



Sir Francis Hill Community Primary School Music Long Term plan

	Autumn	Spring	Summer
<u>Year 1</u>	<u>Tuned Instruments- Glockenspiels</u> Introduce pupils to tuned percussion through practical music-making and play-based learning. Children will develop their understanding of pulse, rhythm, pitch, dynamics, and performance while learning correct playing technique and basic musical vocabulary. Through singing, games, call-and-response activities, simple notation, improvisation, and group performances, pupils will explore high and low sounds, play simple rhythmic and melodic patterns, and begin creating their own musical ideas with increasing confidence and control.	<u>Spring 1- Singing and Notation</u> Children will begin to use the words frogs and tadpoles for crotchets and paired quavers. They will compose, read and improvise using this notation. Graphic notation will be used for children to compose. Children will sing repeated patterns and songs in unison. They will learn to match pitch with adult and sing using 'my turn, your turn'. While singing, the children will keep a steady pulse with actions and sing simple call-and-response songs. <u>Spring 2- Composition and Digital Music: Chrome Music Lab</u> The unit introduces pupils to creating and exploring music using simple music technology and digital tools. Through listening, performing, composing, and interactive activities, children will experiment with sounds, loops, rhythm, pitch, and dynamics. Pupils will develop confidence in making and organising musical ideas digitally while working creatively and collaboratively to perform and respond to music. Tracing maps will be used to match their understanding of graphic notation.	<u>Summer 1- Listen and Appraise: Music for Film</u> The unit introduces pupils to how music can create mood, atmosphere, and storytelling in films and animations. Through listening, singing, movement and percussion, children will explore how sounds can represent characters, actions, emotions, and settings. Pupils will experiment with dynamics, tempo, pitch, and rhythm to create short musical ideas and sound effects, working collaboratively to perform and respond to music linked to visual stimuli and stories. <u>Summer 2- World Music- Britain's Musical Heritage</u> The unit introduces pupils to a range of traditional British music styles, including Celtic music, sea shanties, and music hall songs. Through singing, listening, movement, and practical music-making, children will explore how music reflects British culture, storytelling, celebrations, and community life. Pupils will develop their understanding of pulse, rhythm, dynamics, and pitch while performing traditional songs, playing percussion instruments, and responding creatively to music from different parts of Britain.

<u>Year 2</u>	<u>Autumn 1- Singing and Notation</u> Children will continue to use the musical words for crotchets and paired quavers. They will begin to match this to standard notation towards the end of the unit. They will compose, read and improvise using this notation, as well as learning to understand that notes have letter names. Graphic notation will be used for children to compose. Children will continue to sing in unison and will begin to think about matching the way they are singing to match the song, including some simple dynamics. They will learn to match pitch with adult and sing using ‘my turn, your turn’. While singing, the children will keep a steady pulse with actions and sing simple call-and-response songs. <u>Autumn 2- World Music: European</u> The unit introduces pupils to a variety of musical traditions, instruments, and styles from across Europe. Through singing, listening, movement, composition, and performance activities, children will explore how music reflects different cultures, celebrations, and stories. Pupils will develop their understanding of pulse, rhythm, pitch, dynamics, and tempo while performing traditional songs, responding to contrasting pieces of music, and creating their own musical ideas inspired by European music.	<u>Tuned Instruments- Recorders</u> The unit introduces pupils to basic instrumental skills through practical and engaging music-making. Children will learn correct posture, breathing, finger placement, and playing technique while developing their understanding of pulse, rhythm, pitch, dynamics, and simple notation (with support of music words). Through games, songs, call-and-response activities, and group performances, pupils will play simple melodies, perform collaboratively, and begin creating their own musical patterns with increasing confidence and control.	<u>Summer 1- Digital Music</u> The unit introduces pupils to creating, exploring, and performing music using Chrome Music Lab with structure. Through practical activities, children will experiment with rhythm, pitch, melody, tempo, and dynamics while developing their understanding of how technology can be used to compose and organise musical ideas. Pupils will create simple compositions, explore sound patterns and loops, and work collaboratively to perform, evaluate, and respond to digital music with increasing confidence and creativity. <u>Summer 2- History of Music: Key Classical Pieces</u> The unit introduces pupils to a range of famous classical works and composers through listening, discussion, movement, singing, and practical music-making. Children will explore how music can tell stories, create mood, and express different ideas while developing their understanding of pulse, rhythm, pitch, dynamics, tempo, and instrumentation. Pupils will respond creatively to well-known classical pieces, perform simple musical patterns, and begin composing their own ideas inspired by classical music. Tracing maps will be used to match their understanding of graphic notation. An understanding of where this music lies in the history of music will be reviewed using key events.
<u>Year 3</u>	<u>Autumn 1- Digital Music</u> The children will be introduced to composing and performing music using song maker. Children will develop their understanding of melody, rhythm, pitch, structure, tempo, and dynamics while creating and editing their own musical ideas digitally. Pupils will explore how different combinations of notes and patterns create moods and styles, experiment with loops and layers, and refine their compositions through listening, evaluation, and	<u>Spring 1- History of Music: Renaissance and Baroque</u> Children will listen and appraise music from the Renaissance and Baroque period. They will look at key events from this period, key composers and instruments used. This will allow them to find similarities and differences with music then and now. Using this music, children will compose, use body percussion and use language to respond.	<u>Untuned Instruments: Djembe Drumming</u> Djembe Drumming unit introduces pupils to African drumming through practical, collaborative music-making using the djembe drum. Children will develop their understanding of pulse, rhythm, tempo, dynamics, call-and-response, and ensemble performance while learning correct playing technique and a range of drum sounds. Pupils will perform increasingly complex rhythmic patterns, explore improvisation and polyrhythms, and

	collaboration. Children will look at pentatonic scales, chords and structure using binary and ternary form. <u>Autumn 2- Singing and Notation</u> Children will use musical words to aid understanding of paired quavers, crotchets and minims as standard notation. They will compose, read and improvise using this notation. In addition, the children will begin to use rests. Singing should be confidently in tune as a group and children will begin to hold an independent part in a simple round. Children will begin to be aware as to how to warm-up their voice, helping to develop breath control and posture. Singing with expression and simple dynamics will be developed.	<u>Spring 2- World Music: Hindustani</u> This unit on Hindustani Music unit introduces pupils to the traditions of Hindustani classical music through listening, singing, rhythm work, and practical performance activities. Children will explore key musical elements including bols, taals, and raags, developing their understanding of rhythm cycles, melodic patterns, improvisation, and call-and-response. Through vocal activities, percussion, movement, and composition tasks, pupils will perform and create music inspired by Hindustani traditions while developing listening, ensemble, and cultural understanding skill	create group compositions inspired by traditional African drumming styles, developing confidence, coordination, listening, and teamwork skills throughout the unit.
<u>Year 4</u>	<u>Autumn 1- History of Music: Classical and Romantic</u> To develop their understanding of the musical history timeline, children will listen and appraise music from the Classical and Romantic period. They will look at key events from this period, key composers and instruments used. This will allow them to find similarities and differences with music then and now. Using this music, children will compose, use body percussion and use language to respond. <u>Autumn 2- Digital Music</u> Children will look at creating different note durations, develop their understanding of melody, rhythm, pitch, structure, tempo, and dynamics while creating and editing their own musical ideas digitally using Song Maker. Pupils will explore how different combinations of notes and patterns create moods and styles, experiment with loops and layers, and refine their compositions through listening, evaluation, and collaboration. Children will look at pentatonic scales, chords and structure using binary and ternary form.	<u>Tuned Instruments- Ukelele</u> This Ukulele unit introduces pupils to basic string instrument skills through practical and engaging ensemble music-making. Children will learn correct posture, strumming technique, chord shapes, tuning awareness, and simple notation while developing their understanding of pulse, rhythm, pitch, tempo, and harmony. Through songs, chord progressions, group performances, and creative activities, pupils will build confidence in playing melodies and accompaniments, performing collaboratively with increasing accuracy, fluency, and musical expression.	<u>Summer 1- Singing and Notation</u> Children will use musical words to aid understanding of paired quavers, crotchets and minims as standard notation, including rests. They will compose, read and improvise using this notation. Children will be able to maintain a part against another group when singing in a two-part rounds with or without harmonies. Further control of dynamics, tempo, and articulation will be developed with children matching their voice to suit the song. Notation will be used for songs to match pitch and voice. Children will understand how to prepare the voice for a performance and lead other children. <u>Summer 2- World Music: Africa</u> To continue their understanding of African music after the unit of Djembe drumming, it introduces pupils to a range of African musical traditions through singing, drumming, movement, listening, and ensemble performance. Children will explore key musical features such as polyrhythms, call-and-response, ostinato patterns,

			improvisation, and layered textures while developing their understanding of pulse, rhythm, tempo, and dynamics. Through practical music-making and collaborative composition activities, pupils will perform and create music inspired by African traditions, developing confidence, coordination, listening, and teamwork skills.
<u>Year 5</u>	<u>Autumn 1- World Music: Brazil</u> This unit introduces pupils to the vibrant musical traditions of Brazil. Through listening, performing, composing, movement, and cultural exploration, children will develop their understanding of rhythm, pulse, tempo, dynamics, and ensemble performance while learning about Brazilian culture and celebrations. Pupils will explore samba music, carnival traditions, Brazilian percussion instruments, call-and-response singing, and syncopated rhythms. Throughout the unit, children will work collaboratively to create and perform their own Brazilian-inspired pieces using percussion, body percussion, movement, and voice. <u>Autumn 2- History of Music: 20th Century</u> This 20th Century unit introduces pupils to a range of influential musical styles and developments from the 1900s, including jazz, blues, rock and roll, pop, film music, and early electronic music. Through listening, performing, composing, and discussion activities, children will explore how music changed throughout the century and reflected historical events, culture, and technological advances. Pupils will develop their understanding of rhythm, melody, harmony, structure, dynamics, and instrumentation while creating and performing music inspired by key 20th-century styles and artists.	<u>Tuned Instruments- Toot</u> Children will be introduced to playing the toot as a wind instrument, developing correct posture, breath control, embouchure, and finger technique. Children will build confidence in producing a clear tone and controlling pitch, rhythm, and articulation through simple melodies, scales, and ensemble playing. Pupils will develop their understanding of musical notation, pulse, and phrasing, and will perform both individually and as part of a group, focusing on accuracy, listening skills, and musical expression.	<u>Summer 1- Digital Music</u> Yu Studio will develop pupils' ability to compose, refine, and structure music using digital platforms. Children will deepen their understanding of melody, harmony, rhythm, texture, structure, and dynamics, using technology to create more complex layered compositions. Pupils will experiment with musical form, loops, and instrumentation, making purposeful choices to achieve intended effects, and will evaluate and improve their work through listening, editing, and peer feedback. <u>Summer 2- Singing and Notation</u> Children will use standard notation for crotchets, quavers, paired quavers, crotchets, minims and semi-breves as well as rests. They will compose, read and improvise using this notation. Children will be able to sustain harmony parts independently and sing in two or occasionally three parts. They will demonstrate musical expression and phrasing and adapt tone for different musical styles.

<u>Year 6</u>	<u>Tuned Instruments- Toot</u>	<u>Spring 1- Digital Music</u>	<u>End of Year Performance</u>
	Toot unit builds upon the instrumental skills developed in Year 5, further developing pupils' confidence, control, and musical independence on the instrument. Children will refine their breath control, fingering accuracy, articulation, tuning, and expressive phrasing while performing increasingly complex melodies and ensemble pieces. Pupils will apply a secure understanding of notation, rhythm, tempo, dynamics, and structure through solo and group performances, improvisation, and composition activities. The unit extends Year 5 learning by introducing greater technical challenge, musical expression, and ensemble awareness, preparing pupils for more advanced instrumental study and KS3 music.	Yu Studio enables pupils to create, structure, and refine more sophisticated compositions using digital music software and sequencing tools- this includes the use of standard notation. Children will consolidate and extend their understanding of musical elements such as structure, harmony, rhythm, texture, tempo, and dynamics, using these deliberately to communicate mood and intention. Pupils will compose layered pieces with increasing independence, apply editing and production techniques, and critically evaluate their work and the work of others. <u>Spring 2- History of Music</u> Children will conclude their understanding of the history of music timeline by looking closely at the modern genres of music from K-Pop to Jazz. They will then select one performer/band as their focus to base their project looking closely at instruments, production and facts on the given performer. We will also look at how AI can play a part in creating music.	Children will perform confidently in harmony and part singing during a performance to an audience by maintaining own vocal line independently. They will demonstrate strong pitch accuracy and control (aided by the use of an effective vocal warm-up). Dynamics and expression will be intentional.