  Explore the Boom Whackers	Learn to sing with other children in time.  Explore the Boom Whackers	Explore the Boom Whackers and learn and perform a song.  Learn to sing Easter songs and perform to an audience.	Learn to sing songs and perform to the class.  Explore percussion instruments and play appropriate sounds during stories	Explore the Boom Whackers and learn and perform a song.  Learn to sing songs and perform to an audience.

# Christopher Pickering Primary School Music Long Term Plan 2024 -2025



	Autumn		Spring		Summer	
Instruments - Glockenspiel (Within all units of work) Children will learn to sing, listen, and appraise, improvise compose and perform in each unit of work.						
Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>Charanga - Hey You!</b> Learn how rhythm and pulse can work together!</p> <p><b>Introduction to Glockenspiel – learn C and G</b></p> <p><b>Listen to Old School Hip Hop</b> <i>Hey You!</i> by Joanna Mangona <i>Me, Myself And I</i> by De La Soul <i>Fresh Prince Of Bel Air</i> by Will Smith <i>Rapper's Delight</i> by The Sugarhill Gang <i>U Can't Touch This</i> by MC Hammer <i>It's Like That</i> by Run DMC</p>	<p><b>Nativity Performance</b></p> <p>Learn to Sing and Perform in the Nativity in front of an audience.</p> <p>Listen to and appraise the songs from the Nativity.</p>	<p><b>Charanga – In the Groove</b> How to be in the groove with different styles of music.</p> <p><b>Glockenspiel – Revise C and G and learn D and A.</b></p> <p><b>Listen to Blues, Baroque, Latin, Bhangra, Folk, Funk</b> <i>How Blue Can You Get</i> by B.B. King (Blues) <i>Let The Bright Seraphim</i> by Handel (Baroque) <i>Livin' La Vida Loca</i> by Ricky Martin (Latin/Pop) <i>Jai Ho</i> by J.R. Rahman (Bhangra/Bollywood) <i>Lord of The Dance</i> by Ronan Hardiman (Irish) <i>Diggin' On James Brown</i> by Tower of Power (Funk)</p>	<p><b>Charanga –Round and Round</b> Pulse, rhythm and pitch in different styles of music.</p> <p><b>Glockenspiel – Revise C G D A and learn F and E</b></p> <p><b>Listen to Bossa Nova</b> <i>Livin' La Vida Loca</i> by Ricky Martin (Latin/Pop) <i>Imperial War March</i> by John Williams (Film) <i>It Had Better Be Tonight</i> by Michael Bublé (Latin/Big Band) <i>Why Don't You</i> by Gramophonedzie (Big Band/Dance) <i>Oya Como Va</i> by Santana (Latin/Jazz)</p>	<p><b>Charanga –Your Imagination</b> Using your imagination</p> <p><b>Glockenspiel – Revise C G D A F and E</b></p> <p><b>Listen to Pop</b> <i>Supercalifragilisticexpialidocious</i> from Mary Poppins <i>Pure Imagination</i> from Willy Wonka &amp; The Chocolate Factory soundtrack <i>Daydream Believer</i> by The Monkees <i>Rainbow Connection</i> from The Muppet Movie <i>A Whole New World</i> from Aladdin</p>	<p><b>Charanga –Reflect, Rewind and Replay</b> The history of music, look back and consolidate your learning, learn some of the language of music.</p> <p><b>Glockenspiel – Revise C G D A F and E</b></p> <p><b>Listen to Classical</b> <i>A Song Before Sunrise</i> by Frederick Delius – 20th Century <i>The Firebird</i> by Igor Stravinsky – 20th Century <i>The Bird</i> by Sergei Prokofiev – 20th Century <i>Grand March</i> from Aida by Giuseppe Verdi <i>Classical Bolero</i> by Maurice Ravel – 20th Century <i>The Lamb</i> by John Tavener <i>Contemporary</i> by Maurice Ravel – 20th Century</p>
	<p><b>Singing Project (Songs appropriate to age)</b></p> <p>*Develop the confidence and skills to sing in a small group as well as part of a class group. *Perform an informal concert to another class to develop their performance skills in small groups.</p> <p><b>Familiar songs – investigate dynamics of the song – volume, starting and stopping, counting in, loud and quiet, fast and slow</b></p>		<p><b>Composition Project</b></p> <p>What sounds can you make with parts of your body? Play clip and discuss – what do they notice? <a href="https://www.youtube.com/watch?v=...">Body Percussion Homeschool Routine 1 All Together (youtube.com)</a> Using pictures of different body parts (clicking finger, clap, stamp) – children to make their own composition and perform to the class</p>		<p><b>Music Project</b></p> <p><b>Nativity</b></p>	

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	Autumn		Spring		Summer	
Instruments - <b>Glockenspiel</b> (Within all units of work) Children will learn to sing, listen, and appraise, improvise compose and perform in each unit of work.						
Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>Charanga – Hands, Feet, Heart</b> South African Music</p> <p><b>Glockenspiel – Revise C G D A F and E and learn B</b></p> <p><b>Listen to South African Style</b> <i>The Click Song</i> sung by Miriam Makeba <i>The Lion Sleeps Tonight</i> sung by Soweto Gospel Choir <i>Bring Him Back</i> by Hugh Masekela <i>You Can Call Me Al</i> by Paul Simon <i>Hlokoloza</i> by Arthur Mafokate</p>	<p><b>Christmas Concert</b></p> <p>Learn to Sing and Perform a range of carols and songs in front of an audience.</p> <p>Listen to and appraise a range of Christmas songs and carols</p> <p><b>Listen to Christmas Songs</b> Sing Hosana Shine Jesus Shine Lord of the Dance Think of a world without any Flowers</p>	<p><b>Charanga – I Wanna Play in a Band</b> Playing a band together</p> <p><b>Glockenspiel – Revise C G D A F and E and learn B</b></p> <p><b>Listen to Rock</b> <i>We Will Rock You</i> by Queen <i>Smoke On the Water</i> by Deep Purple <i>Rockin’ All Over the World</i> by Status Quo <i>Johnny B. Goode</i> by Chuck Berry <i>I Saw Her Standing There</i> by The Beatles</p>	<p><b>Charanga – Zootime</b> Reggae and animals</p> <p><b>Glockenspiel – Revise C G D A F and E and learn B</b></p> <p><b>Listen to Reggae</b> <i>Kingston Town</i> by UB40 <i>Shine</i> by ASWAD IGY by Donald Fagen <i>Feel Like Jumping</i> by Marcia Griffiths <i>I Can See Clearly Now</i> by Jimmy Cliff</p>	<p><b>Charanga – Friendship Song</b> A pop song about being friends.</p> <p><b>Glockenspiel – Revise C G D A F and E and learn B</b></p> <p><b>Listen to Pop</b> <i>Count On Me</i> by Bruno Mars <i>We Go Together</i> (from the Grease soundtrack) <i>You Give A Little Love</i> (from Buggy Malone) <i>That’s What Friends Are For</i> by Gladys Knight, Stevie Wonder, Dionne Warwick with Elton John <i>You’ve Got A Friend In Me</i> by Randy Newman</p>	<p><b>Charanga – Reflect, Rewind and Replay</b> The history of music and consolidation</p> <p><b>Glockenspiel – Revise C G D A F and E and learn B</b></p> <p><b>Listen to Classical</b> <i>Peer Gynt Suite: Anitras Dance</i> by Edvard Grieg – Romantic <i>Brandenburg Concerto No 1</i> by Johann Sebastian Bach – Baroque <i>From The Diary Of A Fly</i> by Béla Bartók – 20th Century <i>Fantasia On Greensleeves</i> by Ralph Vaughn Williams – 20th century <i>Dance of The Sugar Plum Fairy</i> by Pytor Tchaikovsky – Romantic <i>The Robots (Die Roboter)</i> by Kraftwerk – Contemporary</p>
	<p><b>Singing Project (Songs appropriate to age)</b></p> <p>*Develop the confidence and skills to sing in a small group as well as part of a class group. *Perform an informal concert to another class to develop their performance skills in small groups. *Use internalization</p> <p><b>Familiar songs – investigate dynamics of the song – volume, starting and stopping, counting in, loud and quiet, fast and slow</b></p>		<p><b>Composition Project</b></p> <p>Watch the video and listen to the instruments, the sounds – discuss loud and quiet Use untuned percussion to tap along to the beat – can they make loud and quiet? Children to compose on a grid (tens frame) – children to make a pattern to represent the loud/quiet sounds Play composition to the class <a href="#">Handel: Music for the Royal Fireworks, Overture. (youtube.com)</a></p>		<p><b>Music Project</b></p> <p><b>Christmas Concert</b></p>	

# Christopher Pickering Primary School Music Long Term Plan 2024 -2025



	Autumn		Spring		Summer	
Instrument - Recorders (within all units of work other than Spring)						
Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>Charanga – Model Music Scheme – Writing Music Down</b></p> <p><b>Introduction to the recorder and stave notation – learn A, B and G and focus on correct finger positions.</b> Begin to understand and read – crotchets and quavers for learned notes and crotchet rest with links to alphabet</p> <p><b>Listen to a variety of music</b> <i>Jamming</i> by Bob Marley <i>Hallelujah Chorus</i> from <i>Messiah</i> by George Frideric Handel <i>Greensleeves</i> – English Folk Song <i>The Loco-Motion</i> by Gerry Goffin and Carole King, with Little Eva</p>	<p><b>Charanga Model Music Scheme – Playing in a Band</b> <b>Continue to play the recorder – learn A, B, G C and D and focus on correct finger positions.</b> Begin to understand and read – crotchets and quavers for learned notes and crotchet rest with links to alphabet</p> <p><b>Listen to a variety of music</b> <i>Tchaikovsky 1812 Overture</i> <i>Let's Groove</i> by Maurice White, Wayne Lee Vaughn and Wanda Vaughn of Earth, Wind and Fire <i>When the Saints Go Marchin'</i> <i>In</i> arranged by Chris Taylor <i>Jaws: Main Theme</i> by John Williams <i>My Bonnie Lies Over the Ocean</i> arranged by Rick Coates</p>	<p>Chinese Whispers Project Confucius Institute – Mandarin</p>	<p>Chinese Whispers Project Confucius Institute – Mandarin Performance at Middleton Hall</p>	<p>Learn to play the recorder – learn B, A, G, C, D, E and F and play familiar songs. Compose and Improvise songs using familiar notes and perform in front of an audience. Begin to understand and read – crotchets, quavers, crotchet rest and minims, for the leaned notes. Begin to understand piano and forte.</p> <p><b>Listen to Disco</b> <i>Good Times</i> by Nile Rodgers <i>Ain't Nobody</i> by Chaka Khan <i>We Are Family</i> by Sister Sledge <i>Ain't No Stopping Us Now</i> by McFadden and Whitehead <i>Car Wash</i> by Rose Royce</p>	<p>Learn to play the recorder – learn B, A, G, C, D, E, F and G and play familiar songs. Compose and Improvise songs using familiar notes and perform in front of an audience. Begin to understand and read – crotchets, quavers, crotchet rest and minims for the leaned notes.</p> <p><b>Listen to Disco</b> <i>L'Homme Arme</i> by Robert Morton – Early Music <i>Les Tricoteuses</i> (The Knitters) – Baroque <i>The Clock: II Andante</i> by Franz Joseph Haydn – Classical Piano <i>Concerto: Allegro Maestoso (Tempo Guisto)</i> by Franz Liszt – Romantic <i>Prelude A L'Apres-Midi d'un Faune</i> by Claude Debussy – 20th century <i>Music for Large and Small Ensembles (opening)</i> by Kenny Wheeler – Contemporary</p>
	<p><b>Singing Project (Songs appropriate to Age)</b></p> <p>*Sing together with a variety of tempos, perform loud and soft, clap steady beats and action songs *Use internalization</p> <p><b>Action Songs – Clapping, moving and walking to beats, perform actions in time</b></p>		<p><b>Composition Project</b> Tell the children they can make as many words as they can using the letters A-G on a blank piece of paper Children string these words together to create their own composition Play these notes on a glockenspiel – minimum 5 words Allow them time to make amendments</p>		<p><b>Music Project</b></p> <p><b>Chinese Whispers Project</b></p>	

# Christopher Pickering Primary School Music Long Term Plan 2024 -2025



	Autumn		Spring		Summer	
Instrument – Recorders (within all units of work)						
Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>Charanga – Mama Mia</b> Pop</p> <p>Continue to play the recorder – learn B, A, G, C, D, E, F and G.</p> <p><b>Listen to Music by Abba</b> <i>Dancing Queen</i> by ABBA The Winner Takes It All by ABBA Waterloo by ABBA Super Trouper by ABBA Thank You For The Music by ABBA</p>	<p><b>Charanga – Stop! (Unit 3)</b> Grime</p> <p>Continue to play the recorder – learn B, A, C, G, D, E, F, G and begin to learn F# and Bb,</p> <p><b>Listen to Grime and Mixed Styles</b> <i>Gotta Be Me</i> performed by Secret Agent 23 Skidoo (Hip Hop) <i>Radetzky Marsch</i> by Strauss (Classical) <i>Can't Stop The Feeling!</i> by Justin Timberlake (Pop) <i>Libertango</i> by Astor Piazzolla (Tango) <i>Mas Que Nada</i> performed by Sérgio Mendes featuring Black Eyed Peas</p>	<p><b>Charanga – Lean on Me!</b></p> <p>Continue to play the recorder – learn B, A, C, G, D, E, F, G and begin to learn F# and Bb,</p> <p><b>Listen to Grime and Mixed Styles</b></p>	<p>Performance – Easter Service</p> <p>Perform the recorder in front of an audience at the church – start of Vivaldi Spring</p> <p>Sing a range of Easter hymns and songs in front of an audience</p> <p><b>Listen to Easter Songs</b> Sing Hosana Shine Jesus Shine Lord of the Dance Think of a world without any Flowers</p>	<p><b>Charanga – Blackbird</b> The Beatles</p> <p>Continue to play the recorder – learn B, A, C, D, E, F, G and begin to learn F# and Bb,</p> <p>Play, improvise, and compose using a selection of notes learnt.</p> <p><b>Listen to Music by the Beatles</b> <i>Yellow Submarine</i> by The Beatles <i>Hey Jude</i> by The Beatles <i>Can't Buy Me Love</i> by The Beatles Yesterday by The Beatles Let It Be by The Beatles</p>	<p>Continue to play the recorder – learn B, A, C, D, E, F, G, F#, Bb and C#</p> <p>Play, improvise, and compose using a selection of notes learnt.</p> <p><b>Listen to Classical</b> <i>La Quinta Estampie Real</i> anon 13th century (Early Music) The Arrival Of The Queen Of Sheba by Handel (Baroque) Moonlight Sonata by Beethoven (Romantic) Bridal Chorus (Wedding March) by Wagner (Romantic) Rhapsody In Blue by Gershwin (20th Century) Einstein On The Beach by Philip Glass (Contemporary)</p>
	<p><b>Singing Project (Songs appropriate to Age)</b></p> <p>Sing together with a variety of tempos, perform loud and soft, sing in rounds with different time signatures. *Use internalization</p> <p>Round Song – <i>sing in a round following own part</i> Call and Response Songs – <i>control vocal pitch and to match the pitch they hear with accuracy and counting in</i></p>		<p><b>Composition Project</b></p> <p>Tell the children they can make as many words as they can using the letters A-G Children to then write onto a Stave using a range of notation to include crotchets, minims and quavers Children string these words together to create their own composition Play these notes on a glockenspiel – minimum 5 words Allow them time to make amendments</p>		<p><b>Music Project</b></p> <p><b>Easter Service</b></p>	



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	Autumn		Spring		Summer	
Instrument – Clarinets						
Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Clarinets Hull Music Hub	Clarinets Hull Music Hub	Clarinets Hull Music Hub	Clarinets Hull Music Hub	Clarinets Hull Music Hub	Clarinets Hull Music Hub  Musical Concert to perform at Connexin Stadium, Hull
	<b>Singing Project (Songs appropriate to Age)</b>  Sing a broad range of songs, accurate pitch, appropriate style, sing a three-part round, perform *Use internalization  Three Part Rounds – <i>Follow own part and to the beat, knowing when to start and stop</i> Partner Songs – <i>Echoing, knowing when to start and stop</i>		<b>Music Project</b>  <b>Hull Music Festival – Connexin Arena</b>			

# Christopher Pickering Primary School Music Long Term Plan 2024 -2025



	Autumn		Spring		Summer	
Instrument – Recorders						
Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Revisit the recorder – notes - B, A, C, D, E, F, G, F#, Bb and C#  Improvising, composing, and creating a graphic score.  Accompanied by Charanga – Musical Technology	<b>Hull Music Hub</b> delivering composition Projects – Recorders			<b>Year 6 Production</b>	<b>Year 6 Production</b>
	<b>Singing Project (Songs appropriate to Age)</b>  Sing syncopated rhythms, understand when to come in on the offbeat, part rounds and perform  Three- and Four-Part Rounds - <i>knowing when to come in and be quiet</i>		<b>Music Project</b>  <b>Year 6 Production</b>			