

East Bridgford St Peter's Primary Academy Long Term Music Plan

Reception

Autumn

My Musical Classroom

The term begins with activities perfect for getting the class **settled into school life!** The children will learn **simple welcome songs** and have fun working as a class to create **simple actions to accompany songs and nursery rhymes**. They will learn to **follow musical instructions and explore creative movement** – jumping like a jack-in-the-box or dancing like a rock 'n' roll teddy bear! Active listening activities are used throughout the term and the **children will experience a range of music** from West African dance to the sound of Norwegian ice instruments! As the term progresses, they will learn to recognize **simple classroom percussion instruments and compare their sounds**. They will compose **simple sound sequences** and represent them using objects and pictures. To round the term off, why not 'take a song for a walk' by singing a song to different people and in different places in the school?

Spring

Musical Patterns and Performing

Music is full of patterns! This term begins with activities designed to get children **recognizing musical patterns** in songs and music. They will **add actions** to match song lyrics, **play listening games** to develop recall of sound sequences, and **have fun exploring music-and-movement** patterns through songs such as **The Mouse And The Giant**. The children will develop their **recognition of classroom percussion instruments**, using them to play **simple accompaniments** and **simple rhythm patterns**. They will also begin to explore ways to **change sounds** and create **simple patterns**, e.g. playing loudly, quietly, slowly or quickly. Composing music inspired by **transport, machines and robots** provides an opportunity to explore **descriptive sounds** and to develop an understanding of pictorial notations. From 'Fossils' (Carnival Of The Animals by Saint-Saëns) to Don't Stop Me Now (Freddie Mercury), every lesson has an **active listening activity**, providing the children with regular opportunities to **experience music through movement, dance, art or role-play**. A simple performance is a fitting way to end the term. From a choice of activities, the children can **create their own dances**, perform the **I Don't Want To Be A Frog's Egg story** or learn a **playground singing game** to share with their school community.

Summer

Sound stories

From simple singing games to wiggly snail trails, this term begins with **opportunities to tell playful stories** using voices and tuned instruments. Heading outdoors is encouraged with **musical storytelling** inspired by the natural environment. From sound sticks to journey sticks, the children will learn to **create musical patterns**, using natural objects as a musical score. Listening choices also reflect the outdoors theme – the perfect opportunity to **learn about instruments made from wood** such as the didgeridoo, the log drum, the courting flute and temple blocks. An introduction to **musical timbre** is explored through fairy-tale characters as the children learn to **associate characters with instruments** – they might even meet them at a **Fairytale Tea Party!** They will explore the effect of **layering instrumental sounds**, developing an understanding of **musical texture**. The story theme continues as children learn to use **simple sound effects and pictorial notation** to accompany a story or song. From a choice of activities, the children can **retell The Three Billy Goats Gruff**, create a **fairy-tale sound map**, or create a class **song box** for Come With Me To The Beach.

STEP 1: Hear My Voice

Lesson Plan Here I Am

Lesson Plan My Voice Can...

Lesson Plan Singing Puppets

Step 1: What's The Pattern

Lesson Plan What's The Weather Today?

Lesson Plan Mouse And Giant Music

Lesson Plan A Week Of Sounds

Step 1: Pitch Play And Changing Sounds

Lesson Plan Sound Books

Lesson Plan Different Voices

Lesson Plan Snail Trails

Lesson Plan Daisies And Clouds

STEP 2: What's The Music Saying

Lesson Plan Stretch, Flop, Jig And Rock

Lesson Plan Sound And Silence

Lesson Plan Jack-In-The-Box

STEP 2: Playing Musical Patterns And Accompaniments

Lesson Plan Pass The Parcel

Lesson Plan Percussion Patterns

Lesson Plan Spider Beats

STEP 3: Sounds From Nature: Patterns And Sequence

Lesson Plan Journey Sticks

Lesson Plan Musical Sticks

Lesson Plan Nature And Sound Patterns

STEP 3: Instruments Everywhere

Lesson Plan Spy An Instrument

Lesson Plan Autumn Leaves

Lesson Plan Match The Instrument

Lesson Plan Play The Rhythm

STEP 3: Exploring Descriptive Sounds

Lesson Plan Traffic Sounds

Lesson Plan Rockets, Robots, Monsters

Lesson Plan Train Music

STEP 3: Meet The Characters

Lesson Plan Come To The Party!

Lesson Plan Who's In The Forest?

Lesson Plan Join The Line

STEP 4: Playing With Songs

Lesson Plan Find That Rhyme!

Lesson Plan Socks!

Lesson Plan Make A Picture With Shapes

Lesson Plan Take A Song For A Walk

STEP 4: Let's Perform

Lesson Plan Movement Patterns

Lesson Plan Singing Games

Lesson Plan Frog Performance

STEP 4: Perform A Story!

Lesson Plan Story Sound Effects

Lesson Plan Story Sound Boxes

Lesson Plan Story Sound Maps

East Bridgford St Peter's Primary Academy Long Term Music Plan

Year 1/2 - Cycle A

Autumn

Move to the beat – exploring pulse and rhythm

For children to understand pulse, they need to feel it and the songs and activities suggested for this term will help them do just that! This term, the children will **learn to recognize pulse**, matching movements to music. They will **explore percussion instruments** and perform simple instrumental accompaniments to familiar songs.

The children will progress to **copying and creating simple rhythm patterns**, eventually using **simple graphic notations** to represent these sounds. Throughout the term, they will **be introduced to a range of music** and **create simple choreography** for music such as Radetzky March by Strauss and Mattachins by Peter Warlock, as well as learning about **different dance traditions** such as South African Gumboot Dancing and North Indian Kathak Dance.

Spring

Exploring sounds

This term, the children will be **exploring how sounds can be produced** in different ways using **voices** and **instruments**. They will **listen to a variety of music** including *Flight Of The Bumblebee* and *William Tell Overture*, and will begin to recognize how composers use **dynamics, tempo and timbre** to **bring a character or theme to life!** They will learn to **sing simple songs** as a class, adding **facial expressions and actions** to enhance a performance. The children will **explore song lyrics** and use these as a basis for their **own compositions**. Working as a class and in small groups, they will **compose short sound sequences** to tell a story or reflect a character and **perform these to each other**. They will learn to **follow musical instructions** and **invent their own musical notation** to represent a sequence of sounds.

Summer

High and Low – exploring pitch

This term, the children will be **identifying and describing pitch**. They will explore the sounds created by a variety of **different instruments and voices**, describing their **pitch** and **timbre**. They will play **simple listening games** and identify **simple pitch patterns** in a range of songs and music, recognizing when **the pitch gets higher or lower**. They will use a variety of tuned and untuned percussion instruments and **compose simple sound effects** to **accompany sections of a story**. They will compose pitch patterns and represent these using **creative graphic notation** tools such as **pipe cleaners and coloured cubes!** They will finish the term by preparing songs and music for a class performance.

STEP 1: Exploring pulse through songs and movement

Lesson Plan What Is Pulse?

Lesson Plan Copy Me

Lesson Plan Music and Movement

Step 1: Exploring how sounds can be changed

Lesson Plan Fast Or Slow?

Lesson Plan Sound Collectors

Lesson Plan Ways to Play

Step 1: Recognizing changes in pitch and copying simple pitch patterns

Lesson Plan High Or Low?

Lesson Plan Mystery Sounds

Lesson Plan Up To The Sky, Down To The Ground

Lesson Plan Cuckoo Call

Lesson Plan Climbing Up And Down

STEP 2: Controlling pulse using voices and instruments

Lesson Plan Move Together

Lesson Plan Pass It On!

Lesson Plan Our Big Band

Lesson Plan Play To The Pulse

STEP 2: Exploring the timbre of instruments and voices

Lesson Plan Musical Characters

Lesson Plan Different Voices

Lesson Plan Unique Timbre

Lesson Plan Sounds From Words

STEP 3: Performing simple melodic patterns using voices and pitched instruments

Lesson Plan Climbing The Beanstalk

Lesson Plan Sound Effects

Lesson Plan Songs With Percussion

STEP 3: Exploring the difference between pulse and rhythm

Lesson Plan Playing Like Clockwork

Lesson Plan March To The Beat

Lesson Plan Body Rhythm

STEP 3: Sequencing sounds to tell stories and effects

Lesson Plan Create A Character

Lesson Plan Character Motifs

Lesson Plan The Mouse And The Giant

STEP 3: Representing Pitch

Lesson Plan Pipe Cleaners

Lesson Plan Build A Melody

STEP 4: Copying and creating rhythmic patterns

Lesson Plan Clockwork Rhythms

Lesson Plan Copy My Pattern

Lesson Plan Long Or Short?

STEP 4: Using graphic notation to represent sounds

Lesson Plan Inventing Notation

Lesson Plan Musical Storyboards

Lesson Plan A Spring Score

Lesson Plan A Tiny Seed

STEP 4: Creating music for a performance

Lesson Plan Perfect Picnic

Lesson Plan Show Time

Lesson Plan Musical Sandwich

East Bridgford St Peter's Primary Academy Long Term Music Plan

Year 1/2 - Cycle B

Autumn

Time to play – exploring pulse and rhythmic patterns

From body percussion to disco music, this term **develops children's understanding of pulse and rhythm**. The term begins with songs and activities to get children performing together rhythmically. The children will **perform actions and movements to a steady pulse** and play **simple musical passing games**. They will learn songs such as *March To The Beat* to explore the **difference between pulse and rhythm**, and **investigate different ways to play rhythms**, varying instrumental timbre and dynamics.

Working as a class and in small groups, the children will **learn to play a simple accompaniment to a song or poem**, selecting suitable sounds and timbre. They will learn to **create simple four-beat rhythms** and represent these using **graphic notations** such as Beat Monsters!

Spring

Musical moods and pictures

This term how **songs and music** can **communicate different moods and emotions**. They will investigate different ways to **express the mood of a song** by adding **facial expressions** and **changing the timbre and dynamics** of their voice. They will develop their understanding of **musical mood** through simple songs, where they will be introduced to **major and minor tonality**. Throughout the term, the children will listen and talk about a **wide variety of music** including *Can-Can* from *Orpheus in the Underworld* by Offenbach and *Fanfarra Cabua-Le-Le* by Sergio Mendes/Carlinhos Brown. They will learn to represent the sounds they hear using **graphic symbols and musical doodles!**

Working as a class and in small groups, they will **compose and improvise music** on the theme of weather. They will learn to **give musical instructions**, taking the role of a **conductor** in a **small group performance**. They will **create descriptive sounds** inspired by a song and **create a simple soundscape**.

Summer

Patterns with Pitch – exploring pitch and melody

This term, the children will be **exploring pitch and melody**. From the **octobass** to the **piccolo**, they will find out about a variety of instruments and learn to describe their **pitch** and **timbre**. They will play **simple listening games** and recall a pitch sequence, recognizing where the pitch gets **higher, lower or stays the same**. Through a range of songs, they will **develop their pitch-matching skills**, performing them with actions and movement. They will learn to use their voices creatively, **creating sounds to match graphic notations** such as vocal story maps and pipe-cleaner notation. They will **play simple melodies using tuned percussion** and be introduced to the **pentatonic scale** with songs such as *Just Five Notes*. They will finish the term by **preparing songs and music for a class performance**.

STEP 1: Performing rhythms and movement to a steady pulse

Lesson Plan Exercise Rhythms

Lesson Plan Musical Instructions

Step 1:

Lesson Plan How Do You Feel?

Lesson Plan Musical Moods

Step 1:

Lesson Plan Pitch Doodles

Lesson Plan Pitch Perfect

Lesson Plan Pass The Ball!

Lesson Plan Change!

Lesson Plan Walk Like This!

Lesson Plan High, Middle, Low

STEP 2: Copying and creating rhythmic patterns

STEP 2:

Lesson Plan Foodie Rhythms

Lesson Plan Song Tennis

Lesson Plan Peaceful Percussion

Lesson Plan Calm And Cross

Lesson Plan Up And Down

Lesson Plan Copy My Action

Lesson Plan How Will You Play?

Lesson Plan Time For A Rest

Lesson Plan Musical Doodle Boards

Lesson Plan Scrape, Tap, Blow, Shake

Lesson Plan Vocal Story Maps

Lesson Plan Have You Heard Me?

STEP 3: Combining rhythmic patterns

STEP 3:

STEP 3:

Lesson Plan Body Percussion

Lesson Plan We Can Play!

Lesson Plan Stormy Weather

Lesson Plan Weather Improvisation

Lesson Plan Just Five Notes

Lesson Plan Pentatonic Play

Lesson Plan Combining Rhythms

Lesson Plan Step Or Leap?

STEP 4: Representing rhythmic patterns

STEP 4:

STEP 4:

Lesson Plan Choose Your Beat!

Lesson Plan Four Beat Patterns

Lesson Plan Spring Soundscapes

Lesson Plan Morning Soundscapes

Lesson Plan Summer Songs

Lesson Plan Songs Of The Sea

Lesson Plan Meet The Beat Monsters!

Lesson Plan Meet The Dragons

Lesson Plan Show Time

East Bridgford St Peter's Primary Academy Long Term Music Plan

Year 3/4 – Cycle A					
Autumn		Spring		Summer	
<i>Hear it, play it! Exploring rhythmic patterns</i>		<i>Painting pictures with sound</i>		<i>Sing, play, notate!</i>	
This term, the children will be exploring rhythmic patterns. With activities designed to get everyone up and moving, the children will learn to identify rhythms and play them using body percussion, instruments and plastic cups! They will explore call-and-response techniques used in a range of songs and have fun creating their own call-and-response (question and answer) phrases. The children will develop their ensemble skills , learning to perform simple rhythmic ostinatos to accompany a song or poem. They will sing songs influenced by different musical styles such as Blues and Rock 'n' Roll and listen out for simple stylistic features in music such as <i>Hound Dog</i> by Elvis Presley and <i>Rock Around The Clock</i> by Bill Haley & His Comets. The children will move on to composing and notating simple rhythmic patterns using different forms of graphic notation .		Whether performing actions to match dynamics in Beethoven's <i>5th Symphony</i> or creating doodles in response to Vivaldi's <i>Winter</i> from <i>The Four Seasons</i> , this term begins with activities designed to help children identify and describe the ingredients (dimensions) that make up music. The children will explore instruments , learning about instrumental timbres associated with different countries and use this knowledge to create simple accompaniments to songs such as <i>We're Going Round The World</i> . As the term moves on, the children will learn how to vary the dimensions of music to evoke mood and atmosphere. They will create suitable music to accompany song lyrics and poetry , as well as improvising a musical phone call to express a suggested mood! The term ends with an opportunity to compose music inspired by stories and settings. The children will create and organize layers of musical sound to create interesting textures and have fun representing these sounds using different forms of notation such as storyboards and composition wheels!		Whether it's hopping, leaping, ascending or descending, this term begins with songs and activities to get children listening and describing pitch and melody. Using their voice as an instrument, they can create simple soundscapes or develop solo singing with songs such as <i>The Losing Things Song</i> . The children will learn to represent melodies from songs such as <i>Healthy Heart</i> and <i>Un, Deux, Trois</i> , exploring different forms of graphic notation such as dots, coins and pipe cleaners! As the term moves on, the class will develop their knowledge of the pentatonic scale , singing songs and working in small groups to compose and improvise simple melodies. The term ends with an opportunity to learn about performance. They will listen and compare versions of music such as <i>March Of The Trolls</i> by Grieg or <i>There's No Business Like Show Business</i> by Irving Berlin, learning how music can be arranged for different instruments and voices. And of course, an opportunity to perform to others is a vital ingredient of the term!	
STEP 1: Feeling the pulse and copying rhythmic patterns		Step 1: Identifying the inter-related dimensions of music		Step 1: Describing and experimenting with pitch	
Lesson Plan Stretch, Stamp, Clap	Lesson Plan One Action Behind	Lesson Plan Dynamic Actions	Lesson Plan Dynamic Improvisation	Lesson Plan Farewell Melodies	Lesson Plan Identifying Pitch
Lesson Plan Find The Beat	Lesson Plan How Does The Rhythm Go?	Lesson Plan Musical Doodling		Lesson Plan Pass The Solo	Lesson Plan Park Soundscape
Lesson Plan I Can Play					
STEP 2: Exploring call and response		STEP 2: Accompanying songs with suitable timbre and expressions		STEP 2: Representing pitch	
Lesson Plan Copy Cups	Lesson Plan Hear The Call	Lesson Plan We're Going Round The World	Lesson Plan Suitably Samba!	Lesson Plan Pipe Cleaner Notation	Lesson Plan Coin Notation
Lesson Plan Musical Jokes		Lesson Plan Musical Instructions		Lesson Plan Dotty Notation	Lesson Plan Dotty Call And Response
STEP 3: Performing a simple rhythmic ostinato		STEP 3: Creating sounds in response to a stimulus		STEP 3: Exploring the pentatonic scale	
Lesson Plan Ostinato Blues	Lesson Plan Mystery Number	Lesson Plan Sound Actions	Lesson Plan Poetry In Motion	Lesson Plan Pentatonic Improvisation	Lesson Plan Try A Pentatonic Scale
Lesson Plan Human Drum Kit	Lesson Plan It's Wicked At Gran's	Lesson Plan Musical Phone Call		Lesson Plan Pentatonic Haiku	
STEP 4: Composing and notating rhythmic patterns		STEP 4: To compose music to communicate stories and settings		STEP 4: Performing songs with tuned accompaniments	
Lesson Plan Cube Notation	Lesson Plan Beat Monsters!	Lesson Plan Musical Stories	Lesson Plan Journey Into Space	Lesson Plan In Harmony	Lesson Plan Trip Trap Melody
Lesson Plan Christmas Improvisation		Lesson Plan The Sound Of The Wind	Lesson Plan Composition Wheels	Lesson Plan Melodic Ostinato	Lesson Plan Musical Interludes
				Lesson Plan Plan A Performance	

East Bridgford St Peter's Primary Academy Long Term Music Plan

Year 3/4 – Cycle B					
Autumn <i>Playing with rhythm – playing together and rhythmic structures</i>		Spring <i>Musical Contrasts</i>		Summer <i>Melody builders – exploring melodies and song structures</i>	
<p>This term you can rustle up rhythm pizza and beatbox with Beadyman! Beginning with activities to get children performing together rhythmically, the children will learn to follow musical instructions and experience how it feels to be the conductor! Throughout the term, the children will develop their knowledge of rhythmic notation and use movement to express these concepts. They will have fun exploring songs such as <i>Harvest Samba</i> and will learn how music can be built by combining layers of rhythm. Developing ensemble skills is a key focus and the children will learn to stick to their own part in a group as well as thinking about ways to improve their group performances. The term ends with children composing music within a rhythmic framework with a selection of activities to choose from – the children could write new lyrics to a song, explore rhythm grid notation or create a class composition using rhythmic motifs.</p>		<p>Staccato or legato, forte or piano, major or minor - this term is all about musical contrasts. Beginning with songs and activities which explore different instrumental timbres, the children will learn how instruments can be grouped and classified in different ways. They will listen to music such as <i>The Young Person's Guide To The Orchestra</i> by Benjamin Britten and identify orchestral families (i.e. string, woodwind, brass, percussion). As well as comparing instrumental timbre, they will also learn to identify changes in tonality through singing songs such as <i>The King's Feelings</i>, as well as developing recognition of major and minor chords through simple listening games.</p> <p>Playing together as an ensemble is a key focus for the term. The children will learn to lead and follow musical instructions and understand the importance of keeping an eye on the conductor! They will explore contrasts between staccato and legato articulation when singing and playing and learn to vary dynamics, tempo, timbre and pitch through a Kandinsky-inspired improvisation! The children will end the term by developing their understanding of musical structure. With a selection of activities to choose from, they can create music in AB or rondo form or explore motifs with a game of Musical Top Trumps!</p>		<p>The term begins with a range of songs and activities to get the children describing and internalizing pitch. As well as singing aloud, they will also learn to use their 'thinking voice', exploring games and songs such as <i>That's The Way We're Put Together</i> and <i>Moving To The Music</i>. From a pentatonic lucky dip to call-and-response melodies, the children will develop their composition and improvisation skills as they learn to create simple melodies using a given range of notes.</p> <p>As the term moves on, the children will compose and notate melodies using graphic and letter notation. They will identify how melodies can be organized in different ways, exploring cumulative structure in songs such as <i>In The Jungle</i> and identifying the use of call and response in the Papageno/Papagena duet from <i>The Magic Flute</i> by Mozart.</p> <p>Using song structure as inspiration, the term ends with an opportunity to compose lyrics and create simple musical arrangements, preparing them for performance. From a choice of activities, the children can write a new verse for a song, create and notate performance directions to accompany sections of a song or plan a class performance.</p>	
STEP 1: Copying rhythmic patterns and performing together		Step 1: Exploring instrumental timbre and instrument families		Step 1: Describing and internalising pitch	
Lesson Plan One Action Behind	Lesson Plan Bouncy Waltz	Lesson Plan Instruments Of The Orchestra	Lesson Plan A Musical Journey	Lesson Plan Up And Down The Stairs	Lesson Plan Ascending Or Descending?
Lesson Plan Call-And-Response Cups	Lesson Plan Rhythm Grids			Lesson Plan Thinking Voice	Missing Words
STEP 2: Exploring notation		STEP 2: Exploring major and minor tonalities		STEP 2: Composing and improvising with a given range of notes	
Lesson Plan Introducing Note Values	Lesson Plan Recognising Note Lengths	Lesson Plan Major Or Minor?	Lesson Plan Melancholic Music	Lesson Plan Pentatonic Lucky Dip	Lesson Plan Call-And-Response Melodies
Lesson Plan Rhythm Pizzas	Lesson Plan Four Beats In A Bar	Lesson Plan Major And Minor Call And Response		Lesson Plan Flowers In Spring	
STEP 3: Sticking to my part		STEP 3: Recognising and responding to musical instructions		STEP 3: Composing and notating melodies	
Lesson Plan Drum Away	Lesson Plan Samba Band	Lesson Plan Lead And Follow	Lesson Plan Scarfing Around	Lesson Plan Longer Than The Line Before!	Lesson Plan Leaping And Stepping!
Lesson Plan More Mystery Numbers	Lesson Plan I Like...	Lesson Plan Kandinsky Improvisation	Lesson Plan Sound Movement Improvisation	Lesson Plan Two-Bar Melodies	Lesson Plan Class Conducting
STEP 4: Composing in a rhythmic framework		STEP 4: Composing in a structure		STEP 4: Exploring song structure and preparing for performance	
Lesson Plan This Is Me!	Lesson Plan Beatbox	Lesson Plan AB Structure	Lesson Plan Musical Antonyms	Lesson Plan Song Structure	Lesson Plan Songwriter
Lesson Plan Festive Phrases	Lesson Plan Rhythmic Layers	Lesson Plan Catchy Chorus Returns	Lesson Plan Musical Top Trumps	Lesson Plan Lyrics	Lesson Plan Let's Perform!
Lesson Plan Character Motifs					

East Bridgford St Peter's Primary Academy Long Term Music Plan

Year 5/6 – Cycle A

Autumn

Rhythm builders – exploring rhythmic patterns

This term the children will develop their understanding of **rhythm** and **rhythmic notation**. They will **get to grips with time signatures**, learning to 'feel' the difference between three and four beats in a bar. They will **explore folk traditions** such as Morris dancing and Basque dance and have fun creating and performing their own dances.

From a Tabletop Percussion Machine to rhythmic motifs, **learning to play rhythms expressively**, is a focus for the term as the children will learn to **choose suitable timbre and dynamics** when playing and composing. They will also learn the **importance of following the conductor!** As the term moves on, they will learn how composers **create interesting textures** by combining **layers of musical sound**. They will **identify the use of ostinato** in pieces such as *Bolero* by Ravel and will use ostinato to accompany songs such as *I Have A Song To Sing* and *Time For Everything*, **creating interesting polyrhythmic textures!**

The term ends by exploring ways to **represent musical textures through notation**. With a selection of activities to choose from, the children can **explore rhythm grids** or **create a layered composition** inspired by composers taking part in a video call!

Spring

Music and words

This term is all about **music and words!** The children will brush up their Italiano, improvise musical conversations, scat like Ella Fitzgerald and compose music inspired by poetry! Songs such as *Music Italiano* and *I'll Sing This Song* will teach the class to **recognize the inter-related dimensions of music** as well as develop their understanding of **Italian musical vocabulary**. Through creative listening activities, the children will learn to represent expressive features of music in a **graphic score** and then **use musical vocabulary to describe their creations!**

Improvisation skills will be developed through call-and-response activities where the children will create rhythmic and melodic patterns to a four-beat pulse. From the **classical cadenza** to the **Be-bop scat** of Ella Fitzgerald, the children will also develop an understanding of how improvisation has been used throughout **musical history**. Learning about **musical styles** such as **jazz** gives the class an opportunity to find out about **influential musicians** such as Louis Armstrong, and of course, it's the perfect reason to sing songs written in 'jazzy' style such as *Jazz Is Cool*, *In The Band* and *Shoo-Be-Doo-Ah*. The children will end the term by **creating music** inspired by lyrics, words and poetry, exploring techniques to establish **mood and atmosphere**.

Summer

Song ingredients – exploring melody, harmony and lyrics

This term, the children will learn about the key ingredients used in songs: **rhythm, melody, harmony and lyrics!** They will begin to learn rounds and part songs such as *School Is Nearly Over* and *I Got A Little Dog* and identify how **layers of melody can be combined** to create a **polyphonic texture**. They will identify these features in music from the past and present, listening to **traditional songs** such as *Frère Jacques* and *Three Country Dances In One*, alongside **contemporary music** created and performed with a loop pedal! As the term progresses, they will **develop their understanding of intervals, scales and chords** and learn to **notate pitches** using staff and letter notation. **Playing together as an ensemble remains a key focus** and they will accompany song melodies using **chords, drones and basslines**.

The term ends with a chance to **explore the songwriting process**. The children will learn how songs can reflect the time and place in which they are written, and may be sung to mark a social or cultural occasion. With a selection of activities to choose from, the **children can write their own song** inspired by the structure of *Take A Major Scale*, **compose a school jingle** or collaborate to **write a song to celebrate their school community**.

STEP 1: Exploring time signatures and performing together

Lesson Plan Pass The Beanbag

Lesson Plan The Rhythm Of Life

Lesson Plan Noodle Dance

Lesson Plan Elizabethan Dance

Lesson Plan Hot Potato

Step 1: Developing an understanding of the inter-related dimensions and musical vocabulary

Lesson Plan Musical Ingredients

Lesson Plan Italiano

Lesson Plan Symbols And Colours

Lesson Plan Meet The Artists

Step 1: Exploring melodic layers

Lesson Plan Round We Go

Lesson Plan Layers

STEP 2: Performing rhythms expressively

Lesson Plan Colour Palette Dynamics

Lesson Plan Tabletop Percussion Machine

Lesson Plan National Anthems

Lesson Plan Musical Motifs

STEP 2: Improvising musical patterns

Lesson Plan Beat Improvisation

Lesson Plan Mind The Gap

Lesson Plan Musical Conversations

Lesson Plan Improvising Melodies

STEP 2: Exploring scales, intervals and chords

Lesson Plan Melodies From Words

Lesson Plan Exploring Intervals

Lesson Plan Try A Triad

Lesson Plan Match The Chord To The Word

STEP 3: Exploring rhythmic texture

Lesson Plan Rhythmic Layers

Lesson Plan Rhythm Wall

Lesson Plan Watch The Conductor

Lesson Plan Syncopated Rhythms

STEP 3: Exploring jazz

Lesson Plan That's Jazz

Lesson Plan Scat Improvisation

STEP 3: Creating and playing harmonic accompaniments (drones, chords and baselines)

Lesson Plan Drones And Melodies

Lesson Plan Playing With Chords

Lesson Plan Now That's Called Harmony!

Lesson Plan Extraordinary Ensemble

STEP 4: Creating and notating a musical texture

Lesson Plan Crazy Clapping Improvisations

Lesson Plan Video-Call Composition

Lesson Plan Recycled Rhythms

STEP 4: Composing and notating music inspired by lyrics and poetry

Lesson Plan Volcano

Lesson Plan Word Work-Out!

Lesson Plan Composing From Lyrics

STEP 4: Combining lyrics, melody and harmony

Lesson Plan Jingle

Lesson Plan Lyrics And Melody

East Bridgford St Peter's Primary Academy Long Term Music Plan

Year 5/6 – Cycle B

Autumn

We've got rhythm – rhythmic ideas and structure

The term begins with an **exploration of time signatures**. Through songs and collaborative rhythm games, the class will get a feel for 6/8 rhythms and learn to identify changes in time signature and musical style in the song *Take Five Styles*.

Performing rhythms expressively is a focus for the term and the children will explore **rhythmic poems and songs** such as *Plastic Wrap* and *1066 Rap*. They will experiment with **vocal and instrumental effects** by varying articulation, dynamics and timbre and learn to identify these features when **listening to each other perform**.

Throughout the term, the children will **listen to rhythms from around the world** such as djembe drumming from West Africa, Latin American rhythms such as tango, salsa and samba and Konnakol from South India. Using songs as inspiration, the children will **learn to play polyrhythms** and **experiment with creating different polyrhythmic textures**.

The term ends with an opportunity to **capture rhythmic ideas in a musical structure**. From a choice of activities, the children can write a short rap, choreograph a routine with plastic cups or create a 16-beat (four bar) body percussion break to accompany the song, *Fiesta!*

Spring

Musical effects and moods

Whether **'Mickey Mousing'**, **singing like a Silly Donkey** or **creating a vocal firework display** inspired by Tchaikovsky's *1812 Overture*, the term begins with an **opportunity to get creative** with vocal and instrumental sounds. The children will **develop improvisation skills**, learning how to make subtle changes to vocal timbre as well as exploring dynamics, pitch, tempo and articulation to achieve effects. Songs such as *Ear Warm* and *Crying Out For Love* are a great opportunity to **learn about intervals** and through simple tuned percussion activities, the children will **explore how consonant and dissonant sounds** in harmony can **create moods and atmosphere**.

Throughout the term, the children will **explore how composers use music to communicate** characters, settings, and moods, identifying and exploring techniques such as **leitmotifs** used by film composer, John Williams. As the term moves on, it's time to take to the stage! The children will **learn about key features of musical theatre**, identifying the role of actors, musicians, and audience! Working in small groups, they will **explore ways to interpret and convey the lyrical meaning of a song** effectively, adding appropriate dynamics, vocal timbre, facial expression, and movement. The term ends with an **opportunity to compose, notate and perform!** From a choice of activities exploring graphic and standard notations, the children could create film soundtracks, leitmotifs, sound-effect rhythms or perhaps try a musical rollercoaster ride!

Summer

Celebrating songs

Whether they are listening out for that **catchy hook**, performing a **chord progression**, or **composing the next hit song**, this term the children will develop their knowledge of **song ingredients!** The children will learn how composers **use the dimensions of music to communicate the message of a song** as well as **identify structural features** such as verse, chorus and bridge. As the term progresses, they will learn to **identify and describe melodic patterns and sequences** in songs, playing them by ear on melodic instruments. They can learn to identify **chromatic melodies** with songs such as *Happiness is Not...* or **compose and notate simple melodies** inspired by *Ring Out The Bells* and *London Bells*.

Ensemble playing remains a key focus and the children will develop their understanding of chords, learning to **play simple chord progressions and basslines** to accompany songs such as *This Is The Blues* or *When We Celebrate*. Throughout the term, the children will **listen to a range of music** from protest songs to royal fanfares and **understand how composers find their inspiration** from specific events and situations in the world. The term ends with a **chance to create music for a specific occasion**. With a selection of activities to choose from, the children can write a song of celebration, a leavers song or a school fanfare!

STEP 1: Exploring time signatures and performing together

Lesson Plan Rumpty Tumpty

Lesson Plan Pass The Pebble

Lesson Plan Cup Rhythms

Lesson Plan Mixed-Up Rhymes

Lesson Plan Take Five Styles

Step 1: Improvising and exploring vocal and instrumental effects

Lesson Plan Sound Effects

Lesson Plan Mickey Mousing

Lesson Plan Fireworks!

Lesson Plan Articulate

Step 1: Investigating song ingredients

Lesson Plan What's The Message?

Lesson Plan Song Structures

Lesson Plan Song And Dance

Lesson Plan Song Detectives

STEP 2: Performing rhythms expressively – solo and in small groups

Lesson Plan Mad On Popping

Lesson Plan Plastic Wrap

Lesson Plan Quack, Twitter, Cluckety!

Lesson Plan Raps

STEP 2: Using harmony to create moods and atmosphere

Lesson Plan The Power Of Intervals

Lesson Plan Dark And Light

Lesson Plan Unity And Discord

STEP 2: Exploring scales and sequences

Lesson Plan The Bells!

Lesson Plan Clearly Chromatic

Lesson Plan Exploring Sequences

Lesson Plan Spot The Sequence!

STEP 3: Performing polyrhythms with expression

Lesson Plan African Drums

Lesson Plan Latin Rhythms

Lesson Plan Samba Rhythms

STEP 3: Exploring musical styles and performances skills

Lesson Plan On With The Show

Lesson Plan Take To The Stage

Lesson Plan In The Pit!

Lesson Plan Communicate With Your Audience

STEP 3: Playing and creating chord sequences and bass lines

Lesson Plan This Is The Blues

Lesson Plan Leavers' Ensemble

Lesson Plan Chord Changers

Lesson Plan Create A Chord

STEP 4: Organizing Rhythmic Ideas In A Structure

Lesson Plan Write A Rap

Lesson Plan Cup Choreography

Lesson Plan Body-Beat Composition

STEP 4: Composing and performing music to create moods and atmosphere

Lesson Plan Space Sounds In Sync

Lesson Plan One Actor, Many Roles

Lesson Plan Comedy Sound Effects

Lesson Plan Roller Coaster Ride!

Lesson Plan Silent Film

STEP 4: Composing and performing music for an occasion

Lesson Plan Song Of Celebration

Lesson Plan Moving On

Lesson Plan School Fanfare

East Bridgford St Peter's Primary Academy Long Term Music Plan