

Ramshaw Primary School

Music Long Term Plan

In addition to the following timetabled lessons, children access at least 10 minutes of music each day. This can be through singing assemblies, movement breaks, during lessons, free-play or access to instrument boxes in each class. Children are encouraged to listen and appraise the music they hear. The listening repertoire for this is vast and children are given the opportunity to share their musical interests by requesting music.

Year Group / Cycle/Theme	Autumn	Spring	Summer
KS1			
Cycle A	I've got a Grumpy Face Musical Focus: Timbre, beat, pitch contour The Sorcerer's Apprentice Musical Focus: Musical storytelling, louder/quieter, faster/slower, higher/lower, timbre.	Bird Spotting Musical Focus: Active listening, beat, pitch (so-mi), vocal play Shake My Sillies Out Musical Focus: Timbre, pitch (higher/lower), tempo (faster/slower), beat.	Down There Under the Sea Musical Focus: Timbre, structure, active listening, tune moving in step (stepping notes), soundscape. It's Oh So Quiet Musical Focus: Dynamics, timbre, musical storytelling, improvising and composing, exploring instruments.
2	Witch, Witch Musical Focus: Call-and-response, pitch (la-so-mi-do), timbre. Row, Row, Row Your Boat Musical Focus: Beat, pitch (step/leap), timbre.	Up and Down Musical Focus: Pitch contour rising and falling, classical music. Five Fine Bumble Bees Musical Focus: Timbre, tempo, structure (call-and-response), active listening.	Slap, Clap, Clap Musical Focus: Music in 3-time, beat, composing and playing. Bow, Bow, Bow Belinda Musical Focus: Beat, active listening, instrumental accompaniment.
Cycle B	Menu Song Musical Focus: Active listening (movement) and beat Colonel Hathi's March Musical Focus: Beat, march, timbre and music from a film	Football Musical Focus: Beat, Ostinato, Pitched/unpitched patterns, Mi-ri-do	Dancing to Nautilus Musical Focus: Active listening (musical signals, internalising beat, draw to music, movement/ actions) and electronic music. Cat and Mouse Musical Focus: Mood, tempo, dynamics, rhythm, timbre, dot notation.
2	Magical Musical Aquarium Musical Focus: : Timbre, pitch, structure, graphic symbols, classical music	Who stole my chickens and hens? Musical Focus: Beat, Rests, Rhythm patterns, Higher/lower	Come Dance With Me Musical Focus: Call-and-response, Tuned percussion skills, Rhythm and syllables, Pitch
LKS2			
Cycle A	This Little Light of Mine <i>(Progression Snapshot)</i> Musical Focus: Pentatonic scale, Gospel music, off-beat, rhythm, call-and-response.	Global Pentatonic Musical Focus: Pentatonic scale, different music traditions and cultures, graphic/dot notation.	Ukulele Teaching – Durham Music Service
2	My Fantasy Football Team Musical Focus: Beat, rhythm, rondo, rhythm notation.	Ukulele Teaching – Durham Music Service	Ukulele Teaching – Durham Music Service
Cycle B	I've Been to Harlem <i>(Progression Snapshot)</i> Musical Focus: Pitch shape • Ostinato • Round • Pentatonic • Call-and-response	Latin Dance <i>(Progression Snapshot)</i> Musical Focus: Salsa • Beat • Clave rhythm • Timbre • Chords • Rhythm pattern	Ukulele – Durham Music Service
2	Chilled Out Clap Rap Musical Focus: • Beat • Rhythm • Tempo • Dynamics	Ukulele – Durham Music Service	Ukulele – Durham Music Service
UKS2			
Cycle A	Ukulele – Durham Music Service	Ukulele – Durham Music Service	Why We Sing? Musical Focus: Gospel music, instruments, structure, texture, vocal decoration.
2	Ukulele – Durham Music Service	What Shall We Do With A Drunken Sailor? Musical Focus: Sea shanties, beat, rhythm, chords, bass, dot notation	Building a Groove Musical Focus: beat, rhythm, basslines, riffs

<p>Cycle B</p> <p>1</p> <p>2</p>	<p>Ukulele – Durham Music Service</p> <p>Ukulele – Durham Music Service</p>	<p>Ukulele – Durham Music Service</p> <p>Hey Mr Miller Musical Focus: Swing music, syncopation, swing rhythm, big band instruments, scat singing, social and historical context (WWII, segregation)</p>	<p>Ame Sau Vala Tara Bal Musical Focus: Indian music, bhairavi raag, chaal rhythm, Indian musical instruments, Indian musical styles comparison (bhangra, Bollywood, Indian classical).</p> <p>Ain't Gonna Let Nobody Musical Focus: Civil rights movement in the USA, compare musical styles (Gospel, rhythm and blues, choral), spiritual turned protest song, vocal improvisation, chords C minor and G7.</p>
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NC REF:

Key stage 1 Pupils should be taught:

- 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:

- 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.