

Leigh St Mary's CE Primary School
Music – Long Term Overview



Suggested long-term plan: Music (Condensed)

NB. All units have five lessons unless otherwise stated.

	Unit 1	Unit 2	Unit 3	Unit 4
EYFS	Exploring sound	Music and movement	Transport	Big band
Year 1	Pulse and rhythm (Theme: All about me)	Musical Vocabulary (Theme: Under the sea)	Timbre and rhythmic patterns (Theme: Fairytales)	Pitch and tempo (Theme: Superheroes)
Year 2	West African call and response song (Theme: Animals)	Orchestral instruments (Theme: Traditional stories)	Musical me	Myths and legends



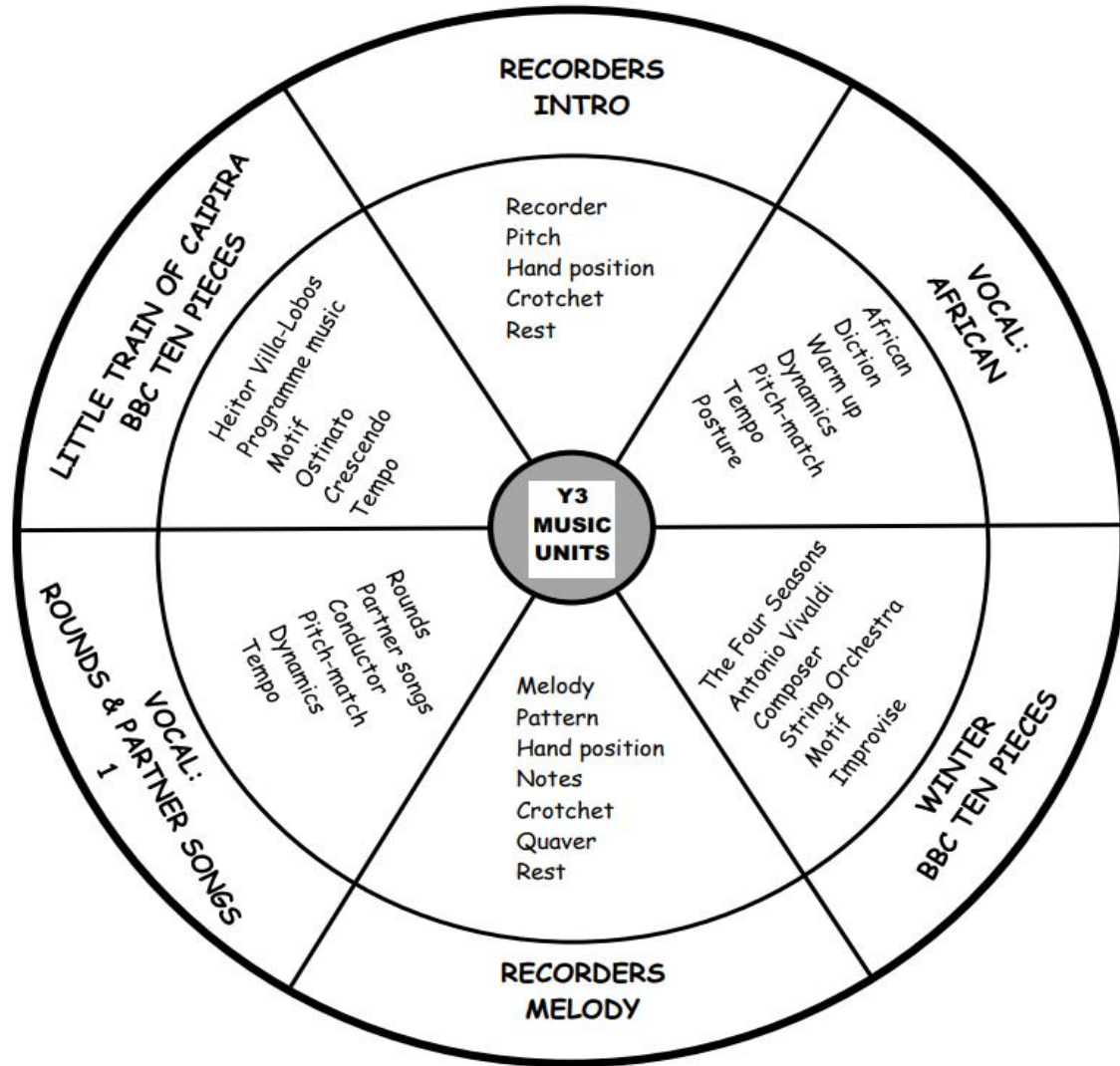
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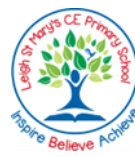


	Year 3
<u>Autumn 1</u>	<u>Recorders – intro</u> Play fast/slow, loud/quiet, high/low and change the type of sound when I play instruments with increasing control and accuracy.
<u>Autumn 2</u>	<u>Vocal - African</u> Sing mostly in tune, showing greater awareness of pitch matching.
<u>Spring1</u>	<u>Winter – BBC Ten Pieces</u> Begin to recognise different instrument families
<u>Spring 2</u>	<u>Recorders - melody</u> Play simple melodic patterns on tuned instruments.
<u>Summer 1</u>	<u>Vocal – rounds & partner songs 1</u> Sing a wider range of songs with expression and a sense of melodic shape.
<u>Summer 2</u>	<u>Little Train of Caipira BBC Ten Pieces</u> Play simple repeating rhythms on percussion instruments.



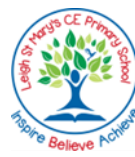
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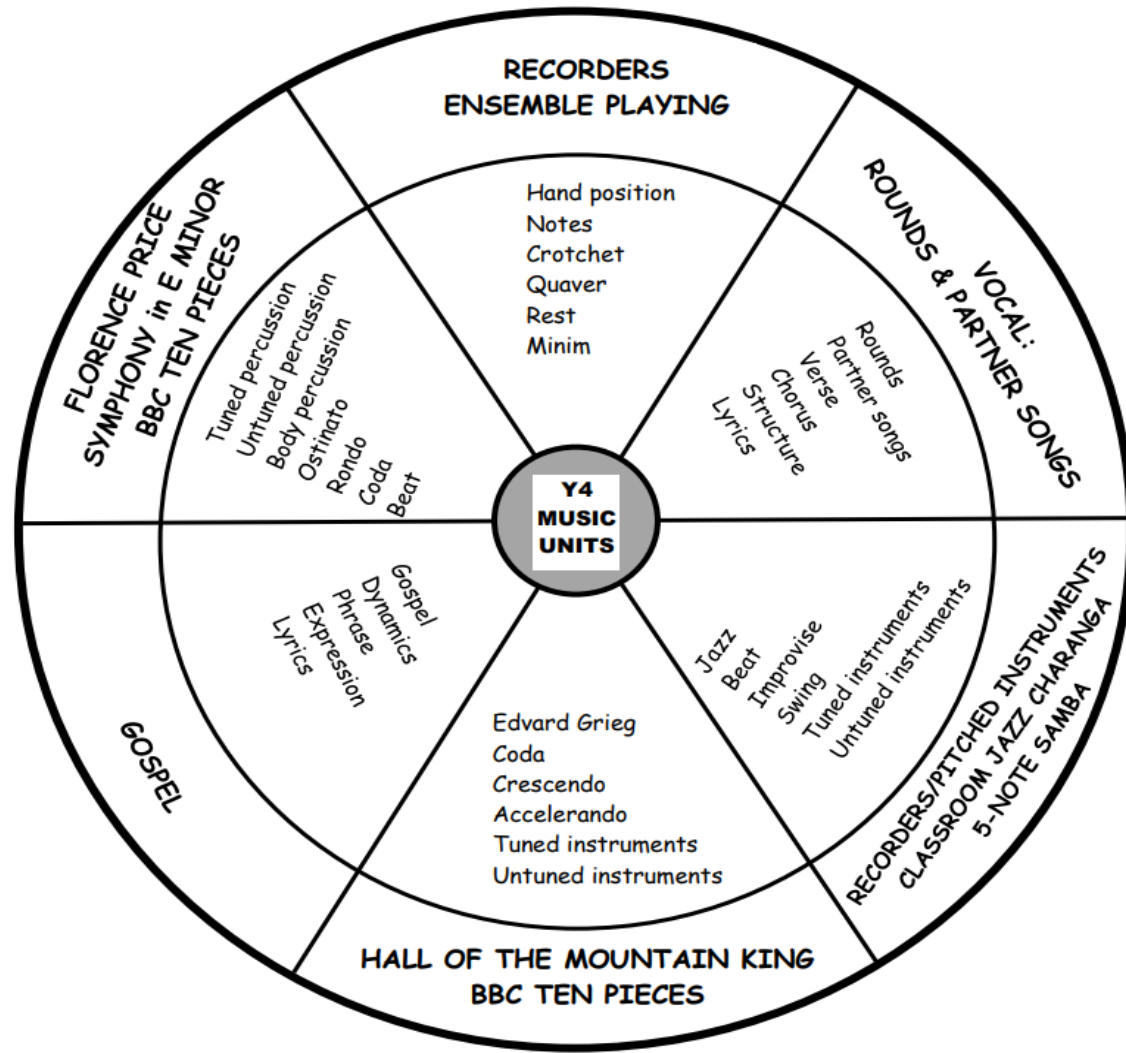


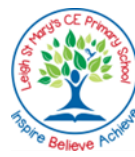
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	Year 4
<u>Autumn 1</u>	<u>Recorders – ensemble playing</u> Maintain a simple melody part independently, keeping in time with the pulse.
<u>Autumn 2</u>	<u>Vocal – rounds & partner songs 2</u> Sing increasingly complex songs: rounds, partner songs, songs with verse/chorus.
<u>Spring1</u>	<u>Recorders/pitched instruments – Classroom Jazz Charanga (5 note Samba)</u> Improvise rhythmic and melodic phrases using the voice and instruments.
<u>Spring 2</u>	<u>Hall of the Mountain King BBC Ten Pieces</u> Listen with concentration to a variety of live and recorded music from different cultures, traditions, and historical periods music, recognising how changes in the interrelated dimensions of music create different moods and effects.
<u>Summer 1</u>	<u>Vocal - gospel</u> Sing in tune with expression and clear diction, maintaining a wider pitch range with a good sense of melodic shape.
<u>Summer 2</u>	<u>Florence Price</u> <u>Symphony on E Minor BBC Ten Pieces</u> Create and develop musical ideas within given structures.



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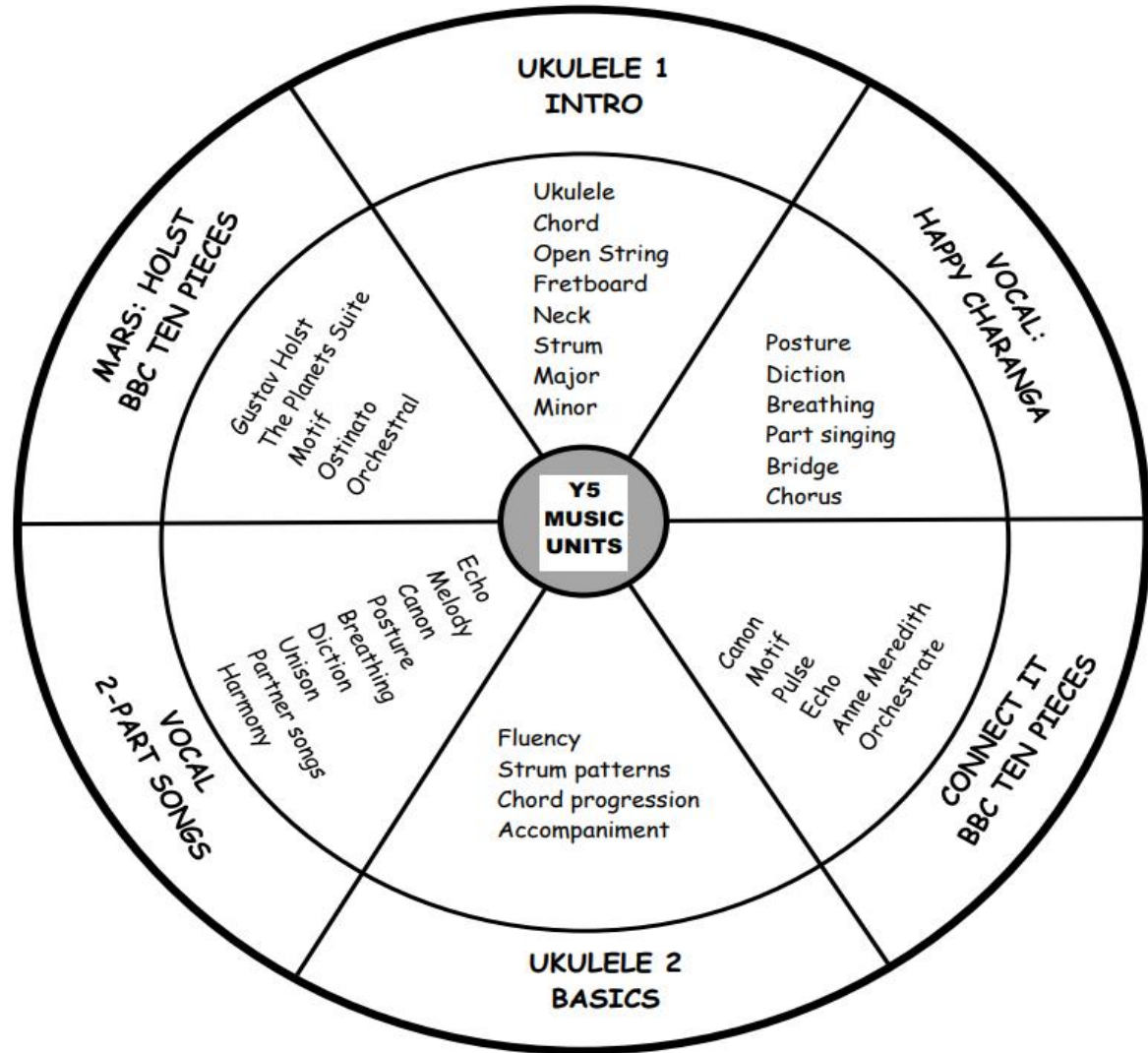


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	<u>Year 5</u>
<u>Autumn 1</u>	<u>Ukulele unit 1 - intro</u> Play melodic and rhythmic parts as part of an ensemble, keeping in time with other players.
<u>Autumn 2</u>	<u>Vocal – Happy Charanga</u> Sing expressively, showing an awareness of style, demonstrating the ability to control tempo and dynamics appropriately.
<u>Spring 1</u>	<u>Connect It BBC Ten Pieces</u> Improvise rhythmic and melodic phrases using the voice and instruments.
<u>Spring 2</u>	<u>Ukulele unit 2 - basics</u> Play in solo and ensemble contexts with fluency and expression.
<u>Summer 1</u>	<u>Vocal – 2-part songs</u> Sing a wide variety of songs: unison, partner, canon, songs with 2 or more parts.
<u>Summer 2</u>	<u>Mars – Holst BBC Ten Pieces</u> Compose music for a range of purposes using the interrelated dimensions with understanding and control to achieve intended effects.



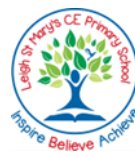
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	Year 6
Autumn 1	<u>Mambo (Rhythm & Pulse) BBC Ten Pieces</u> Maintain an independent part in a group (or as a soloist) with increased control, fluency and expression, showing awareness of other performers.
Autumn 2	<u>Vocal – Musical Theatre</u> Sing with confidence and expression, showing a clear sense of style, confidently controlling dynamics, tempo, and other expressive features of the music.
Spring1	<u>Film Music</u> Listen with attention to detail to a wide range of music from different traditions, genres, styles and periods, describing and evaluating musical features using appropriate musical vocabulary.
Spring 2	<u>Ride of the Valkyries BBC ten Pieces (leitmotif)</u> Compose music using a range of devices and/or for different purposes demonstrating an increased understanding of how the interrelated dimensions of music have been used to achieve intended effects.
Summer 1	<u>Ukulele unit 3 – Blues & improvising</u> Improvise longer melodic and rhythmic phrases using the interrelated dimensions of music with confidence and control.
Summer 2	<u>Songwriting</u> - Consolidation of skills and knowledge



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