

St. John's CE Primary School

Music Long Term Plan.



Whole School Music Curriculum Aims:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- Understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

EY Framework Linked to Music and KAPOW

Nursery	<p>Communication and Language</p> <ul style="list-style-type: none"> • Sing a large repertoire of songs. <p>Physical Development</p> <ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas
Reception	<p>Communication and Language</p> <ul style="list-style-type: none"> • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs.

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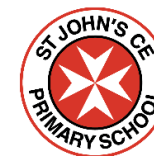
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	<p>Physical Development</p> <ul style="list-style-type: none"> Combine different movements with ease and fluency. <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody • Explore and engage in music making and dance, performing solo or ingroups 					
ELG- Expressive Arts and Design	<p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 					
Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Sing a large repertoire of songs. Use large scale muscle movements to wave flags and streamers, paint and make marks.	Sing a large repertoire of songs. Remember and sing entire songs.	Sing a large repertoire of songs. Sing the pitch of a tune sung by another person ('pitch match').	Sing a large repertoire of songs. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs	Sing a large repertoire of songs. Create their own songs or improvise a song around one they know.	Sing a large repertoire of songs. Respond to what they have heard, expressing their thoughts and feelings. Play instruments with increasing

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	Listen with increased attention to sounds.					control to express their feelings and ideas
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Reception

- Our Music Early Years Foundation Stage (Reception) activities are designed to target Development matters 'Expressive Arts and Design' statements and also fully integrated with the Kapow Primary Key stage 1 and 2 curriculum for Music offering a unified approach to teaching music in EYFS.
- Our Music EYFS (Reception) units **are not designed to be taught in a set order**. Instead, they feature flexible, small-step activities, allowing teachers to personalise lessons to fit in with their chosen themes or topics. The 'Celebration music' unit consists of lessons which could be taught throughout the year when studying the festivals Diwali, Hanukkah, Kwankzaa and Christmas, for example.
- The six units are as follows: Exploring Sound, Celebration, Music and Movement, Musical Stories, Transport and Big Band.

Listening and Evaluating	Creating Sound	Notation	Improvising and Composition	Singing/Playing Performing
Listening appropriately to someone leading a short musical phrase, song or rhyme. Exploring spontaneous movement with different parts of their body in response to music.	Singing short, rhythmic rhymes and songs. Using both speaking and singing voices. Unconsciously beginning to sing to the pulse of a song. Exploring vowel sounds through call and response activities.	Developing an awareness of high and low through pictorial representations of sound. Developing an awareness of how simple marks or objects can show single beats and single beat rests.	Exploring and imitating sounds from their environment and in response to events in stories. Experimenting with creating sound in different ways using instruments, body percussion and voices.	Beginning to say what they liked about others' performances. Facing the audience when performing. Spontaneously expressing feelings around performing. Performing actively as part of a group.

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<p>Expressing different spontaneous emotional reactions to music, (smiling, movement, body language). Using artwork or creative play as a way of expressing feelings and responses to music. Identifying and imitating sounds from a variety of music. Considering whether background music and sound effects can enhance storytelling. Showing preferences for certain music or sounds. Listening to music from a wide variety of cultures and historical periods.</p>	<p>Exploring different ways of making sound with everyday objects and instruments. (Groups A, B and C.) Exploring different ways of holding a range of instruments. (Groups A, B and C.) Starting to show a preference for a dominant hand when playing instruments. (Groups A, B and C.) Using instruments expressively to music. (Group B.) Using instruments to begin to follow a beat, with guidance. (Group A.)</p>		<p>Selecting classroom objects to use as instruments. Selecting sounds that make them feel a certain way or remind them of something. Playing sounds at the relevant point in a storytelling.</p>	<p>Demonstrating being a good audience member, by looking, listening and maintaining attention.</p>
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