



THE STOKE POGES SCHOOL

Music Long Term Plan

Reception Overview						
Term	Autumn		Spring		Summer	
Unit	Sing - I've got a grumpy face	The Sorcerer's Apprentice	Shake my sillies out	Bird spotting: Cuckoo polka	Down there under the sea	It's oh so quiet
Focus Composer/Music	<u>Eileen Diamond</u> I've got a grumpy face	<u>Paul Dukas</u> The Sorcerer's Apprentice <u>Trad.</u> Alice the Camel	<u>Raffi Cavoukian</u> Shake my sillies out	<u>Strauss</u> The Blue Danube Cuckoo Polka <u>Vaughan Williams</u> The Lark Ascending	<u>Jan Faulkner</u> Down there under the sea	<u>Bjork</u> It's all so quiet <u>Beethoven</u> 5 th Symphony Opening, 1 st mvnt
Key Knowledge	<ul style="list-style-type: none"> Dynamics-Louder/quieter Tempo-Faster/slower Pitch-Higher/lower Timbre-comparison of the different 'sound' of instruments 	<ul style="list-style-type: none"> Names of unpitched percussion instruments Counting in/Keeping in time What's a conductor? What's a composer? Names and families of instruments 	<ul style="list-style-type: none"> Names of untuned percussion instruments Counting in/Keeping in time Dynamics=louder/quieter, Tempo=faster/ slower, Pitch=higher/lower. 	<ul style="list-style-type: none"> Names of unpitched percussion instruments Counting in/Keeping in time Dynamics=louder/quieter, Tempo= faster/ slower, Pitch=higher/lower. 	<ul style="list-style-type: none"> Vocal and Instrumental Call and response Musical vocabulary Correct use of untuned percussion instruments 	<ul style="list-style-type: none"> Singing with more expression and control. Correct use of tuned and untuned percussion instruments
Key Skills	<ul style="list-style-type: none"> Make up new words and actions about different emotions and feelings. Sing enthusiastically Sing in echo Concentration in performance Play unpitched percussion correctly Play in time Move in time Recognise rhythms Find a better singing voice Mark the beat of the song with actions. 	<ul style="list-style-type: none"> Recognise, comment on and understand contrasts in tempo and dynamics Begin to use musical terms – Dynamics=louder/quieter, Tempo= faster/ slower, Pitch=higher/lower. Sing enthusiastically Sing in echo Concentration in performance Play unpitched percussion correctly Play in time Move in time Recognise rhythms Find a better singing voice 	<ul style="list-style-type: none"> Sing enthusiastically Sing in echo Concentration in performance Play unpitched percussion correctly Play in time Move in time Write lyrics to existing song (syllables) Recognise rhythms Listen to music and show the beat with actions. Sing an action song with changes in speed. Play along with percussion instruments. Create a sound story using instruments to represent different 	<ul style="list-style-type: none"> Sing enthusiastically Sing in echo Concentration in performance Play unpitched percussion correctly Play in time Move in time Recognise rhythms Discuss a piece of music using, where possible, musical vocabulary. Identify a specific motif in a piece of music 	<ul style="list-style-type: none"> Develop a song by composing new words, adding movement and props. Sing a song using call-and-response structure. Play sea sound effects on percussion instruments. With some support, play a call-and-response phrase comprising a short stepping tune (C-D-E). Listen to a range of sea-related pieces of music and respond with movement. Sing enthusiastically Sing in echo Concentration in performance 	<ul style="list-style-type: none"> Improvise music with different instruments, following a conductor. Compose music based on characters and stories developed through listening to Beethoven's 5th symphony. Play different instruments with control. Explore dynamics with voices and instruments. Develop listening skills, identifying dynamics (forte, piano, crescendo, and diminuendo) across a range of different musical styles. Sing enthusiastically

			<p>animal sounds/movements.</p> <ul style="list-style-type: none"> • Perform the story as a class 		<ul style="list-style-type: none"> • Play unpitched percussion correctly • Play in time • Move in time • Recognise rhythms • Discuss a piece of music using, where possible, musical vocabulary. 	<ul style="list-style-type: none"> • Sing in echo • Concentration in performance • Play unpitched percussion correctly • Play in time • Move in time • Recognise rhythms
Key Vocabulary	<ul style="list-style-type: none"> • Pitch - melody, stepping notes • Structure - question-and-answer • Tempo - beat, pulse (the heartbeat of the music) • Timbre - the names of instruments being used, mood • Other - record/recording, make up (improvise) 	<ul style="list-style-type: none"> • Duration – long/short • Dynamics – louder/quieter • Pitch – High/Low • Tempo - faster/slower • Timbre – percussion instruments 	<ul style="list-style-type: none"> • Duration: rests (when you don't sing or play). • Dynamics: louder and quieter sounds. • Pitch: higher and lower sounds. • Structure: verse and chorus. • Tempo: getting faster and getting slower. • Timbre: types of sound (like squeaky). 	<ul style="list-style-type: none"> • Duration: beat. • Timbre: vocal play, cuckoo whistle, orchestra. • Pitch: cuckoo interval, so-mi. • Structure: echo singing. 	<ul style="list-style-type: none"> • Dynamics: getting louder, getting quieter. • Pitch: stepping note, leap, notes C-D-E, higher, lower. • Structure: call-and-response. • Tempo: getting slower/faster. • Timbre: selection of percussion instruments • Other: soundscape 	<ul style="list-style-type: none"> • Dynamics: getting louder, getting quieter. • Pitch: stepping note, leap, notes C-D-E, higher, lower. • Structure: call-and-response. • Tempo: getting slower/faster. • Timbre: selection of percussion instruments
Required Resources	<p><i>I've got a grumpy face</i> PPT Selection of untuned percussion instruments.</p>	<p><i>The Sorcerer's Apprentice</i> PPT Selection of untuned percussion instruments.</p>	<p><i>Shake my sillies out</i> PPT Selection of untuned percussion instruments.</p>	<p>Cuckoo Polka PPT Selection of untuned percussion instruments.</p>	<p><i>Down there under the sea</i> PPT Tuned/Untuned percussion instruments, e.g. - shaker, scraper, chime tree, chime bars, glockenspiel, xylophone, ocean drum, rain stick.</p>	<p><i>It's all so quiet</i> PPT Dynamics Timbre Musical storytelling, improvising and composing, Exploring instruments - e.g. - shaker, scraper, chime tree, chime bars, glockenspiel, xylophone, ocean drum, rain stick.</p>



Year 1 Overview

Term	Autumn		Spring		Summer	
Unit	Food	Colonel Hathi's march	Football	Musical Phone calls	Dancing and drawing with <i>Nautilus</i>	Come dance with me
Focus Composer/ Music	<p><u>Rosie Adediran , Rosie Bergonzi and Dan Cundy</u> Bake, bake, bake <u>Anon</u> Rain is falling down</p>	<p><u>Trad.</u> The grand old Duke of York</p>	<p><u>Trad</u> Tap your name <u>Alison Burns/Tony Bonning</u> Football <u>Anon</u> Rain is falling down <u>Maurice Walsh</u> My fantasy football team</p>	<p><u>Cathy Berberian</u> Stripsody <u>Arthur "Guitar Boogie" Smith</u> Feudin' Banjos or Dueling Banjos</p>	<p><u>Anna Meredith</u> Nautilus</p>	<p><u>Sharon Durant</u> Come dance with me <u>Ned Bennett, Tom Flemming, Paul Honey</u> Songwriting backing tracks <u>Anon</u> Walk and stop</p>
Key Knowledge	<p>Names of percussion instruments Tonic solfa Dynamics=louder/quieter, Tempo=faster/ slower, Pitch=higher/lower.</p>	<p>Instrumental families Instrument names Dynamics=louder/quieter, Tempo=faster/ slower, Pitch=higher/lower.</p>	<p>Duration: beat, rhythm, rest. Pitch: mi-re-do (notes E-D-C), untuned/tuned instruments, unpitched/pitched patterns. Structure: ostinato (repeating pattern), echo, call-and-response. Tempo: steady beat Dynamics=louder/quieter, Pitch=higher/lower.</p>	<p>Names of percussion instruments Dynamics=louder/quieter, Tempo=faster/ slower, Pitch=higher/lower.</p>	<p>Musical signals Internalising beat Draw to music Movement/actions to music Dynamics=louder/quieter, Tempo=faster/ slower, Pitch=higher/lower.</p>	<p>Call-and-response, Echo singing Playing percussion Developing beat skills Written Music notation - crotchet, quavers and crotchet rest Dynamics=louder/quieter, Tempo=faster/ slower, Pitch=higher/lower.</p>
Key Skills	<ul style="list-style-type: none"> Sing enthusiastically Sing in echo Concentration in performance Play percussion correctly Play in time Move in time Recognise rhythms Find better singing voice Sing a cumulative song from memory, remembering the order of the verses. 	<ul style="list-style-type: none"> Sing enthusiastically Sing in echo Concentration in performance Work towards finding a better singing voice Play percussion correctly Play in time Recognise rhythms Work in a group Compose music to march to using tuned and untuned percussion. 	<ul style="list-style-type: none"> Sing enthusiastically Sing in echo Concentration in performance Work towards finding a better singing voice Play percussion correctly Play in time Recognise rhythms Work in a group Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C). Chant together rhythmically, marking rests accurately. 	<ul style="list-style-type: none"> Sing enthusiastically Sing in echo Concentration in performance Work towards finding a better singing voice Play percussion correctly Play in time Recognise rhythms Work in a group Listen to ideas of others Learn how to 'be an audience' Play a short simple phrase on pitched percussion 	<ul style="list-style-type: none"> Sing enthusiastically Sing in echo Concentration in performance Work towards finding a better singing voice Play percussion correctly Play in time Recognise rhythms Work in a group Perform actions to music, reinforcing a sense of beat. Respond to musical signals and musical themes using movement, matching movements to 	<ul style="list-style-type: none"> Sing enthusiastically Sing in echo Concentration in performance Work towards finding a better singing voice Play percussion correctly Play in time Recognise rhythms Work in a group Create musical phrases from new word rhythms that children invent. Sing either part of a call-and-response song.

	<ul style="list-style-type: none"> Play classroom instruments on the beat. Copy a leader in a call-and-response song, show the shape of the pitch moving with actions Listen and move in time to the song. 	<ul style="list-style-type: none"> Respond to musical characteristics through movement. Describe the features of a march using music vocabulary (e.g. that it has a steady beat, that soldiers 'march' to music, naming the instruments playing in the clips). 	<ul style="list-style-type: none"> Play a simple ostinato on untuned percussion. Sing an echo song while tapping the beat, and clap the rhythm of the words, understanding there is one beat for each syllable. Recognise the difference between a pattern with notes (pitched) and without (unpitched). 	<ul style="list-style-type: none"> Improvise question and answer phrases Link symbols to sound (pitched and unpitched) Record ideas as a graphic score Perform from a graphic score 	<p>musical gestures in the piece.</p> <ul style="list-style-type: none"> Develop awareness of duration and the ability to move slowly to music. Create artwork, drawing freely and imaginatively in response to a piece of music 	<ul style="list-style-type: none"> Play the response sections on tuned percussion using the correct beater hold. Echo sing a line independently with teacher leading, then move on to pair singing in echo format. Copy call-and-response patterns with voices and instruments.
Key Vocabulary	<p>Rhythm: long/held notes, short notes; rhythmic patterns</p> <p>Dynamics: getting louder, getting quieter.</p> <p>Pitch: stepping note, leap, notes C-D-E, higher or lower.</p> <p>Tempo: fast/slow, getting slower or faster.</p> <p>Structure: question-and-answer.</p> <p>Timbre: percussion instruments, tuned and untuned.</p>	<p>Duration: march rhythm.</p> <p>Pitch: low and high – low voices (adult elephants), high voice (the young elephant), low instruments, and high instruments (see timbre).</p> <p>Tempo: beat (pulse).</p> <p>Timbre: low instruments (tuba), high instruments (glockenspiel, flute/piccolo), drum, military band.</p>	<p>Duration: beat, rhythm, rest.</p> <p>Pitch: mi-re-do (notes E-D-C), untuned/tuned instruments, unpitched/pitched patterns.</p> <p>Structure: ostinato (repeating pattern), echo, call-and-response.</p> <p>Tempo: steady beat</p>	<p>Rhythm: long/held notes, short notes; rhythmic patterns</p> <p>Dynamics: getting louder, getting quieter.</p> <p>Pitch: stepping note, leap, notes C-D-E, higher or lower.</p> <p>Tempo: getting slower or faster.</p> <p>Structure: question-and-answer.</p> <p>Timbre: percussion instruments, tuned and untuned.</p> <p>Other: improvise (make up on the spot), compose, graphic symbol, graphic score.</p>	<p>Pitch: the highness or lowness of a note.</p> <p>Tempo: beat – a continuous, steady pulse that occurs in music. This could be compared to a ticking clock or a pumping heart.</p> <p>Duration: the length of a sound, often counted in beats..</p>	<p>Duration: beat, rhythm.</p> <p>Pitch: stepping notes A-G-F, tuned and untuned percussion.</p> <p>Structure: call-and-response, verse, chorus.</p> <p>Texture: solo.</p>
Required Resources	<p><i>Food</i> PPT</p> <p>Instruments - untuned percussion instruments</p> <p>Device to record video or audio</p>	<p><i>Colonel Hathi's march</i> PPT</p> <p>Instruments - untuned percussion instruments</p> <p>Device to record video or just audio</p>	<p><i>Football</i> PPT</p> <p>Instruments – a small handheld drum (e.g. a tambour) that can be passed around the circle (Lesson 1).</p> <p>– around 8 untuned instruments e.g. claves, woodblock, guiros, small drums etc. (Lesson 2).</p>	<p><i>Musical Phone calls</i> PPT</p> <p>Instruments - tuned and untuned percussion – enough for one each and 1 tuned percussion instrument for each group</p>	<p><i>Drawing and dancing to Nautilus</i> PPT</p> <p>Art supplies for drawing</p> <p>A large, open space suitable for movement.</p> <p>Wall space to create a display of pupil artwork.</p> <p>Instruments – a drum for keeping a beat.</p>	<p><i>Come dance with me</i> PPT</p> <p>A large space to move freely in.</p> <p>Instruments – a range of tuned percussion and 2 beaters per child e.g. xylophones, glockenspiels, chime bars, with the notes A-G-F. You'll need enough</p>

			<p>– enough tuned percussion instruments with the notes E-D-C for children to work in pairs and enough beaters for them to have at least one each. (Lessons 4 & 6)</p> <p>Equipment – a video recording device and stand (Lessons 3, 5 & 6).</p> <p>Stationery – paper and pencils to ‘fix’ composition ideas by writing them down. (Lessons 4 & 5).</p>		<p><i>Nautilus</i> musical map</p>	<p>for half the class to all play at the same time.</p> <p>– a selection of untuned percussion e.g. claves, wood blocks, drums, shakers, etc. Enough for one for each child.</p> <p>Equipment – a video recording device and stand.</p>
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Year 2 Overview

Term	Autumn	Spring	Summer
Unit	Long and short Feel the pulse Christmas	Whatever the weather Noah's ark	Slowly walks my grandad Train journey
Focus Composer	Prokofiev (Troika, Dance of the knights)	Tchaikovsky (1812, Nutcracker)	Handel (Hallelujah chorus, arrival of the queen of Sheba, Zadok the priest)
Key Knowledge	Names of pitched percussion instruments Counting in What's a conductor? What's a composer?	Timbre (quality of sound – metal v wood) Story of Noah from bible The sitar	Tempo Texture Mexican wave
Key Skills	Sing enthusiastically Sing in echo Concentration in performance Play unpitched percussion correctly Play in time Move in time Recognise rhythms Find better singing voice	Sing enthusiastically Sing in echo Concentration in performance Play unpitched percussion correctly Play in time Move in time Write lyrics to existing song (syllables) Recognise rhythms Find better singing voice Recognise instruments by their sound Improvising on unpitched percussion Holding beaters correctly	Sing enthusiastically Sing in echo Concentration in performance Play unpitched percussion correctly Play in time Move in time Sing solo Recognise rhythms Find better singing voice Recognise instruments by their sound
Key Vocabulary	Tempo Unpitched perc names beat rhythm fanfare acoustics composer conductor orchestra brass	Tempo percussions names syllable beat rhythm acoustics violin	Tempo percussions names syllable beat rhythm composer conductor orchestra trumpet

Required Resources	Prokofiev resources in plans Guitar Access to music room for most lessons Music express (both old and new resources)	Tchaik resources in plans Guitar Access to music room for most lessons Music express (both old and new resources)	Handel resources in plans Guitar Access to music room for most lessons Music express (both old and new resources) BBC ten pieces for Sheba?
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Year 3 Overview

Term	Autumn	Spring	Summer
Unit	Work Songs Ants and Spiders	Chinese New year Story telling	Staff notation A day off!
Focus Composer	Prokofiev (Troika, Dance of the knights)	Tchaikovsky (1812, Nutcracker)	Handel (Hallelujah chorus, Arrival of the Queen of Sheba, Zadok the Priest)
Key Knowledge	What is a work song? What is a sea shanty? Ostinato Rhythm notation (minim, crotchet, quaver semiquaver) Rests Rounds Lord Nelson Orchestra families	Understanding staff notation Ostinato Pentatonic scales Orchestra families What's a ballet?	Understanding staff notation Ostinato Pentatonic scales Orchestra families Baroque fingerprints How music can conjure a place
Key Skills	Sing enthusiastically Concentration in performance Play unpitched percussion correctly Play in time Move in time Recognise rhythms Find better singing voice Hold a part in a round Work in a group Listen to ideas of others Play or clap written rhythms	Sing enthusiastically Sing in echo Concentration in performance Play percussion correctly Play in time Move in time Recognise rhythms Find better singing voice Work in a group Listen to ideas of others Recognise notes in the treble clef Play a short simple phrase on pitched percussion Consider how music can set a mood or tell a story	Sing enthusiastically Sing in echo Concentration in performance Play percussion correctly Play in time Move in time Recognise rhythms Find better singing voice Work in a group Listen to ideas of others Recognise notes in the treble clef Play a short simple phrase on pitched percussion Consider how music can conjure a place
Key Vocabulary	Tempo perc names beat rhythm composer conductor orchestra Shanty Work song Round Ostinato	Tempo perc names beat rhythm composer conductor orchestra round ostinato pentatonic scale ballet	All plus Treble clef stave

	dynamics		
Required Resources	Notation folder with flashcards Perc instruments Mp3s on media drive Gareth Malone video on sea shanties	Notation flashcards Musictheory.net Dvd fantasia, Youtube Peter and the wolf (remind of last term's composer!)	



Year 4 Overview			
Term	Autumn	Spring	Summer
Unit	Ukulele introduction	Partner songs	New chords prepare for a performance
Focus Composer	Prokofiev (Troika, Dance of the knights)	Tchaikovsky (1812, Nutcracker)	Handel (Hallelujah chorus, Arrival of the Queen of Sheba, Zadok the Priest)
Key Knowledge	How to hold uke Hand position Chord of C Down strumming Orchestral families	Importance of the three chords we've learnt Importance of target setting importance of practice Orchestral families	Baroque fingerprints What is major and minor
Key Skills	Holding uke correctly Playing chords C F and G7 Playing in time Improving singing Singing while playing Holding a part in a round Moving between chords Reading a chord diagram Strumming down strokes correctly	Keeping correct hand hold and posture More complicated strumming patterns Speedy chord changes Singing while playing Holding a part in a round Practice	Continued practice of earlier skills Confidence with quick changing Working in a group Understanding that everyone is not at the same level and working accordingly Singing while playing Count group in
Key Vocabulary	Ukulele Chord Round Ballet fret Strum	All	All plus Chord progression Count in introduction
Required Resources	Ukes Chord diagrams White board Front Hall	Ukes Chord diagrams White board Front Hall	Ukes Chord diagrams White board Front Hall



Year 5 Overview NB Classes swap over at Feb half term

Term	Autumn	Spring	Summer
Unit	Trombone	Trombone Ukulele	Ukulele plus
Focus Composer	Prokofiev (Troika, Dance of the knights)	Tchaikovsky (1812, Nutcracker)	Handel (Hallelujah chorus, Arrival of the Queen of Sheba, Zadok the Priest)
Key Knowledge	Hand signs Dynamics	How to compose a duet/trio Ostinato Reminder of ukulele knowledge from y4	Baroque fingerprints
Key Skills	Assembling pBone Buzzing Following hand signs Learning 5 notes Playing in time Observing rests Remembering tunes Improvising Preparing for a performance Silent practice Play with piano accompaniment	Continued improvement in tone Continued improvement in following hand signs Working in a group Counting in Improvising Preparing for a performance Building back to y4 competence on uke Improving existing uke skills Improvise singing over a piano chord sequence Creating a chord progression for existing words Reading staff notation	Working in a group Playing rhythms using body percussion and unpitched percussion New chords Sing and play at same time Prepare for a performance Keeping a rhythm in a large group Improvising
Key Vocabulary	Buzz Bell Slide Slide lock Rest Long and short Dynamics From pp to ff Count in	Texture Ants and spiders proper names Staff notation words recap	Uke vocab Percussion names Call and response
Required Resources	Front hall pBones brass teacher! Dynamic cards	Front hall PBones Ukes White board Chord diagram help sheets	Front hall Invitation to parents for final assembly Ukes PBones Percussion instruments



Year 6 Overview			
Term	Autumn	Spring	Summer
Unit	Ukulele tab	Creative voices Sequencer	Ukulele unit performance
Focus Composer	Prokofiev (Troika, Dance of the knights)	Tchaikovsky (1812, Nutcracker)	Handel (Hallelujah chorus, Arrival of the Queen of Sheba, Zadok the Priest)
Key Knowledge	What is 12 bar blues How to read tab Birth of rock and roll	Boles What is texture? What is structure? triads	Baroque fingerprints Recap of periods of western music Where next for ukulele? Resources etc
Key Skills	Revision of Uke skills from y4 and 5 Read tab Sing and play uke Speed up tab reading Know when to play Prepare for performance Learn words Suggest improvements	Be creative with voice Work in a group Sing in parts Use chrome music lab	Polish uke skills Prepare for performance
Key Vocabulary	Tablature (tab) Introduction Ostinato melody	Texture Structure Sequencer Ostinato Triad Bass line melody	Recap all
Required Resources	Ukes Word sheets Elvis video Classroom lesson	Ipad for recording Laptops for chrome music lab Beat box videos incredibox	