



Ings Farm Primary Long Term Plan

Music 2016-2017

Skills & Processes

1	Listening and appraising; Appreciation, evaluation, opinion and discussion, style indicators, instrument indicators, musical history.
2	Musical activities; Singing, games, playing by ear, introducing and playing from notation.
3	Creating and exploring; Improvising with voices and instruments, composing, notating, writing down, graphic scoring.
4	Performing; Solo, ensemble.

Skills & Processes involved - Indicate by term or **C** for continuous

Year	Term 1	Term 2	Term 3	1	2	3	4
Nursery	Sing daily routine songs: tidy up song, hello and goodbye song. Sing Nursery rhymes and add actions. Play multicultural music and also music from different genres for the children to listen to. Music and movement in weekly PE sessions—on going throughout the year.	Sing topic related songs: number rhymes and add actions. Introduce a 'steady beat' to the children by asking them to tap the beat using their hands or stomping their feet. Allow children to explore the sounds of instruments during free flow times.	Continue with a 'steady beat' using untuned instruments. Play a variety of music and allow children to respond creatively and rhythmically. Introduce the idea that sounds can be changed e.g. the sound of your voice—use different story characters to help with this aspect. Play and explore with the tuned musical tubes.	Term 3	Term 1 & 2	C	C
Reception	Sing daily routine songs: Days of the week, Months of the Year, Hello and Goodbye song. Sing Literacy, Mathematics and topic related songs. SiSiRiPi with Debbie Lawson TVMS	Discuss the different sounds of instruments in music. Tap out a steady beat to Literacy, Mathematics and topic related songs.	Introduce the term 'rhythm'. Introduce basic notation through symbols. Play instruments by following symbols. Play and explore with the tuned musical tubes - emphasise the different letters make a different sound.	Term 2 & 3	Term 1	C	C
Year 1	Recap rhythm Introduce pulse Introduce pitch	Using their voices - a capella (no instruments, just voice). Using voices to sing along to songs. Recap basic notation through symbols. Introduce the 'staff' Introduce middle C and D. Play C and D on tuned instruments - musical tubes and then chime bars.	Listening and appraising Musical activities Creating, exploring and composing Performing	Term 1 & 3	C	Term 2 & 3	C
Year 2	Recap: Pulse, Rhythm, Pitch Introduce: Dynamics, Tempo, Timbre, Structure, Texture SiSiRiPi with Debbie Lawson TVMS	Using their voices - a capella (no instruments, just voice). Using voices to sing along to songs. Recap basic notation through symbols. Recap the 'staff' Recap middle C and D. Introduce E on tuned instruments. Play C, D and E on tuned instruments - Chime bars then glockenspiels	Listening and appraising Musical activities Creating, exploring and composing Performing	Term 1 & 3	C	Term 2	C

Year 3	Recap; Pulse, Rhythm, Pitch Introduce; Dynamics, Tempo, Timbre, Structure, Texture	Using their voices - a capella (no instruments, just voice). Using voices to sing along to songs. Recap basic notation through symbols. Recap the 'staff' Recap middle C, D, E. Introduce F on tuned instruments. Play C, D, E and F on tuned instruments - Glockenspiels then recorders.	Listening and appraising Musical activities Creating, exploring and composing Performing	Term 1 & 3	C	Term 2	C
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Year 4	Ukulele with David Dorrian Recap; Pulse, Rhythm, Pitch Introduce; Dynamics, Tempo, Timbre, Structure, Texture	Using their voices - a capella (no instruments, just voice). Using voices to sing along to songs. Recap basic notation through symbols. Recap the 'staff' Recap middle C, D, E, F. Introduce G on tuned instruments. Play C, D, E F and G on tuned instruments - Recorders	Listening and appraising Musical activities Creating, exploring and composing Performing	Term 1 & 3	C	Term 2	C
Year 5	Recap; Pulse, Rhythm, Pitch Introduce; Dynamics, Tempo, Timbre, Structure, Texture	Using their voices - a capella (no instruments, just voice). Using voices to sing along to songs. Recap basic notation through symbols. Recap the 'staff' Recap middle C, D, E, F, G. Introduce A on tuned instruments. Play C, D, E F, G and A on tuned instruments - Recorders then wooden xylophone	Appreciation and discussion History of Music Indicators of different styles of music e.g. harpsichord is used in classical music. Write own musical score using at least 4 of the notes from the following C, D, E, F, G, A from the C scale on tuned instruments	Term 1 & 3	C	Term 2 & 3	C
Year 6	Recap; Pulse, Rhythm, Pitch Introduce; Dynamics, Tempo, Timbre, Structure, Texture	Using their voices - a capella (no instruments, just voice). Using voices to sing along to songs. Recap basic notation through symbols. Recap the 'staff' Recap middle C, D, E, F, G, A. Introduce B and top C on tuned instruments. Play C, D, E F, G, A, B and top C on tuned instruments - Wooden xylophone & glockenspiel	Appreciation and discussion History of Music Indicators of different styles of music e.g. harpsichord is used in classical music. Write own musical score using the C scale on tuned instruments; C, D, E, F, G, A, B, C	Term 1 & 3	C	Term 2 & 3	C
Whole School	Live music experiences; Year group/Key Stage performances to parents TVMS soloists Singing Club Key Stage 2 choir Group tuition for Cello, Violin, Viola and Clarinet Strings workshops	Live music experiences; TVMS soloists Key Stage 2 choir	Live music experiences; TVMS soloists Ukulele Performance Eston Sports Centre Key Stage 2 choir				