



MUSIC
Cycle 2 Long Term Coverage



Building tomorrow, leading the way...

Autumn1
Why are we Special?
POSITIVITY

Autumn 2
Can you tell me a tale?
SAFETY

Spring1
Why are animals amazing?
RESPECT

Spring 2
Can we go and explore?
LEARNING

Summer 1
What happened before?
HAPPINESS

Summer 2
Why is there a commotion in the ocean?
KINDNESS

Music Appreciation

Children to listen to one piece of music. Each week. They discuss the instruments they can hear and how the piece of music makes them feel. This is often linked to the theme/story of the week and can be any genre.

KNOWLEDGE /SKILLS		KNOWLEDGE /SKILLS		KNOWLEDGE /SKILLS	
Music: Being Imaginative	Music: Being Imaginative	Music: Being Imaginative	Music: Being Imaginative	Music: Being Imaginative	Music: Being Imaginative
Children will sing and perform nursery rhymes	Children will experiment with different instruments and their sounds.	Children will create narratives based around stories.	Children will move in time to the music.	Children will play a variety of percussion instrument and learn how to follow simple musical pattern.	Children will invent their own narratives, stories and poems.
Children will build up a repertoire of familiar rhymes which they can sing themselves	Children will create narratives based around stories.	Children will move in time to the music.	Explore changes in tempo/pitch/volume to help with movements	To explore making patterns using basic notations—images/pictures/mark making to represent how they want instruments to sound.	Children to use their previous learning to explore, rehearse and perform their own music piece to an audience.
Listening to Music	Explore instruments	Sing / say rhymes all about animals: Three blind mice, Two little dicky birds., Little mouse brown, three little birds, 5 cheeky monkeys, 5 naughty monkeys, 5 little ducks,... etc	Children will listen to different pieces of music and the changes they hear through pitch, volume, beat and how the music makes them feel.	To follow a pattern	To listen to others and express how the music makes them feel.
Singing Nursery Rhymes: Humpty Dumpty Baa Baa Black Sheep 5 little pigs Jack and Jill Name song Peter plays with one hammer Singing harvest songs... Little Red Hen	Show interest in how they sound Children will use instruments to create sounds which can represent parts of the stor such as frightening, surprising etc. Linking music with traditional tales Linking music to fireworks and Diwali. Singing Nativity songs to perform in front of an audience.			To perform a musical pattern to an audience	

End of Year Target: Expressive Arts and Design ELG

EARLY LEARNING GOAL:

Being Imaginative: Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs (cover those listed above). Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Y1&2



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Autumn 1 Harvest	Autumn 2 Christmas	Spring 1	Spring 2	Summer 1	Summer 2 World Music Day 21.06.23
Music Appreciation	Music Appreciation	Music Appreciation	Music Appreciation	Music Appreciation	Music Appreciation
Children to listen to one piece of music. Each week. They discuss the instruments they can hear and how the piece of music makes them feel. They write the genre of the music.	Children to listen to one piece of music. Each week. They discuss the instruments they can hear and how the piece of music makes them feel. They write the genre of the music.	Children to listen to pieces of music from different periods in history. Children to discuss how music has changed over time. Create an ongoing timeline week by week??	Children to listen to one piece of music. Each week. They write the genre of the music. And compare high and low sounds.	Children to listen to examples of live music, including performances from KS2 children and musician visitors.	Children to listen to one piece of music. Each week. They write the genre of the music. And compare fast and slow sounds.
Singing	Singing	Singing	Singing	Singing	Singing
Sing songs with a range of pitch sounds Respond to the pulse in recorded/live music through movement and dance. Harvest Songs <ul style="list-style-type: none"> Cauliflowers fluffy One and a Million Let's Harvest 	Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat. Christmas Songs	Sing songs with a pitch range of do-so with increasing voice control Rain, Rain Go Away Say Hello to the Sun Perform short copycat rhythm patterns accurately, led by the teacher.	Know the meaning of dynamics (loud/quiet) and be able to demonstrate these when singing. Perform word-pattern chants (e.g. caterpillar crawl, fish and chips);	Know the meaning of tempo (fast/slow) and be able to demonstrate these when singing. create, retain and perform their own rhythm patterns.	Sing familiar songs in both low and high voices and talk about the difference in sound.
Composing	Composing	Composing	Composing	Composing	Composing
Listen to sounds of different modes of transport. Explore how to make this sounds using voice and body percussion. Know and understand repeated patterns in music (clapping, stomping) changing the speed of the beats the tempo of the music changes. In small groups create musical sound effects and short sequences of sounds in response to stimuli (a journey on different transports). Play repeated rhythm patterns. Perform to class and evaluate the music create To create voice/ body sounds to create sound effects within a group. Explain and evaluate choices.	Listen to music and draw a picture to represent what they can hear. Explore instruments and the sounds they make. Class discussion In small groups create musical sound effects and short sequences of sounds in response to stimuli (weather) Create short, pitched patterns on tuned instruments to maintain a steady beat. Perform to class and evaluate the music create To combine sounds to create piece of music with a group. Explain and evaluate choices.	Combine sounds to make a story, choosing and playing musical instruments. Explore percussion sounds to enhance storytelling, e.g. ascending xylophone notes to suggest Jack climbing the beanstalk, quiet sounds created on a rainstick/shakers to depict a shower.	Understand the difference between creating a rhythm pattern and a pitch pattern. Follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps on the drum. <i>Explore and invent own symbols.</i>	<i>Recognise how graphic notation can represent created sounds.</i>	Use graphic symbols (dot notation and stick notation) to keep a record of composed pieces. Use music technology (if available) to capture, change and combine sounds.

Y3&4



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Autumn 1 Harvest	Autumn 2 Christmas	Spring 1	Spring 2	Summer 1	Summer 2 World Music Day 21.06.23
Music Appreciation					
Children to listen to two contrasting genres of music. They discuss the instruments they can hear and how the piece of music makes them feel.	Children to listen to two contrasting genres of music. They discuss the tempo of the music and how this changes how they feel.	Children to listen to two pieces of music from different periods in history. Children to discuss how music has changed over time. Create an ongoing timeline week by week??	Children to listen to examples of live music and recorded music. How does the music change?	Children to listen to two contrasting genres of music. They discuss the instruments they can hear and how the piece of music makes them feel.	Children to listen to two contrasting genres of music. They discuss the tempo of the music and how this changes how they feel.
Singing					
Sing a widening range of unison songs of varying styles and structures with a pitch range of do-so (eg. Harvest Songs) tunefully and with expression. Perform songs in assemblies (Harvest Assembly). Harvest Songs <ul style="list-style-type: none"> One and a Million Let's Harvest Autumn Days 	Sing a widening range of unison songs of varying styles and structures with a pitch range of do-so (Christmas Songs) tunefully and with expression. Perform songs in assemblies (Christmas Assembly).	Sing a widening range of unison songs of varying styles and structures with a pitch range of do-so (eg. Extreme weather) tunefully and with expression.	Sing rounds and partner songs. In different time signatures (eg. Our dustbin). Perform actions confidently and in time to a range of action songs (eg. Heads and shoulders).	Continue to sing a broad range of unison songs with the range of an octave (eg. One more day) following directions for getting louder (crescendo) and quieter (decrescendo).	Continue to sing a broad range of unison songs, pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo). Perform as a choir in school assemblies.
Composing					
	COMPOSE Compose song accompaniments on tuned and un-tuned percussion using known rhythms. (Add to Christmas performances)	IMPROVISE Begin to make compositional decisions about the overall structure when making a piece of music. COMPOSE Combine rhythmic notation with risings and falling phrases using just 3 notes (do, re, mi (CDE))	IMPROVISE Improvise on a limited range of pitches instruments. Explore making smooth - legato and detached - staccato sounds. COMPOSE Combine rhythmic notation with letter names to create pentatonic phrases.	IMPROVISE Create music with a beginning, middle and end in response to stimuli. COMPOSE Compose simple pieces of music to create a mood or atmosphere.	COMPOSE Record creative ideas using: <ul style="list-style-type: none"> Graphic symbols Rhythm notation Staff notation Technology
Musicianship (Recorders)					
Resource needed: Recorder from the Beginning Book Introduce the stave, lines and spaces, and clef. Introduction on how to hold and play recorder. Learn: NOTE B	Introduce and understand the differences between crotchets and paired quavers . Learn: NOTE A & The REPEAT SIGN	Introduce and understand the differences between minims, crotchets, paired quavers and rests. Learn: NOTE G & E	Play and perform melodies following staff notation using a small range	Learn: NOTE D & C'	Continue to learn and practice the songs using notes taught. So that children can play them well and follow written music.

Y5&6



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Music Appreciation	Music Appreciation	Music Appreciation	Music Appreciation	Music Appreciation	Music Appreciation
Children to listen to two contrasting genres of music. They discuss the instruments they can hear and how the piece of music makes them feel.	Children to listen to two contrasting genres of music. They discuss the tempo of the music and how this changes how they feel.	Children to listen to two pieces of music from different periods in history. Children to discuss how music has changed over time. Create an ongoing timeline week by week??	Children to listen to examples of live music and recorded music. How does the music change?	Children to listen to two contrasting genres of music. They discuss the instruments they can hear and how the piece of music makes them feel.	Children to listen to two contrasting genres of music. They discuss the tempo of the music and how this changes how they feel.
Singing	Singing	Singing	Singing	Singing	Singing
Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. Perform a range of songs in school performances (Harvest) Harvest Songs <ul style="list-style-type: none"> One and a Million Let's Harvest Autumn Days 	Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. Perform a range of songs in school performances (Christmas)	Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance.	Sing three part rounds, partner songs with a verse and chorus.	Sing a broad range of songs that involve syncopated (playing off the beat) rhythms as part of a choir.	Continue to sing three and four part rounds (eg Calypso by Jan Holdstock).
Composing	Composing	Composing	Composing	Composing	Composing
	COMPOSE Listen to pieces of music which represent war. Discuss how the music makes the listener feel. Explore the instruments and discuss how to create different sounds. In small groups compose music with the purpose to evoke a specific mood or atmosphere. Represent changes in pitch, dynamics and texture using graphic notation, justifying their choices with references to musical vocabulary Perform in KS2 assembly. Evaluate the music created.	IMPROVISE Improvise freely over a drone using tuned percussion and melodic instruments. COMPOSE Understanding that music is created with a beat of 4 to create pieces of music using the pentatonic scale (musical scale with 5 notes) Compose a short ternary piece of music. Record creative ideas using: <ul style="list-style-type: none"> Graphic symbols Rhythm notation Staff notation Technology 	IMPROVISE Create music with multiple sections with elements of repetition and contrast. COMPOSE Represent the features of a piece of music using graphic notation and colours, justifying their choices with reference to musical vocabulary.	COMPOSE Capture and record creative ideas using any of the following: <ul style="list-style-type: none"> Graphic symbols Rhythm notation and time signatures Staff notation Technology 	COMPOSE Compose a piece of ternary music using software and apps.
Musicianship	Musicianship	Musicianship	Musicianship	Musicianship	Musicianship
Resource needed: Recorder from the Beginning Book Introduce the stave, lines and spaces, and clef. Introduction on how to hold and play recorder. Learn: NOTE B, NOTE A & The REPEAT SIGN Introduce and understand the differences between crotchets and paired quavers .	Introduce and understand the differences between minims, crochets, paired quavers and rests. Learn: NOTE G & E	Learn: NOTE D & C' Learn about Staccato Notes and practice playing them.	Continue to learn and practice the songs using notes taught. So that children can play them well and follow written music.	Continue to learn and practice the songs using notes taught. So that children can play them well and follow written music.	Start to make up tunes using the notes learnt.