

Edmondsley Primary Music KS1 and KS2 Long term plan outline

Continuous Provision

- Daily singing during assembly including the 'School Promise'.
- Termly assemblies with music performed to parents and other children.
- Weekly choir led by Julie Boundy/Jennie Anderson, performing termly to parents.
- Annual musical activity day, e.g. musical castles day or CD recording.
- Live music performed to children – brass band festival links.
- Christmas performance and Harvest Festival performed during the autumn term each year.
- Ukulele taught to Rabbit class all year and guitar lessons offered to children in Y4 upwards.
- Specialist music scheme Charanga used in UKS2 to further develop musical skills.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	<p>Focus – Exploring sounds, melody and accompaniment. Harvest songs. Suggestions –</p> <ul style="list-style-type: none"> • To explore different sound sources. • Make sounds and recognise how they can give a message. • Identify and name classroom instruments. <p>NC Ref -1.2, 1.4</p>	<p>Focus – Singing for Christmas production Suggestions –</p> <ul style="list-style-type: none"> • To find their singing voice and use their voices confidently. • Sing a melody accurately at their own pitch. <p>NC Ref – 1.1, 1.3</p>	<p>Focus – Controlling pulse and rhythm Suggestions –</p> <ul style="list-style-type: none"> • Identify the pulse in different pieces of music. • Identify the pulse and join in getting faster and slower together. • Identify long and short sounds in music. • Perform a rhythm to a given pulse. • Use rhythm grids <p>NC Ref – 1.2, 1.3</p>	<p>Focus – Listening, memory and movement Suggestions –</p> <ul style="list-style-type: none"> • Recall and remember short songs and sequences and patterns of sounds. • Respond physically when performing, composing and appraising music. <p>NC Ref – 1.1, 1.3, 1.4</p>	<p>Focus – Exploring sounds, melody and accompaniment. Suggestions –</p> <ul style="list-style-type: none"> • To further explore different sound sources. • Make sounds and recognise how they can give a message. • Revisit names of instruments and learn new ones. <p>NC Ref -1.2, 1.4</p>	<p>Focus – Controlling instruments and composition Suggestions –</p> <ul style="list-style-type: none"> • Play instruments in different ways and create sound effects. • Contribute to the creation of a class composition. <p>NC Ref – 1.2, 1.4</p>
Links to our school/ Relevance to our pupils	<p>Cultural diversity Learning about where in the world instruments came from. Harvest Festival Thanks to farmers/supporting local area charity</p>	<p>Mental health/communication Performing as a whole class/key stage – performing to an audience</p>	<p>Multi-cultural diversity Listening to different music from around the world, developing understanding and tolerance for different cultures.</p>	<p>Developing attention and listening skills Linked to developing effective social relationships</p>	<p>Communication Working together with others developing language, social and teamwork skills.</p> <p>Multi-cultural Diversity Listening to different music from around the world, developing understanding and tolerance for different cultures.</p>	<p>Developing a whole class performance Resilience and teamwork in adapting and improving own work. Commenting on own and others works giving constructive feedback.</p>
2	<p>Focus – Exploring sounds, melody and accompaniment. Harvest songs. Suggestions – See Y1 +</p> <ul style="list-style-type: none"> • Create and chose sounds in response to a given stimulus. • Identify how sounds can be changed. • Change sounds to reflect different stimuli. <p>NC Ref – 1.2, 1.4</p>	<p>Focus – Singing for Christmas production Suggestions – See Y1 +</p> <ul style="list-style-type: none"> • Sing with a sense of awareness of pulse and control of rhythm. • Recognise phrase lengths and know when to breathe. • Sing songs expressively <p>NC Ref – 1.1, 1.3</p>	<p>Focus – Controlling pulse and rhythm Suggestions – See Y1 +</p> <ul style="list-style-type: none"> • Begin to internalise and create rhythmic patterns. • Accompany a chant or song by clapping or playing the pulse or rhythm. • Begin to use notation. <p>NC Ref – 1.2, 1.3</p>	<p>Focus – Listening, memory and movement Suggestions – see Y1 +</p> <ul style="list-style-type: none"> • Identify different sound sources. • Identify well-defined musical features. • Sing songs in rounds. <p>NC Ref – 1.1, 1.3, 1.4</p>	<p>Focus – Exploring sounds, melody and accompaniment. Harvest songs. Suggestions – See Y1 +</p> <ul style="list-style-type: none"> • Create and chose sounds in response to a given stimulus. • Identify how sounds can be changed for effect. • Use notation to track and record sounds made. <p>NC Ref – 1.2, 1.4</p>	<p>Focus – Controlling instruments and composition Suggestions – See Y1 +</p> <ul style="list-style-type: none"> • Handle and play instruments with control. • Identify different groups of instruments. • Contribute to the creation of a class composition. <p>NC Ref – 1.2, 1.4</p>

	<p>Cultural diversity Learning about where in the world instruments came from. Harvest Festival Thanks to farmers/supporting local area charity</p>	<p>Mental health/communication Performing as a whole class/key stage – performing to an audience</p>	<p>Multi-cultural diversity Listening to different music from around the world, developing understanding and tolerance for different cultures.</p>	<p>Developing attention and listening skills Linked to developing effective social relationships</p>	<p>Communication Working together with others developing language, social and teamwork skills. Multi-cultural Diversity Listening to different music from around the world, developing understanding and tolerance for different cultures.</p>	<p>Developing a whole class performance Resilience and teamwork in adapting and improving own work. Commenting on own and others works giving constructive feedback.</p>
Year 3/4	<p>Focus - Ukulele Use and understand staff and other musical notations. Keep in time with a steady pulse when chanting, singing or moving. Be aware of correct posture whilst singing/playing. Keep in time with a steady pulse when playing instruments. Perform a repeated pattern to a steady pulse</p>	<p>Focus - Ukulele Sing/perform rhythmically straightforward parts (i.e. minims, crotchets, quavers in simple common. Create and control sounds on instruments (including tempo/speed-dynamics/volume and pitch. Play new pieces by ear and from simple notations. Explore repeated patterns in music/art/dance + Christmas Production</p>	<p>Focus - Ukulele Create and control sounds on instruments (including tempo/speed-dynamics/volume and pitch. Maintain own part with awareness of how the different parts fit together to achieve an overall effect. Identify and control different ways instruments make sounds.</p>	<p>Focus - Ukulele Use and understand staff and other musical notation. Play new pieces by ear and from simple notations. Recognise and explore the ways sounds can be combined and used expressively.</p>	<p>Focus - Ukulele Sing/play appropriate material confidently and fluently. Maintain own part with awareness of how the different parts fit together to achieve an overall effect. Contribute to a class performance. Rehearse together to achieve objectives.</p>	<p>Focus - Ukulele Use and understand staff and other musical notation. Play new pieces by ear and from simple notations. Identify and control different ways instruments make sounds. Suggest Ideas and preparations for performances. + Summer Ukulele and Guitar Concert</p>
Links to our school/ Relevance to our pupils	<p>Harvest Festival Thanks to farmers/supporting local area charities Working in solo and ensemble contexts Teamwork , communication and social skills, well- being</p>	<p>Working collaboratively to put on a school play Teamwork, communication, well-being (self-confidence), resilience (keep practising), mental health</p>	<p>Music from different countries Multi-culturalism and diversity Working in solo and ensemble contexts Teamwork , communication and social skills, well- being</p>	<p>Working in solo and ensemble contexts Teamwork , communication and social skills, well- being</p>	<p>Working in solo and ensemble contexts Teamwork , communication and social skills, well- being</p>	<p>Working collaboratively to put on an end of year performance. Teamwork, communication, well-being (self-confidence), resilience (keep practising), mental health</p>
Cycle A Year 4/5	Suggestion – Charanga Unit 3 AT1 - Let your spirit fly	Suggestion – Charanga Unit 3 AT2 - Glockenspiel Stage 1	Suggestion – Charanga Unit 3 SpT1 - Three Little Birds	Suggestion – Charanga Unit 3 SpT2 - The Dragon Song	Suggestion – Charanga Unit 3 ST1 - Bringing Us Together	Suggestion – Charanga Unit 3 ST2 - Reflect, Rewind and Replay
Cycle B Year 4/5	Suggestion – Charanga Unit 4 AT1 - Mamma Mia	Suggestion – Charanga Unit 4 AT2 - Glockenspiel Stage 2	Suggestion – Charanga Unit 4 SpT1 - Stop!	Suggestion – Charanga Unit 4 SpT2 - Lean On Me	Suggestion – Charanga Unit 4 ST1 - Blackbird	Suggestion – Charanga Unit 4 ST2 - Reflect, Rewind and Replay
Cycle A Year 5/6	Suggestion – Charanga Unit 5 AT1 - Livin’ On A Prayer	Suggestion – Charanga Unit 5 AT2 - Classroom Jazz 1	Suggestion – Charanga Unit 5 SpT1 - Make You Feel My Love	Suggestion – Charanga Unit 5 SpT2 - The Fresh Prince of Bel Air	Suggestion – Charanga Unit 5 ST1 - Dancing In The Street	Suggestion – Charanga Unit 5 ST2 - Reflect, Rewind and Replay

Cycle B Year 5/6	Suggestion – Charanga Unit 6 AT1 - Happy	Suggestion – Charanga Unit 6 AT2 - Classroom Jazz 2	Suggestion – Charanga Unit 6 SpT1 - A New Year Carol	Suggestion – Charanga Unit 6 SpT2 - You've Got A Friend	Suggestion – Charanga Unit 6 ST1 - New Unit (Preview)	Suggestion – Charanga Unit 6 ST2 - Reflect, Rewind and Replay
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Primary Music Map of Progression including NC objectives

		Building Blocks			Strands of learning			
		Pulse	Rhythm	Melody	Active listening	Composing & Improvising	Performing	Singing
Developing a sense of pulse and rhythm	Y1	Keep a steady pulse in a group and be able to pick out two different tempos in music NC1.3/ NC1.4	Repeat back short basic rhythms and perform rhythmic ostinatos NC1.2/ NC1.4	Sing back short melodies that use 2 pitched notes and develop the concept of pattern work in music using rhythm grids NC1.1/ NC1.2/ NC1.4	Identify musical features in a range of high-quality live and recorded music; replicate basic rhythms heard NC1.3/ NC1.4	Improvise simple rhythms based on given stimuli (e.g. rhythm grids) NC1.4	Play basic rhythms on un-tuned percussion instruments and using body percussion NC1.2	Sing simple folk tunes in unison both with and without accompaniment or backing tracks NC1.1
	Y2	Keep a steady pulse in a group and solo with musical accompaniment; demonstrate at least 2 different time signatures (3/4 and 4/4) NC1.3/ NC1.4	Repeat back longer basic rhythms (at least 2 bars); performing notation (using crotchets, quavers and minims). NC1.2/ NC2.1/ NC2.3	Sing back short melodies that use around 3 pitched notes; Perform from rhythmic notation including crotchets and minims NC1.1/ NC1.2/ NC1.4	Identify where elements change (e.g. music gets faster or louder); replicate these changes in a simple performance NC1.3/ NC1.4	Repeat back longer basic rhythms from memory (at least 2 bars) and add imitations of the rhythms NC1.4	Play longer phrases on un-tuned percussion instruments and body percussion NC1.2	Sing simple songs and folk songs in rounds NC1.1
Adding melody to pulse and rhythm	Y3	Keep a steady pulse in a group and solo without musical accompaniment; demonstrate 2/4, 3/4 and 4/4 using at least 3 different tempos NC2.1/ NC2.3	Perform rhythms that are longer than 2 bars using crotchets, quavers, minims and their rests NC2.1/ NC2.4	Perform from and compose using at least 3 pitched notes and simple rhythms (crotchets, quavers, minims and rests) NC2.1/ NC2.2/ NC2.3/ NC2.4	Identify and describe musical features in pieces from different traditions; sing or play back simple melodies that are heard NC2.3/ NC2.5/ NC2.6	Create basic 3 note tunes and simple rhythms using crotchets, quavers, minims and their rests NC2.2	Use tuned percussion/ melodic instruments as well as the voice to perform 3+ note melodies and simple rhythms NC2.1	Sing songs and folk rounds whilst accompanied by ostinatos from the group NC2.1
	Y4	On a tuned instrument, keep a steady pulse in: 2/4, 3/4	Perform pieces with at least 2 rhythms happening together;	Perform from and compose using 5 pitched notes (or 4	Compare pieces of music in different traditions; perform music heard aurally	Improvise and compose tunes using 5 notes. Create more developed rhythmic	Perform 5+ note melodies (or 4+ chords) and more complex rhythms on	Sing pieces in two parts that have contrasting melodies

		and 4/4 time signatures and using different tempos with other pupils playing another ostinato to accompany NC2.1/ NC2.3	recognise and clap back rhythms using single quaver rests NC2.1/ NC2.3	chords) NC2.1/ NC2.2/ NC2.3/ NC2.4	that contains 2+ different parts at the same time NC2.1/ NC2.3/ NC2.5/ NC2.6	patterns (around 4 bars) NC2.2	tuned instruments NC2.1	and countermelodies NC2.1
Developing as a musician	Y5	On a tuned instrument, regularly and accurately perform pieces using at least 3 contrasting tempos and time signatures NC2.1	Perform pieces which use off-beat and dotted rhythms and single quaver rests NC2.1	Perform from and compose using 5-8 pitched notes; capture the work in different formats so it can be recreated NC2.1/ NC2.2/ NC2.3/ NC2.4	Whilst listening, pick out and perform syncopated and offbeat rhythms; be able to explain why the music uses those types of rhythms NC2.2/ NC2.5/ NC2.6	Create four bar melodies (in different tempos and time signatures that can be performed and include some off-beat rhythms NC2.2/ NC2.5/ NC2.6	Perform 5-8 note melodies or developed chord progressions (e.g. 2+ chords per bar) and more complex rhythms NC2.1	Sing pieces, including those from the western classical tradition, with a range of at least 8 notes and pieces with at least 2 different parts NC2.1
	Y6	When performing solo and in an ensemble, follow direction to change tempo accurately within pieces of music NC2.1/ NC2.3	Perform pieces which use off-beat and syncopated rhythms in: 3 different time signatures 3 different tempos NC2.1	Perform from and compose using 8 pitched notes; Capture the work in different formats including staff notation so it can be recreated NC2.4	Talk about the key features of music including: <ul style="list-style-type: none"> • Tempo • Metre • Instrumentation • Melody Understand the key features of at least four different types/ genres of music NC2.1/ NC2.3/ NC2.5/ NC2.6	Improvise and compose extended pieces of music using up to 8 notes and a variety of rhythms, tempos and time signatures NC2.2/ NC2.5/ NC2.6	Perform confidently and accurately individually and as part of a group NC2.1/ NC2.4	Sing musically, responding to the performance directions of the piece e.g. phrasing; sing more extended harmony parts NC2.1/ NC2.4