



## Pott Shrigley Church School Music Long Term Plan

### The EYFS profile

Being imaginative and expressive ELG aims to ensure that children will have the experience to;

- ❖ Invent, adapt and recount narratives and stories with peers and their teacher;
- ❖ 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.

### Aims of the National Curriculum

The national curriculum for music aims to ensure that all pupils:

- ♣ Perform, listen to, review, and evaluate music across a range of historical periods, genres, styles, and traditions, including the works of the great composers and musicians.
- ♣ Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- ♣ Understand and explore how music is created, produced, and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure, and appropriate musical notations.

Attainment targets

By the end of each key stage, pupils are expected to know, apply, and understand the matters, skills and processes specified in the relevant programme of study.



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### The EYFS profile

Being imaginative and expressive ELG Children at the expected level of development will;

- ❖ Invent, adapt and recount narratives and stories with peers and their teacher;
- ❖ 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.

Teachers are expected to use their professional judgement to make EYFS Profile assessments, using their knowledge and understanding of what a child knows, understands, and can do.

### Key stage 1

Pupils should be taught to:

- ♣ Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- ♣ Play tuned and untuned instruments musically.
- ♣ Listen with concentration and understanding to a range of high-quality live and recorded music.
- ♣ Experiment with, create, select, and combine sounds using the inter-related dimensions of music.

### Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- ♣ Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- ♣ Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- ♣ Listen with attention to detail and recall sounds with increasing aural memory.
- ♣ Use and understand staff and other musical notations.
- ♣ Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- ♣ Develop an understanding of the history of music.



Cycle A

## Pott Shrigley Church School Music Long Term Plan

EYFS/Y1		
Autumn 2	Spring 2	Summer 2
Me!	My Stories	Our World
<p><b>Key learning objectives</b></p> <ul style="list-style-type: none"> <li>• To listen to a song and understand that a song has a rhythm and a beat.</li> <li>• To move respond to a tune through free movement.</li> <li>• To understand that music provokes different emotions.</li> <li>• To express feelings after listening to music.</li> <li>• To listen to lyrics and understand their meanings.</li> </ul>	<p><b>Key learning objectives</b></p> <ul style="list-style-type: none"> <li>• To learn how to sing a song by listening and repeating.</li> <li>• To copy a rhythm by clapping and repeating.</li> <li>• To being to understand what pitch is and that it can be high and low.</li> <li>• To learn actions to a song.</li> <li>• To perform a simple song with actions.</li> <li>• To improvise by creating our own sounds.</li> </ul>	<p><b>Key learning objectives</b></p> <ul style="list-style-type: none"> <li>• To find the pulse in a song and understand what tempo is.</li> <li>• To play rhythm games to understand that rhythm can be different.</li> <li>• To create our own rhythms through clapping.</li> <li>• To listen to a variety of songs to understand how the rhythm changes in each one.</li> </ul>
<p><b>Curriculum objectives</b></p> <p><i><b>EYFS - Expressive Arts and Design</b></i> Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p><i><b>KS1 - Listen with concentration and understanding to a range of high-quality live and recorded music.</b></i></p>	<p><b>Curriculum objectives</b></p> <p><i><b>EYFS - Expressive Arts and Design</b></i> 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.</p> <p><i><b>KS1 - Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</b></i></p>	<p><b>Curriculum objectives</b></p> <p><i><b>EYFS - Expressive Arts and Design</b></i> Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p><i><b>KS1 - Experiment with, create, select, and combine sounds using the inter-related dimensions of music.</b></i></p>



Cycle B

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Music Long Term Plan

EYFS/Y1		
Autumn 2	Spring 2	Summer 2
Hey You!	Rhythm in the Way We Walk	Your Imagination
<p><b>Key learning objectives</b></p> <ul style="list-style-type: none"> <li>• To listen to a song and think about what style the music is.</li> <li>• To listen to a song and analyse what you can hear.</li> <li>• To think about how a song is put together.</li> <li>• To express an opinion about a song.</li> <li>• To discuss the difference between singing and rapping.</li> </ul>	<p><b>Key learning objectives</b></p> <ul style="list-style-type: none"> <li>• To use your body to find the pulse of a song.</li> <li>• To begin to understand and use musical vocabulary.</li> <li>• To think about whether a song is old or new.</li> <li>• To listen to an old version of a song and a new version of a song and make comparisons.</li> <li>• To understand that music can be instrumental or have vocals.</li> </ul>	<p><b>Key learning objectives</b></p> <ul style="list-style-type: none"> <li>• To listen to a song and answer questions using musical vocabulary.</li> <li>• To learn what vocal warm-ups are and why we do them.</li> <li>• To learn vocal warm-ups.</li> <li>• To learn a verse and a chorus of a song and perform it.</li> <li>• To play an instrument along to a song.</li> </ul>
<p><b>Curriculum objectives</b></p> <p><b>EYFS - Expressive Arts and Design</b> 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.</p> <p><b>KS1 - Listen with concentration and understanding to a range of high-quality live and recorded music.</b></p>	<p><b>Curriculum objectives</b></p> <p><b>EYFS - Expressive Arts and Design</b> Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p><b>KS1 - Listen with concentration and understanding to a range of high-quality live and recorded music.</b></p>	<p><b>Curriculum objectives</b></p> <p><b>EYFS - Expressive Arts and Design</b> 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.</p> <p><b>KS1 - Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Play tuned and untuned instruments musically.</b></p>



## Pott Shrigley Church School Music Long Term Plan

### Cycle A

Year 2/3		
Autumn 2	Spring 2	Summer 1 & 2
Ho, Ho, Ho	Hands, Feet, Heart	Recorders - LMT
<b>Key learning objectives</b>	<b>Key learning objectives</b>	<b>Key learning objectives</b>
<ul style="list-style-type: none"> <li>• To listen to a song and express an opinion about it.</li> <li>• To give reasons why you like or dislike a song.</li> <li>• To understand that there is often a lead vocalist in a song and backing singers.</li> <li>• To listen and name instruments in a song.</li> <li>• To recognise that there are different genres of songs.</li> <li>• To listen to and compare different Christmas songs and think about their meanings.</li> </ul>	<ul style="list-style-type: none"> <li>• To listen to the song and find the pulse using body movement.</li> <li>• To learn the song, 'Hands, Feet, Heart' and perform it.</li> <li>• To listen to 'The Click Song' and make comparisons between the two songs using musical vocabulary.</li> <li>• To understand the heritage of 'The Click Song' and understand how African music became popular in America and around the world.</li> <li>• To understand that the lady who wrote the song, Miriam Makeba was an activist.</li> <li>• To understand that the song is sung at weddings to bring good luck and explore how songs are used at celebrations.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand that a recorder is a wind instrument.</li> <li>• To begin to learn how to play notes on a recorder.</li> <li>• To begin to learn how to read music.</li> <li>• To begin to learn names of musical notes.</li> </ul>
<b>Curriculum objectives</b>	<b>Curriculum objectives</b>	<b>Curriculum objectives</b>
<p><i><b>KS1</b> - Listen with concentration and understanding to a range of high-quality live and recorded music.</i></p> <p><i><b>KS2</b> - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</i></p>	<p><i><b>KS1</b> - Use their voices expressively and creatively by singing songs and speaking chants and rhyme.</i></p> <p><i><b>KS2</b> - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</i></p> <p><i>Develop an understanding of the history of music.</i></p>	<p><i><b>KS1</b> - Play tuned and untuned instruments musically. Experiment with, create, select, and combine sounds using the inter-related dimensions of music.</i></p> <p><i><b>KS2</b> - Improvise and compose music for a range of purposes using the inter-related dimensions of music. Use and understand staff and other musical notation. Develop an understanding of the history of music.</i></p>



## Pott Shrigley Church School Music Long Term Plan

### Cycle B

Year 2/3		
Autumn 2	Spring 2	Summer 1
Let Your Spirit Fly	Glockenspiels Stage 1	Recorders - LMT
Key learning objectives	Key learning objectives	Key learning objectives
<ul style="list-style-type: none"> <li>To listen to the song, 'Let Your Sprit Fly' and learn that it is an R&amp;B style song.</li> <li>To understand what type of music R&amp;B is and listen to examples of different R&amp;B songs.</li> <li>To analyse the texture of the song and discuss how a song can be made up of layers.</li> <li>To think about how a computer has been used within the song and how we use technology in music.</li> <li>To explore the tempo of the song and discuss this using musical vocabulary.</li> <li>To explore how some songs have an instrumental section and why that is.</li> </ul>	<ul style="list-style-type: none"> <li>To introduce children to the language of music through the Glockenspiel.</li> <li>To understand that when we learn to play an instrument, we learn to read notes.</li> <li>To learn that a Glockenspiel is a percussion instrument and understand when we use percussion instruments.</li> <li>To listen to music containing percussion instruments and explore the rhythm these create.</li> <li>To learn each note on the Glockenspiel and build up to learning to play a piece using each of them.</li> </ul>	<ul style="list-style-type: none"> <li>To recall prior knowledge about the recorder using musical language.</li> <li>To respond and repeat musical notes on the recorder.</li> <li>To sing songs to accompany the recorder.</li> <li>To learn and perform a song on the recorder.</li> </ul>
Curriculum objectives	Curriculum objectives	Curriculum objectives
<p><b>KS1</b> - Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p><b>KS2</b> - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.</p>	<p><b>KS1</b> -Play tuned and untuned instruments musically.</p> <p><b>KS2</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>Use and understand staff and other musical notations.</p>	<p><b>KS1</b> –Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Play tuned and untuned instruments musically.</p> <p>Experiment with, create, select, and combine sounds using the inter-related dimensions of music.</p> <p><b>KS2</b> - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p>



## Pott Shrigley Church School Music Long Term Plan

### Cycle A

Year 4/5/6		
Autumn 2	Spring 2	Summer 1 and 2
Livin' On A Prayer	Glockenspiel Stage 2	Brass Instruments - LMT
<p style="text-align: center;"><b>Key learning objectives</b></p> <ul style="list-style-type: none"> <li>To listen to the song, 'Livin' On A Prayer' and understand that it is rock music.</li> <li>To understand what rock music is and make comparisons between other genres of music.</li> <li>To listen to a variety of rock songs and discuss the instruments that are used.</li> <li>To explore improvisation and body movement through music.</li> <li>To clap and say back rhythms that you hear.</li> <li>To create their own rhythms and repeat and respond to each other's'.</li> <li>To use percussion instruments to play along to the rhythms.</li> </ul>	<p style="text-align: center;"><b>Key learning objectives</b></p> <ul style="list-style-type: none"> <li>To build on prior knowledge from the unit, Glockenspiel 1 and use musical vocabulary.</li> <li>To recognise and read notes to play a song on the Glockenspiel.</li> <li>To revisit tunes learnt in the unit, Glockenspiel 1 and recall what a pulse is.</li> <li>To work collaboratively to compose a piece of music on the Glockenspiel drawing on prior knowledge.</li> <li>To perform their composed piece of music on the Glockenspiel.</li> </ul>	<p style="text-align: center;"><b>Key learning objectives</b></p> <ul style="list-style-type: none"> <li>To learn to play a brass instrument from a specialist teacher.</li> <li>To understand the part that brass instruments play in an orchestra.</li> <li>To learn to read and play notes on a brass instrument.</li> <li>To respond and recall notes on a brass instrument.</li> <li>To sing a song to accompany playing a brass instrument.</li> </ul>
<p style="text-align: center;"><b>Curriculum objectives</b></p> <p><i>KS2 - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</i></p> <p><i>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</i></p> <p><i>Listen with attention to detail and recall sounds with increasing aural memory.</i></p>	<p style="text-align: center;"><b>Curriculum objectives</b></p> <p><i>KS2 - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</i></p> <p><i>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</i></p> <p><i>Listen with attention to detail and recall sounds with increasing aural memory.</i></p> <p><i>Use and understand staff and other musical notations</i></p>	<p style="text-align: center;"><b>Curriculum objectives</b></p> <p><i>KS2 - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</i></p> <p><i>Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory.</i></p> <p><i>Use and understand staff and other musical notations.</i></p>



Pott Shrigley Church School  
Music Long Term Plan

Cycle B

Year 4/5/6		
Autumn 2	Spring 2	Summer 1 & 2
Mamma Mia	The Fresh Prince of Bel Air	Brass instruments - LMT
<p style="text-align: center;"><b>Key learning objectives</b></p> <ul style="list-style-type: none"> <li>• To listen to the song, 'Mamma Mia' and learn that it is pop music.</li> <li>• To listen to a range of pop music over the years and discuss how it has changed and evolved.</li> <li>• To learn and perform the song using different groups of pupils for verses and the chorus.</li> <li>• To explore the pulse, texture and tone of the song, discussing how the song makes people feel.</li> <li>• To have lead vocals and backing singers to understand their roles.</li> <li>• To listen to a range of Abba songs and discuss their success including the Eurovision Song Contest.</li> </ul>	<p style="text-align: center;"><b>Key learning objectives</b></p> <ul style="list-style-type: none"> <li>• To listen to the song, 'The Fresh Prince of Bel Air' and understand the genre of music, Hip Hop.</li> <li>• To discuss how music can be used in a range of mediums and the impact this can have.</li> <li>• To clap the rhythm that they can hear in the song.</li> <li>• To create their own rhythms by clapping and encourage other children to repeat and respond.</li> <li>• To copy back the riffs using instruments.</li> <li>• To express themselves with improvisation and body movement.</li> <li>• To listen to a range of Hip Hop songs and perform one of their choice.</li> </ul>	<p style="text-align: center;"><b>Key learning objectives</b></p> <ul style="list-style-type: none"> <li>• To learn to play a brass instrument from a specialist teacher.</li> <li>• To understand the part that brass instruments play in an orchestra.</li> <li>• To learn to read and play notes on a brass instrument.</li> <li>• To respond and recall and notes on a brass instrument.</li> <li>• To sing a song to accompany playing a brass instrument.</li> </ul>
<p style="text-align: center;"><b>Curriculum objectives</b></p> <p><i>KS2 - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Listen with attention to detail and recall sounds with increasing aural memory.</i></p> <p><i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</i></p> <p><i>Develop an understanding of the history of music.</i></p>	<p style="text-align: center;"><b>Curriculum objectives</b></p> <p><i>KS2 - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</i></p> <p><i>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</i></p> <p><i>Listen with attention to detail and recall sounds with increasing aural memory.</i></p>	<p style="text-align: center;"><b>Curriculum objectives</b></p> <p><i>KS2 - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory.</i></p> <p><i>Use and understand staff and other musical notations.</i></p>





Cycle C

## Pott Shrigley Church School Music Long Term Plan

Year 4/5/6			
Autumn 2	Spring 2	Summer 1	Summer 2
Happy	Classroom Jazz 1	Brass instruments - LMT	
<p style="text-align: center;"><b>Key learning objectives</b></p> <ul style="list-style-type: none"> <li>To listen to the song, 'Happy' and discuss what the lyrics mean.</li> <li>To listen to other songs that are uplifting and conveying a positive message.</li> <li>To discuss how music can provoke emotion and why it is important to people.</li> <li>To use musical vocabulary to describe how the music makes them feel and express an opinion about music.</li> <li>To learn and perform the song, Happy to an audience.</li> </ul>	<p style="text-align: center;"><b>Key learning objectives</b></p> <ul style="list-style-type: none"> <li>To listen to two jazz tunes, 'Three Notes Bossa' and 'The Five Note Swing'.</li> <li>To explore tunes with no lyrics and discuss why people might enjoy listening to them using musical vocabulary.</li> <li>To understand what jazz music is and period of time it was popular.</li> <li>To listen to the music and identify the instruments used.</li> <li>To explore the tempo of the music and sing the melody of it to understand the speed.</li> <li>To play instruments to accompany the tune explaining which instrument they have chosen and why.</li> </ul>	<p style="text-align: center;"><b>Key learning objectives</b></p> <ul style="list-style-type: none"> <li>To learn to play a brass instrument from a specialist teacher.</li> <li>To understand the part that brass instruments play in an orchestra.</li> <li>To learn to read and play notes on a brass instrument.</li> <li>To respond and recall and notes on a brass instrument.</li> <li>To sing a song to accompany playing a brass instrument.</li> </ul>	
<p style="text-align: center;"><b>Curriculum objectives</b></p> <p><i>KS2 - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</i></p> <p><i>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</i></p> <p><i>Listen with attention to detail and recall sounds with increasing aural memory.</i></p> <p><i>Use and understand staff and other musical notations.</i></p> <p><i>Appreciate and understand a wide range of high-quality live.</i></p>	<p style="text-align: center;"><b>Curriculum objectives</b></p> <p><i>KS2 - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</i></p> <p><i>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</i></p> <p><i>Listen with attention to detail and recall sounds with increasing aural memory.</i></p> <p><i>Use and understand staff and other musical notations.</i></p> <p><i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</i></p> <p><i>Develop an understanding of the history of music.</i></p>	<p style="text-align: center;"><b>Curriculum objectives</b></p> <p><i>KS2 - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</i></p> <p><i>Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory.</i></p> <p><i>Use and understand staff and other musical notations.</i></p>	