




# ORMSKIRK WEST END PRIMARY SCHOOL

## Music Long Term Plan – Cycle B

	Autumn			Spring			Summer	
<b>Acorns</b>	<p>Songs I'm got a grumpy The Sorcerer'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>	
	<b>Elm (Y1/2)</b>	<b>Tony Chestnut</b>	<b>Carnival of the Animals</b>	<b>Musical Conversations</b>	<b>Grandma Rap</b>	<b>Swing-along with Shostakovich</b>	<b>Charlie Chaplin</b>	<b>The Rockpool Rock</b>
<b>Objectives</b>	<p>Improvise rhythms along to a backing track using the note C or G. • Compose call-and-response music. • Play the melody on a tuned percussion instrument. • Sing with good diction.</p>	<p>Select instruments and compose music to reflect an animal's character. • Listen with increased concentration to sounds/music and respond by talking about them using music</p>	<p>Compose musical sound effects and short sequences of sounds in response to a stimulus. • Improvise question-and-answer conversations using percussion instruments. • Create, interpret, and</p>	<p>Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app. • Chant Grandma rap rhythmically, and perform to an accompaniment children create. • Chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and</p>	<p>Create action patterns in 2- and 3-time. • Listen actively and mark the beat by tapping, clapping, and swinging to the music. • Listen and move, stepping a variety of rhythm patterns ('walk', 'jogging', 'skippy'). • Understand and explain how beats can be grouped</p>	<p>Compose a soundtrack to a clip of a silent film. • Understand and use notes of different duration. • Understand and use notes of different pitch. • Understand and use dynamics.</p>	<p>Learn an interlocking spoken part. • Sing a rock 'n' roll-style song confidently. • Play an introduction on tuned percussion. • Listen actively and learn about rock 'n' roll music.</p>	<p>Demonstrate an internalised sense of pulse through singing games. • Sing confidently in Polish, and play a cumulative game with spoken call-and-response sections. • Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern. • Listen and match the beat of others and recorded music, adapting speed accordingly. • Listen to traditional and composed music from Poland. Begin to understand how music helps people share tradition and culture.</p>

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	 <ul style="list-style-type: none"> <li>Recognise and play echoing phrases by ear.</li> <li>Recognise vocabulary, or physically with movement and dance.</li> <li>Identify different qualities of sound (timbre) e.g. smooth, scratchy, clicking, ringing, and how they are made.</li> <li>Recognise and respond to changes of speed (tempo), the length of notes (duration – long/ short), short/detached/smooth (articulation), and pitch (high/low) using music vocabulary, and/or movement.</li> </ul>	<ul style="list-style-type: none"> <li>perform from simple graphic scores.</li> <li>Recognise how graphic symbols can represent sound.</li> </ul>	<ul style="list-style-type: none"> <li>'shh' (crotchet rest) from stick notation.</li> <li>Learn a clapping game to Hi lo chicka lo that shows the rhythm.</li> <li>Show the following durations with actions 'walk' (crotchet) and 'jogging' (quavers).</li> </ul>	<ul style="list-style-type: none"> <li>into patterns and identify them in familiar songs.</li> <li>Move freely and creatively to music using a prop.</li> </ul>					
<b>Maple (Y3/4)</b>	<b>This Little Light of Mine</b>	<b>My Fantasy Football Team</b>	<b>The Doot Doot Song</b>	<b>Fanfare for the Common man</b>	<b>Spain</b>	<b>Global pentatonics</b>	<b>The Horse in Motion</b>	<b>Favourite song</b>	
<b>Objectives</b>	<p>Improvise with the voice on the notes of the pentatonic scale D-E-G-A-B (and B flat if you have one).</p> <ul style="list-style-type: none"> <li>Sing in a Gospel style with expression and dynamics.</li> <li>Play a bass part and rhythm ostinato along with This little light of mine.</li> </ul>	<p>Identify, play from, and combine rhythm patterns to make a sequence using crotchets, quavers, and crotchet rests.</p> <ul style="list-style-type: none"> <li>Perform a whole-class 'rondo' made up of playing and singing.</li> <li>Sing a stepping melody accurately,</li> </ul>	<p>'Doodle' with voices over the chords in the song.</p> <ul style="list-style-type: none"> <li>Sing swung rhythms lightly and accurately.</li> <li>Learn a part on tuned percussion and play as part of a whole-class</li> </ul>	<p>Improvise and compose, exploring how timbre, dynamics, and texture can be used for impact in a fanfare.</p> <ul style="list-style-type: none"> <li>Compose a fanfare using a small set of notes,</li> </ul>	<p>Invent a melody.</p> <ul style="list-style-type: none"> <li>Fit two patterns together.</li> <li>Structure musical ideas into compositions.</li> <li>Play repeating rhythmic patterns.</li> <li>Count musically</li> </ul>	<p>Compose a pentatonic melody.</p> <ul style="list-style-type: none"> <li>Improvise and create pentatonic patterns.</li> <li>Use notation to represent musical ideas.</li> <li>Compare music extracts and understand that the pentatonic scale</li> </ul>	<p>Create ostinatos.</p> <ul style="list-style-type: none"> <li>Layer up different rhythms.</li> <li>Create and follow a score.</li> <li>Watch a film and analyse it in a musical context.</li> </ul>	<ul style="list-style-type: none"> <li>Sing with expression and a sense of the style of the music.</li> <li>Understand triads and play C, F, G major, and A minor.</li> <li>Play an instrumental part as part of a whole-class performance.</li> <li>Sing a part in a partner song, rhythmically and from</li> </ul>	

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	<ul style="list-style-type: none"> <li>• Sing Part 1 of a partner song rhythmically.</li> <li>• Listen and move in time to songs in a Gospel style.</li> </ul>	<ul style="list-style-type: none"> <li>and with clear articulation and diction.</li> <li>• Move to music, marking the pulse with action durations: 'walk' (crotchets), 'jogging' (quavers), 'stride' (minims), 'skipty' (dotted quaver/semiquaver), and 'shh' (crotchet rest).</li> </ul>	<ul style="list-style-type: none"> <li>performance.</li> <li>Sing Part 2 of a partner song rhythmically.</li> <li>Adopt a rhythmic accompaniment while singing.</li> <li>• Listen and identify similarities and differences between acoustic guitar styles.</li> </ul>	<ul style="list-style-type: none"> <li>and short, repeated rhythms.</li> <li>• Listen and appraise, recognising and talking about the musical characteristics of a fanfare using music vocabulary</li> </ul>		<ul style="list-style-type: none"> <li>features in lots of music traditions and cultures.</li> </ul>	<ul style="list-style-type: none"> <li>memory.</li> <li>• Identify similarities and differences between pieces of music in a folk/folk-rock style.</li> </ul>	
<b>Oak (Y5/6)</b>	<b>Hey Mr Miller</b>	<b>Shadows</b>	<b>Composing for Protest</b>	<b>Dona nobis pacem</b>	<b>Ain't gonna let nobody</b>	<b>Race!</b>	<b>Exploring Identity Through Song</b>	<b>Ame sau vala tara bal</b>
<b>Objectives</b>	<p>Compose a syncopated melody using the notes of the C major scale.</p> <ul style="list-style-type: none"> <li>• Sing a syncopated melody accurately and in tune.</li> <li>• Sing and play a class arrangement of the song with a good sense of ensemble.</li> <li>• Listen to historical recordings of big band swing and describe features of the music using music vocabulary</li> </ul>	<p>Explore the influences on an artist by comparing pieces of music from different genres.</p> <ul style="list-style-type: none"> <li>• Identify features of timbre, instrumentation, and expression in an extract of recorded music.</li> <li>• Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music.</li> <li>• Create a shadow movement piece in response to music.</li> </ul>	<p>Create their own song lyrics.</p> <ul style="list-style-type: none"> <li>• Fit their lyrics to a pulse, creating a chant.</li> <li>• Write a melody and sing it.</li> <li>• Structure their ideas into a complete song.</li> </ul>	<p>Compose an 8-bar piece on percussion, in 3-time and using chords F and C major.</p> <ul style="list-style-type: none"> <li>• Sing a round accurately and in a legato style.</li> <li>• Sing a chorus in two-part harmony with dancing on the beat.</li> <li>• Identify changes in texture between parts moving together (homophonic texture) and parts moving independently (polyphonic texture).</li> </ul>	<p>Improvise over the chords C minor and G7.</p> <ul style="list-style-type: none"> <li>• Sing accurately in three parts.</li> <li>• Play chords on tuned percussion, ukulele, keyboard, or apps.</li> <li>• Develop knowledge and understanding of the origins, history, and social context of a song used in the civil rights movement in the USA.</li> </ul>	<p>Create an accompaniment.</p> <ul style="list-style-type: none"> <li>• Create an extended melody with four distinct phrases.</li> <li>• Experiment with harmony.</li> <li>• Structure ideas into a full soundtrack.</li> </ul>	<p>Identify ways songwriters convey meaning: through lyrics, the music, and the performance.</p> <ul style="list-style-type: none"> <li>• Understand different ways that rhymes work in songs.</li> <li>• Identify different elements of a song's structure.</li> <li>• Understand the concept of identity and how you can express that in songs.</li> </ul>	<p>Create a rhythmic piece for drums and percussion instruments.</p> <ul style="list-style-type: none"> <li>• Sing the chorus of Throw, catch in three-part harmony with dancing.</li> <li>• Develop knowledge and understanding of a variety of musical styles from India, talking about them using music vocabulary.</li> <li>• Demonstrate coordination and keeping a steady beat by dancing to bhangra music</li> </ul>



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