



Music Long-Term Plan

Parish Church of England Primary School

	Whole School Progression:							
Strands of Musical Learning Across a Unit	<u>Listening and Appraising</u>		<u>Musical Activities</u> (Singing, Playing Instruments, Improvisation, Composition).			<u>Performing</u>		
Transferrable Concepts - Interrelated Dimensions	<u>Pulse/Beat/Metre</u>	<u>Rhythm</u>	<u>Pitch: Melody</u>	<u>Tempo</u>	<u>Dynamics</u>	<u>Timbre</u>	<u>Texture</u>	<u>Structure (Form)</u>
Coverage of Musical Genres and Styles	Hip-Hop	Reggae	Blues	Funk	Folk	Baroque	Bhangra	Big-Band
	Musicals	Pop	Classical	Motown	Rock	Soul	Rhythm and Blues	Disco
	Grime	Jazz	Gospel	Rhymes	African	Latin	Asian	
Through Collective Worship	See 'Collective Worship - Music Coverage' Documentation for our diverse repertoire of musical genres and styles aimed to develop aural awareness and to help pupils appreciate and understand different types of music.							

Key	Colour
Core Teaching Unit	
Significant Musical Figures	
Deepening Musical Skills and Understanding - Delivered by Specialist Music Teacher.	

	Curriculum Coverages					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<u>Through structured teaching and enhanced provision, children will have the opportunity to develop their musical understanding through progression of the following throughout their time in Nursery:</u> Nursery: <ul style="list-style-type: none">- Join in with songs and rhymes, making some sounds.<ul style="list-style-type: none">- Make rhymical and repetitive sounds.- Explore a range of sound makers and instruments.- Enjoy and take part in action songs (taught progressively across the year – see below Traditional Rhyme Progression).<ul style="list-style-type: none">- Listen with increased attention to sounds.- Respond to what they have they heard, expressing their thoughts and feelings.- Remember and sing entire songs (taught progressively across the year – see below Traditional Rhyme Progression).<ul style="list-style-type: none">- Sing the pitch of a tone sung by another person.- Sing the melodic shape 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.					
	One, Two, Buckle my Shoe Ten Fat Sausages I'm a Little Teapot Peter Works with One Hammer This Old Man There Was an Old Lady Two Little Dickie Birds Little Boy Blue	Rub a Dub-Dub Old Mother Hubbard Sing a Song of Sixpence Jack Sprat I Had a Little Nut Tree There Was a Princess Mary, Mary, Quite Contrary London Bridge Ladybird, Ladybird Down at the Station			Peter Rabbit Twinkle, Twinkle Little Star Head, Shoulders, Knees and Toes Wind the Bobbin Up Peter Pointer Leo the Lion Row, Row, Row Your Boat Incy, Wincy Spider Horsey, Horsey Polly Put the Kettle On Dingle Dangle Scarecrow Little Bo Peep	
Reception	<u>Through structured teaching and enhanced provision, children will have the opportunity to develop their musical understanding through progression of the following throughout their time in Reception:</u> <ul style="list-style-type: none">- Listen attentively, move to and talk about music, expressing their feelings and responses.- Watch and talk about dance and performance art, expressing their feelings and responses.- Sing in a group or on their own, increasing matching the pitch and following the melody.<ul style="list-style-type: none">- Explore and engage in music making and dance, performing solo or in groups.- Remember and sing entire songs (taught progressively across the year – see below Traditional Rhyme Progression).					

	<u>Rhymes and Action Songs</u>	<u>Rhymes and Action Songs</u>	<u>Rhymes and Action Songs</u>	<u>Rhymes and Action Songs</u>	<u>Big Bear Funk</u> (Rhymes and Action Songs).	<u>Perform and Celebrate to Influence Aspirations</u> (Traditional Rhyme Performance).
	1,2,3,4,5 Once I Caught a Fish Alive Alice the Camel Baa Baa Black Sheep Cobbler Cobbler Dingle Dangle Scarecrow Five Little Ducks Five Little Speckled Frogs Five Little Monkeys Swinging in the Tree Ten in the Bed Five Currant Buns		Ten Green Bottles Miss Polly had a Dolly The Wheels on the Bus Old Macdonald had a Farm Three Blind Mice Hickory Dickory Dock Little Miss Muffett Hey Diddle Diddle Doctor Foster Pat a Cake		There was a Crooked Man Old King Cole Jack and Jill Humpty Dumpty Ring a Ring o Roses The Farmer's in his Den The Grand Old Duke of York Do You Know the Muffin Man Here We Go Round the Mulberry Bush Pop Goes the Weasel	
Year 1	<u>Hey Yowl</u> (Hip Hop).	<u>Rhythm In the Way we Walk and Banana Rap</u> (Reggae, Hip Hop).	<u>In the Groove</u> (Blues, Latin, Folk, Funk, Baroque, Bhangra).	<u>Round and Round</u> (Latin, Big Band, Jazz).	<u>Your Imagination</u> (Pop, Musicals).	
	Alicia Keys		A.R. Rahman [Jai Ho].		Andrea Bocelli	
Year 2 Glockenspiel	<u>Hands, Feet, Heart</u> (African).	<u>Ho Ho Ho</u> (Big Band, Motown).	<u>I Wanna Play in a Band</u> (Rock)	<u>Zootime</u> (Reggae)	<u>Friendship Song</u> (Pop, Soul, Musicals). (Boom Whacker)	
	Soweto Gospel Choir [The Lion Sleeps Tonight].		Queen		Bruno Mars	
Year 3 Recorder	<u>Recorder Tuition</u>	<u>Glockenspiel Stage 1</u>	<u>Three Little Birds</u> (Reggae).	The Dragon Song (Asian Traditional Music)	<u>Bringing Us Together</u> (Disco).	

	Marvin Gaye		Bob Marley		Sister Sledge
Year 4 Glockenspiel	<u>Glockenspiel Stage 2.</u>	<u>Mama Mia</u>	<u>Stop!</u>	<u>Lean on Me</u>	<u>Blackbird</u> (Pop).
	Abba		Bill Withers		The Beatles
Year 5 Ukelele	<u>Linin' on a Prayer</u> (Rock).	<u>Ukulele Tuition 1</u>	<u>Make You Feel My Love</u> (Pop)	<u>Ukulele Tuition 2</u>	<u>Dancing in the Street</u> (Motown)
	Bon Jovi		Adele		The Jackson Five
Year 6 Djembe	<u>Happy</u> (Pop, Motown).	<u>Ukelele Revisit x2</u> <u>Djembe Tuition</u>	<u>A New Year Carol</u> (Classical Music, Gospel, Bhangra).	<u>Djembe Tuition</u>	<u>You've Got a Friend</u> (Rock, Pop, Soul). <u>Perform and Celebrate to Influence</u> <u>Aspirations</u> (Leaver's Service).
	Pharrell Williams				Carole King