




ORMSKIRK WEST END PRIMARY SCHOOL

Music Long Term Plan – Cycle A

	Autumn			Spring		Summer		
Acorns (not a rolling cycle)	<p>Songs I'm got a grumpy The Sourceer's apprentice Witch, witch Row, row, row your boat</p> <p>Make up new words and actions about different emotions and feelings. • Explore making sound with voices and percussion instruments to create different feelings and moods. • Sing with a sense of pitch, following the shape of the melody with voices. • Mark the beat of the song with actions</p>			<p>Songs Bird Spotting, Cuckoo Polka Shake My Sillies Out Up and Down Five Fine Bumblee Bees</p> <p>Explore the range and capabilities of voices through vocal play. • Develop a sense of beat by performing actions to music. • Develop active listening skills by recognising the 'cuckoo call' in a piece of music (so-mi). • Enjoy moving freely and expressively to music</p>		<p>Songs Down There Under the Sea It's Oh So Quiet Slap Clap, Clap Bow, Bow, Bow, Belinda</p> <p>Invent and perform actions for new verses. • Sing a song while performing a sequence of dance steps. • Play a two-note accompaniment, playing the beat, on tuned or untuned percussion. • Listen to and talk about folk songs from North America.</p>		
	Elm (Y1/2)	Menu Song	Colonel Hathi's March	Magical Musical Aquarium	Football	Who Stole My Chickens and Hen?	Dancing and Drawing to Nautilus	Cat and Mouse
Objectives	<p>Participate in creating a dramatic group performance using kitchen-themed props. • Sing a cumulative song from memory, remembering the order of the verses. •</p>	<p>Compose music to march to using tuned and untuned percussion. • Respond to musical characteristics through movement. • Describe the features of a march using music vocabulary (e.g. that it has</p>	<p>Experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds using graphic symbols. • Sing a unison song rhythmically and in tune. • Play percussion instruments expressively, representing</p>	<p>Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C). • Chant together rhythmically, marking rests accurately. • 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</p>	<p>Compose new lyrics and create short body percussion patterns to accompany the song. • Sing familiar songs in low and high voices, recognising higher and lower. • Play a partner clapping game while singing a song. • Listen to and copy short rhythm patterns by ear. Mark rests in the song with actions, their voices, and instruments.</p>	<p>Perform actions to music, reinforcing a sense of beat. • Respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece. • Develop awareness of duration and the ability to move slowly to music. • Create art work, drawing freely and</p>	<p>Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation. • Attempt to record compositions with stick and other notations. • Sing and chant songs and rhymes expressively. • Listen and copy rhythm patterns.</p>	<p>Create musical phrases from new word rhythms that children invent. • Sing either part of a call-and-response song. • 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.</p>

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	Play classroom instruments on the beat. Copy a leader in a call-and-response song, show the shape of the pitch moving with actions, and sing using mi-re-do. • Listen and move in time to the song.	a steady beat, that soldiers 'march' to music, naming the instruments playing in the clips).	the character of their composition. • Listen to 'Aquarium', reflecting the character of the music through movement	(pitched) and without (unpitched)		imaginatively in response to a piece of music		
Maple (Y3/4)	I've Been to Harlem	Chilled out Clap Rap	Latin Dance	March from the Nutcracker	From A Railway Carriage	Just Three Notes	Samba with Sergio	Fly with the Stars
Objectives	Compose a pentatonic ostinato. • Sing a call-and-response song in groups, holding long notes confidently. • Play melodic and rhythmic accompaniments to a song. • Listen and identify where notes in the melody of the song go down and up.	Create rhythm patterns using the durations crotchet, crotchet rest, pair of quavers. • Transfer rhythm patterns to tuned instruments to create rising and falling phrases using just three notes. • Rap accurately and rhythmically with dynamic contrasts. • Perform crotchet and quaver actions ('walk' and 'jogging') on the beat and adapt these actions when the speed of the music changes.	Compose a 4-beat rhythm pattern to play during instrumental sections. • Working in small groups, sing a call-and-response song with an invented drone accompaniment. • Sing the syncopated rhythms in Latin dance and recognise a verse/chorus structure. • Play a one-note part contributing to the chords accompanying the verses. • Listen to a range of	Develop active listening skills by responding to musical themes through movement. • Understand the structure of rondo form (A-B-A-C-A). • Develop a sense of beat and rhythmic pattern through movement. • Experience call-and-response patterns through moving with a partner.	Explore ways to create word-based pieces of music. • Explore ways to communicate atmosphere and effect. • Listen and compare how different composers have approached creating word-based compositions.	Invent simple patterns using rhythms and notes C-D-E. • Compose music, structuring short ideas into a bigger piece. • Notate, read, follow and create a 'score'. • Recognise and copy rhythms and pitches C-D-E	Perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion/instruments. • Perform vocal percussion as part of a group. • Move in time with the beat of the music. • Talk about what they have learnt about Brazil and Carnival (e.g. samba batucada instruments, playing in call-and-response, samba schools, that in Brazil music helps communities	Play the chords of Fly with the stars on tuned percussion as part of a whole-class performance. • Sing solo or in a pair in call-and-response style. • Respond to and recognise crotchets and quavers, and make up rhythms using these durations to create accompaniment ideas for the song.



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Cuban pieces, understanding influences on the music and recognising some of its musical features.

thrive, that word rhythms are an important way to learn rhythm patterns that you can freely express yourself at Carnival).

Oak (Y5/6)	What do We Do With The Drunken Sailor?	Why We Sing	Introduction to Song Writing	Madina Tun Nabi	Building a Groove	Época	Baloo baleerie	Kisne banaaya
Objectives	<p>Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids. • Sing a sea shanty expressively, with accurate pitch and a strong beat. • Play bass notes, chords, or rhythms to accompany singing. • Sing in unison while playing an instrumental beat (untuned). • Keep the beat playing a 'cup' game. • Talk about the purpose of sea shanties and describe some of the features using music vocabulary.</p>	<p>Develop and practise techniques for singing and performing in a Gospel style. • Recognise individual instruments and voices by ear. • Listen to a selection of Gospel music and spirituals and identify key elements that give the music its unique sound. • Talk about music using appropriate music vocabulary (e.g. the ways the voices are used, the contrasting texture of solo voice and choir, singing in harmony, the lyrics etc.)</p>	<p>Improvise and compose, 'doodling' with sound, playing around with pitch and rhythm to create a strong hook. • Create fragments of songs that can develop into fully fledged songs. • Listen and appraise, identifying the structure of songs and analysing them to appreciate the role of metaphor. • Understand techniques for creating a song and develop a greater understanding of the songwriting process</p>	<p>Improvise freely over a drone. • Sing a song in two parts with expression and an understanding of its origins. • Sing a round and accompany themselves with a beat. • Play a drone and chords to accompany singing. • Listen and copy back simple rhythmic and melodic patterns.</p>	<p>Show understanding of how a drum pattern, bass line and riff fit together to create a memorable and catchy groove. • Identify drum patterns, basslines, and riffs and play them using body percussion and voices.</p>	<p>Engage the imagination, work creatively in movement in small groups, learning to share and develop ideas. • Develop listening skills and an understanding of how different instrumental parts interact (texture) by responding to each part through movement. • Demonstrate an understanding of the history of Argentine Tango.</p>	<p>Compose a gentle melody inspired by lullabies in 3/4 time, using a pentatonic scale and question-and-answer phrasing. • Sing a lullaby accurately and with expression. • Play an accompaniment using tuned percussion. • Show an understanding of why people sing lullabies to babies. • Understand the differences between 3/4 and 4/4 time signatures.</p>	<p>Compose a simple accompaniment using tuned instruments. • Create and perform their own class arrangement. • Sing and play the melody of Kisne banaaya. • Sing in a 4-part round accompanied with a pitched ostinato.</p>



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