

Etwall Primary School Long Term Music Plan

| | <i>Autumn 1</i> | <i>Autumn 2</i> | <i>Spring 1</i> | <i>Spring 2</i> | <i>Summer 1</i> | <i>Summer 2</i> |
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| Reception | <p style="text-align: center;">Exploring sound</p> <p>Children explore how they can use their voice and bodies to make sounds, experiment with tempo and dynamic when playing instruments, identify sounds in the environment and differentiate between them.</p> <p style="text-align: center;">Celebration Music</p> <p>Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwankzaa and Christmas.</p> <p style="text-align: center;">Music and movement</p> <p>Children come up with simple actions to well-known songs, learn how to move to a beat and express feelings and emotions through movement to music.</p> <p style="text-align: center;">Musical stories</p> <p>A unit based on traditional childrens' tales and songs. Moving to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece; understanding that music and instruments can be used to convey moods or represent characters; playing an instrument as part of a group story.</p> <p style="text-align: center;">Big band</p> <p>Learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience.</p> <p style="text-align: center;">Transport</p> <p>Using voices, bodies and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score.</p> <p style="text-align: center;">These are taught throughout the year in EYFS and are taught using a mixture of Kapow and other resources.</p> | | | | | |
| KS1 Cycle A | <p>Keeping the Pulse (My Favourite Things)</p> <p>Exploring the concept of keeping a steady pulse together, children engage in music and movement activities inspired by their favourite things. They participate in different activities, moving to the beat of the music while thinking about and expressing their favourite objects or experiences.</p> | <p>Left free for nativity</p> | <p>Pitch and Tempo (Superheroes)</p> <p>Identifying high and low notes, children use this knowledge to compose a simple tune that represents a superhero. They then listen to different pitches, recognising the difference between high and low sounds. After identifying these notes, pupils</p> | <p>Sound Patterns (Fairytale)</p> <p>Examining different favourite fairy tales, children discuss the key moments in these stories. They are guided to clap and read simple sound patterns, matching the different characters of the story. Pupils then use these sound patterns to retell the fairy tale, bringing the story to</p> | <p>Music Symbols (Under the Sea)</p> <p>Diving into the unknown, children explore the depths of the sea through music, movement, musical symbols, and the playing of tuned percussion instruments. They engage in activities that allow them to express the mysterious underwater world, such as using their bodies to mimic the movement of sea creatures. They learn to interpret musical symbols to translate visual cues into sounds and play tuned percussion instruments, to represent the wonders of the underwater world.</p> <p style="color: red;">Linked to the humanities topic of 'Oh I do like to be beside the seaside'</p> | |

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| | | | <p>experiment with combining different pitches to create a melody that represents their chosen superhero.</p> <p>Vaguely linked to the humanities topic of Exciting Explores</p> | <p>life through sound and movement.</p> | |
| <p>KS1 Cycle B</p> | <p>Pitch (Musical Me)</p> <p>Learning to sing and play the song 'Once a Man Fell in a Well,' children learn to connect the melody to specific pitches. They explore how different notes correspond to different parts of the song, using their instruments to recreate the tune accurately. Additionally, they begin to recognise how simple symbols can represent pitch, developing their ability to read and interpret musical notation.</p> | <p>Left free for nativity</p> | <p>Call and Response (Animals)</p> <p>Chanting different call and response sound patterns, children progress to creating their own call and response patterns using untuned percussion instruments. They practise rhythm and pulse as they echo and respond to each other's chants, building a strong sense of musical communication.</p> | <p>Structure (Myths and Legends)</p> <p>Exploring structure through listening, analysing, and performing, children engage with a song about a well-known myth to understand its composition. They listen to identify sections, analyse simple sound patterns, and see how these elements tell the story of the myth. Pupils then perform short sound patterns in a simple structure using instruments and voices.</p> | <p>Instruments (Musical Storytelling)</p> <p>Exploring longer pieces of music, children look at how music can tell a story through the use of different instruments. They think creatively, considering how sounds can represent characters, actions, and emotions when creating a soundscape to tell the story of Jack and the Beanstalk.</p> |
| <p>Lower KS2 Cycle A</p> | <p>Changes in Pitch, tempo and dynamics (Rivers)</p> <p>Linking to geography learning, pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance.</p> <p>Links with the history topic Romans</p> | <p>Ballads</p> <p>Learning what ballads are, how to identify their features and how to convey different emotions when performing... Selecting vocabulary to describe a story, before turning it into lyrics following the structure of a traditional ballad.</p> | <p>Adapting and Transposing Motifs (Romans)</p> <p>Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs and adapt and transpose motifs and perform them to their peers.</p> | <p>Left free for Easter performance</p> | <p>Body and tuned Percussion (Rainforests)</p> <p>Exploring the rainforest through music whilst being introduced to new musical terms. Using a mixture of body percussion and tuned percussion instruments to create rhythms of the rainforest, layer by layer.</p> <p>Links with Humanities topic Rainforest and science topic of habitats and animals</p> |

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| Lower KS2 Cycle B | Traditional Instruments and Improvisation (India) Introducing to traditional Indian music. Learning about the rag and tal, listening to a range of examples of Indian music, identifying traditional instruments and creating improvisations and performing. | Developing Singing Technique (Vikings) Developing singing technique; learning to keep in time, musical notation and rhythm, culminating in a group performance of a song with actions. | Pentatonic melodies and composition (Chinese New Year) Using the story of Chinese New Year as a stimulus: revising key musical terminology, playing and creating pentatonic melodies, composing a piece of music in a group using layered melodies and performing a finished piece. Links with Art topic Chinese New Year where we did Willow pattern plates | Left free for Easter performance | Samba and carnival sounds and instruments (South America) Introducing samba and the sights and sounds of the carnival. Learning about the traditional sounds and instruments, syncopated rhythms and composing their samba breaks. |
| Upper KS2 Cycle A | Composition Notation (Ancient Egypt) Identifying the pitch and rhythm of written notes and experimenting with notating their compositions in different ways to help develop their understanding of staff notation. | Left free for Young Voices Practise | Blues Identifying the key features and mood of Blues music and its importance and purpose. Learning the 12-bar Blues and the Blues scale, and combining these to create an improvised piece with a familiar, repetitive backing. | Theme and Variations (Pop Art) Exploring the musical concept of theme and variations and discovering how rhythms can 'translate' onto different instruments | Dynamics, pitch and tempo (Fingal's Cave) Appraising the work of Mendelssohn and further developing the skills of improvisation and composition. This links vaguely to the humanities topic of Waterworld. |
| Upper KS2 Cycle B | South and West Africa Learning 'Shosholoza', a traditional South African song, playing the accompanying chords using tuned percussion and learning to play the djembe and some dance moves. | | Baroque Exploring music of the Baroque Period (from 1600-1750). Looking at the great Baroque composers and musicians and at the structural and stylistic features of the music that they wrote and performed. | Composition to represent the festival of colour Exploring the associations between music, sounds and colour, composing and, as a class and performing their own musical composition to represent Holi. | Musical theatre An introduction to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance, exploring how music can be used to tell a story and learning about performance aspects. |