

Long Term Subject Plan 2023-2024

| | <i>Autumn 1</i> | <i>Autumn 2</i> | <i>Spring 1</i> | <i>Spring 2</i> | <i>Summer 1</i> | <i>Summer 2</i> |
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| <i>Nursery</i> | <u>Me</u> | <u>My Stories</u> | <u>Everyone!</u> | <u>Our World</u> | <u>Big Bear Funk</u> | <u>Reflect, Rewind and Replay</u> |
| <i>Reception</i> | <u>Exploring sound</u> 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. | <u>Celebration music</u> Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas. | <u>Music and movement</u> Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music. | <u>Big band</u> 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. | <u>Musical stories</u> A unit based on traditional childrens' tales and songs, where pupils learn that music and instruments can be used to convey moods or represent characters. | <u>Transport</u> Using their voices, bodies and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score. |
| <i>Year 1</i> | <u>Pulse and rhythm (Theme: All about me)</u> 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. | <u>Vocal and body sounds (Theme: By the sea)</u> Children make links between music, sounds and environments and use percussion, vocal and body sounds to represent calm or stormy seas. | <u>Musical vocabulary (Under the sea)</u> Journey into the unknown and explore under the sea through music, movement, chanting and the playing of tuned percussion instruments. | <u>Tempo (Theme: Snail and mouse)</u> Use bodies and instruments to listen and respond to pieces of music with fast and slow speeds; learn and perform a rhyme and a song focussing on fast and slow. | <u>Timbre and rhythmic patterns (Theme: Fairytales)</u> 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. | <u>Pitch and tempo (Theme: Superheroes)</u> 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. |
| <i>Year 2</i> | <u>Myths and legends</u> Developing understanding of musical language and how timbre, dynamics and tempo affect the mood of a song. | <u>Dynamics, timbre, tempo and motifs (Theme: Space)</u> Developing knowledge and understanding of dynamics, timbre, tempo and instruments. Learning to compose and play motifs. | <u>On this island: British songs and sounds</u> Creating sounds to represent three contrasting landscapes: seaside, countryside and city. | <u>Orchestral instruments (Theme: Traditional Western stories)</u> 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. | <u>West African call and response song (Theme: Animals)</u> 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. | <u>Musical Me</u> 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. |
| <i>Year 3</i> | <u>Traditional instruments and improvisation (Theme: India)</u> Children listen to a range of rag and tal music, | <u>Creating compositions in response to an animation (Theme: Mountains)</u> Learning to tell stories through music. Listening | <u>Pentatonic melodies and composition (Theme: Chinese New Year)</u> Revising key musical terminology, playing and | <u>Jazz</u> Learning about ragtime style music, traditional jazz and scat singing. Children create a jazz | <u>Ballads</u> Children learn what ballads are, how to identify their features and how to convey different emotions | <u>Developing singing technique (Theme: the Vikings)</u> The children develop their singing technique. |

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| | identifying traditional instruments as well as creating their own improvisations and performing as a class. | to music and considering the narrative it could represent. Paying close attention to the dynamics, pitch and tempo and how they change. Creating original compositions to match an animation, building up layers of texture. | creating pentatonic melodies, composing a piece of music using layered melodies. | motif using a swung rhythm | 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. | Learning to keep in time and work on musical notation and rhythm, the unit finishes with a group performance of a song with actions. |
| Year 4 | <u>Body and tuned percussion (Theme: Rainforests)</u> 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. | <u>Samba and carnival sounds and instruments (Theme: South America)</u> Getting a feel for the music and culture of South America, children are introduced to samba and the sights and sounds of the carnival. | <u>Adapting and transposing motifs (Theme: Romans)</u> Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs. | <u>Rock and Roll</u> Learning about the origin and features of rock and roll music, pupils learn how to play the Hand Jive and Rock Around the Clock, looking specifically at a walking bass line, before performing a piece as a class. | <u>Haiku, music and performance (Theme: Hanami festival)</u> This Japanese inspired topic looks at the springtime festival of Hanami, which celebrates the fleeting beauty of spring flowers. Children use descriptive vocabulary to create a Haiku, put it to music and finally add percussion sound effects to bring all elements together before a final, group performance. | <u>Changes in pitch, tempo and dynamics (Theme: Rivers)</u> 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. |
| Year 5 | <u>South and West Africa</u> 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. | <u>Composition to represent the festival of colour (Theme: Holi festival)</u> 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. | <u>Blues</u> 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. | <u>Musical theatre</u> Children are introduced to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance. | <u>Looping and remixing</u> In this engaging topic, children learn about how dance music is created, focusing particularly on the use of loops. | <u>Composition to represent the festival of colour (Theme: Holi festival)</u> 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. |
| Year 6 | <u>Theme and variations (Theme: Pop Art)</u> Children explore the musical concept of theme and variations and discover how rhythms can 'translate' onto different instruments. | <u>Songs of World War 2</u> Developing greater accuracy in pitch and control; identifying pitches within an octave when singing and using knowledge of pitch to develop confidence when singing in parts. | <u>Dynamics, pitch and texture (Theme: Coast - Fingal's Cave by Mendelssohn)</u> Appraising the work of Mendelssohn and further developing improvisation and composition skills. | <u>Baroque</u> A unit exploring the music and composers of the Baroque Period and investigating the structural and stylistic features of their work. | <u>Film music</u> Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film. | <u>Composing and performing a Leavers' song</u> Children spend the topic creating their very own leavers' song personal to their experiences as a class. |

