

Primary Music Curriculum: Long Term Planning

School: St Marie's RC Primary School.

Year: 25-26

	Throughout the year	Autumn	Spring	Summer
Nursery	Skills we are learning: Finding the singing voice, feeling and moving to the beat, hearing the rhythms of words in simple rhymes and songs, exploring sounds. Understanding louder/quieter, faster/slower, higher/lower. We do this by: Enjoying singing songs and games, familiar songs and nursery rhymes, songs for our seasons and celebrations (including our nativity play), songs for our topics. We sing songs with actions to the beat and we explore simple percussion instruments, learning to play them to the beat. We listen and move to a variety of music including Carnival of the Animals.			
Reception				
Year 1	Continue to find our singing voice using a variety of simple songs with limited pitch range. Sing and perform variety of songs with expression. Sing so-mi songs with increasingly accurate pitch matching.	Feeling and moving to the beat. Recognise and tap rhythms of known songs. Explore sounds – body, found and class percussion. Compose musical sound effects in response to stimuli e.g. fireworks, story. Carnival of the Animals Name some class percussion instruments. Songs for our Christmas play.	Differentiate between rhythm and beat – use simple songs, rhymes and singing games. Perform beat and rhythm of known songs using bodies and instruments. Play short patterns (ostinati) based on words and keep in time with a steady beat. Start to identify simple rhythms (using walk, jogging). Listen and move to music – e.g. March of Soldiers from Nutcracker, Hall of the Mountain King. Space – The Planets	Pitch – begin to hear when sounds get higher, lower or stay the same. Use voices and respond physically to show changes in pitch levels. Use tuned instruments to play short pitched patterns (e.g. so-mi) Make or follow simple graphic notations showing higher/lower sounds. Listen to music in contrasting pitch ranges and describe (e.g. Carnival of the Animals). Improvise simple question and answer vocal phrases on so-mi.
Year 2	Continue to find our singing voice using variety of songs with pitch range do-do. Use changes in dynamics and tempo when singing. Sing expressively and creatively. Sing la-so-mi songs with increasingly accurate pitch matching.	Differentiate between rhythm and beat. Explore sounds – body, found and percussion. Compose musical sound effects in response to stimuli e.g. stories, fireworks, rainstorm (listen to Bambi, April Showers). Use graphic symbols to record compositions. Name a variety of class percussion instruments and recognise their	Identify patterns of one and two sounds per beat. Use rhythm names (walk, jogging). Notate rhythms using stick notation (walk, jogging). Read and play rhythm patterns from stick notation (walk, jogging). Meter – begin to group beats in 2s or 4s and 3s using body movement patterns. Listen to music and identify meter (e.g. Nutcracker Russian	Pitch – be able to hear when sounds get higher, lower or stay the same. Familiarise with solfa pitch names (listen to Sound of Music). Recognise and identify pitches of simple songs using so-mi then la-so-mi. Use solfa to notate simple songs using la-so-mi and walk, jogging. Begin to recognise the link between shape and pitch in graphic notation and match it to 3 note tunes sung or

		sounds. BBC 10 – Ravi Shankar Songs for our Christmas play.	Dance and Waltz). Listen and move to music. Discuss changes in dynamics, tempo, timbre. London's Burning	played on tuned percussion. Improvise and compose short 2 or 3 pitch phrases using so-mi or la-so-mi and walk, jogging rhythms. Notate
Year 3	Sing widening range of unison songs of varying styles and structures, tunefully and with expression. Add dynamic and tempo control following physical and written instructions (<i>p/f, allegro/adagio</i>). Experience singing simple canons, rounds and partner songs. Perform actions & body percussion confidently in time to action songs.	Revise Year 2 Summer term work combining pitch and rhythm to make secure. Britten – Young Persons Guide to the Orchestra – watch and learn about different orchestral instruments and their families. BBC 10 Pieces – Connect It – watch and compose own patterns of body percussion sounds and actions, combining in groups or class. Explore tempo, dynamics, timbre, canon. Record and notate.	Perform and identify rhythms of known songs using crotchets, quavers and quaver rests (walk, jogging, shh). Read and write using stick notation. Listen – Beethoven 7 th Symphony, Allegretto. Compose own rhythm. Combine with others to make a rondo. Play on class percussion instruments. Perform and record. Listen - BBC 10 Pieces, Mozart Horn Concerto Rondo.	Pitch - be able to hear when sounds get higher, lower or stay the same. Recognise and identify pitches of simple songs using mi-re-do. Use solfa to notate simple songs using mi-re-do, and walk, jogging, rests. Introduce the stave, lines and spaces and treble clef. Improvise, compose, read and write phrases using 3 pitches (mi-re-do) and crotchets, quavers and crotchet rests. Sing or play on tuned percussion.
Year 4	Sing broad range of unison songs with appropriate pitch range, clear diction, mostly accurate tuning and control of breathing. Sing canons, rounds and partner songs with increasing control. Show control of dynamics, tempo, articulation, following physical signals and written symbols (<i>p f < > cresc dim accel rall stacc leg</i>) Whole class recorders.	Watch and listen to recorder performances. Introduce the recorder – focus on making a good sound (left hand at top, blow gently, cover holes fully, use of tongue to articulate). The notes B and A. Play first tunes by ear and memory then introduce playing from notation using previously known rhythms. Add minims and semibreves (<i>stride and ski</i>). Vikings	Learn songs and recorder tunes using BAG (mi, re, do). Play by ear and from staff notation. Improvise phrases using voice and recorder on mi re do (or BAG). Use to combine and create group or class compositions with simple structure (rondo, ternary). Notate using solfa or staff notation. Make improvements to work giving reasons. Listen to variety of music from different traditions and historical periods, describing.	As before but add more notes – low E and D – so can play pentatonic tunes. Experience major and minor melodies. Play and sing melodies in meter of 3 and 4 and recognise difference. Perform in group singing and playing recorder, maintaining independent part e.g. ostinato, drone, call and response, with fluency and expression. Egyptians
Year 5	Whole Class Flutes (c/o Bury Music Service)			
Year 6	Whole Class Ukuleles Sing broad range of unison songs with appropriate pitch range, clear diction, accurate tuning, control of breathing and phrasing with awareness of style. Sing 3 & 4-part rounds and simple harmony lines with awareness of how parts fit together. Refine use of dynamics, tempo,	Rhythm – learn songs and rhymes with semiquavers (running faster) and patterns using quavers and semiquavers (run faster, running fast). Identify using rhythm names and notate. Compose patterns using these rhythms and notate. Play on instruments e.g. Bamboo Tamboo. Listen. Add to other durations.	Pitch – learn variety of simple pentatonic songs (or Chinatown project) – identify pitch levels, play on glockenspiels (or Chrome Music Lab), notate and compose. Add drones or ostinato. Listen to variety of music from different traditions and historical periods, starting to relate to time periods. Describe using appropriate	Rhythm – compound rhythms splitting the beat into 3 – use simple rhymes and songs in compound time. BBC 10 Pieces Delia Derbyshire and the Dr Who theme. Play on glockenspiels, Chrome Music Lab (and guitar later). Coasts and Rivers Songs for leavers' performance.

	articulation when performing, following physical signals and written symbols (<i>pp p mp mf f ff < > cresc dim accel rall stacc leg</i>)	Introduce triads and play on tuned instruments (or music software) as accompaniments to songs e.g. Drunken Sailor, Sea Shanties. Begin to recognise major and minor triads. Compose using Drunken Sailor chord pattern.	musical vocabulary. Recognise and name more instruments. WW1 and 2 – <i>BBC 10 Pieces – Shostakovitch 10, Grazyna Bacowicz, Lark Ascending, Glenn Miller (Hey Mr Miller).</i>	
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