



St Hubert's RC Primary School

Long-Term Plan: Music Cycle A



Online Location on Kapow - Year groups in ()

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Owls (Reception and Year 1)	Exploring Sound (R)	Celebration Music (R)	Music and Movement (R)	Musical Stories (R)	Keeping the Pulse (Theme: My Favourite Things) (1)	Tempo (Theme: Snail and Mouse) (1)
Assessment of prior knowledge (before)	EYFS Curriculum	Exploring Sound Unit	Celebration Music	Music and Movement	Musical Stories	Keeping the Pulse
Knowledge (new learning)	Children explore how they can use their voice and bodies to make sounds, experiment with tempo and dynamic when playing instruments, identify sounds in the environment and differentiate between them.	Children will learn about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwankzaa and Christmas.	Children will create simple actions to well-known songs, learning how to move to a beat and expressing feelings and emotions through movement to music.	Children will move to music with instruction, changing movements to match the tempo, pitch or dynamics and learning that music and instruments can convey moods or represent characters.	Children will explore the concept of keeping a steady pulse together, children engage in music and movement activities inspired by their favourite things. They participate in different activities, moving to the beat of the music while thinking about and expressing their favourite objects or experiences.	Children will use their voices, bodies and instruments to listen and respond to different pieces of music, children learn and perform a rhyme and song with a focus on tempo. They focus on the adventures of the Snail and mouse to understand how tempo can shape a musical story.

Skills Overview of skills on website – ‘Music Skills and Knowledge’	Listening and evaluating, creating sound, notation, improvising and composing, performing.	Listening and evaluating, creating sound, performing, improvising and composing.	Listening and evaluating, Creating sound, improvising and composing, performing.	Listening and evaluating, creating sound, improvising and composing, performing.	Listening and evaluating, creating sound, notation, improvising and composing, performing.	Listening and evaluating, creating sound, notation, improvising and composing, performing.
Vocabulary	Voice, sound whisper, speaking, high low, higher, lower, rhythm, beat, stomp, tempo, fast, slow, instrumental.	Diwali, Hanukkah, Kwanzaa, Christmas. Music, Traditional, Dance, Culture.	Actions, action songs, Makaton, lyrics, verse, pitch, high, low.	Dynamic, loud, quiet, melody, classical music, lyrics, tempo, fast, slow, percussion, mood, compose.	Speaking voice, singing voice, pulse, sound pattern.	Contrast, beat, heartbeat, singing, high, low, voice, speaking, slow, fast.

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Hawks (Year 1 and 2)	Keeping the Pulse (Theme: My Favourite Things) (1)	Tempo (Theme: Snail and mouse) (1)	Pitch (Theme: Superheroes) (1)	Instruments (Theme: Musical Storytelling) (2)	Singing (Theme: On this Island) (2)	Pitch (Theme: Musical Me) (2)
Assessment of prior knowledge (before)	Celebration Music	Keeping the pulse	Tempo: Theme Snail and Mouse	Pitch (Theme: Superheroes)	Instruments (Theme: Musical Storytelling)	Singing (Theme: On this Island)
Knowledge (new learning)	Children will explore the concept of keeping a steady pulse together, children engage in music and movement activities inspired by their favourite things. They participate in different activities, moving to the beat of the music while thinking about and expressing their favourite objects or experiences.	Children will use their voices, bodies and instruments to listen and respond to different pieces of music, children learn and perform a rhyme and song with a focus on tempo. They focus on the adventures of the Snail and mouse to understand how tempo can shape a musical story.	Children will Identify high and low notes, children use this knowledge to compose a simple tune that represents a superhero. They then listen to different pitches, recognising the difference between high and low sounds. After identifying these notes, pupils experiment with combining different pitches to create a melody that represents their chosen superhero.	Children will explore longer pieces of music, children look at how music can tell a story through the use of different instruments. They think creatively, considering how sounds can represent characters, actions, and emotions when creating a soundscape to tell the story of Jack and the Beanstalk.	Children will learn songs and create sounds to represent three contrasting landscapes—seaside, countryside, and city—children explore how music can evoke different environments. They sing folk songs to reflect the different environments and use instruments and body percussion.	Children will learn to sing and play the song 'Once a Man Fell in a Well,' children learn to connect the melody to specific pitches. They explore how different notes correspond to different parts of the song, using their instruments to recreate the tune accurately. Additionally, they begin to recognise how simple symbols can represent pitch, developing their ability to read and interpret musical notation.

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Vocabulary	Speaking voice, singing voice, pulse, sound pattern.	Contrast, beat, heartbeat, singing, high, low, voice, speaking, slow, fast.	High, pitch, tempo, pattern, performance, low.	Tempo, instrumental sound, dynamics, encore, sound effect.	Dynamics, pitch, tempo, composer.	Pitch, pitch pattern, dot, high, low, notation, stave, phrase.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Red Kites (Year 3 and 4)	KS2 - Instrumental – South Africa (3)	KS2 - Instrumental – Caribbean (3)	Ballads (3)	Developing Singing: (Theme: The Vikings) (3)	Pentatonic Scales (Theme: Chinese New Year) (3)	Body and Tuned percussion: (Theme Rainforests) (4)
Assessment of prior knowledge (before)	Pitch (Theme Musical Me)	KS2 - Instrumental – South Africa	Instrumental - Caribbean	Ballads	Developing Singing: (Theme: The Vikings)	Pentatonic Scales (Theme: Chinese New Year)
Knowledge (new learning)	Children will learn about South African music, singing and playing a gumboot dance-style piece in two parts, as well as learning the basics of staff.	Children will learn about Calypso music, singing and playing a calypso song in two parts from staff notation and adding their own improvisations.	Children will learn what ballads are, how to identify their features and how to convey different emotions when performing. Children will select vocabulary to describe a story, before turning it into lyrics following.	Children will develop singing technique, learning to keep in time, musical notation and rhythm, culminating in a group performance of a song with actions.	Children will use the story of Chinese New Year as a stimulus: revising key musical terminology, playing and creating pentatonic melodies, composing a piece of music in a group using layered melodies and performing a finished piece.	Children will explore the rainforest through music whilst being introduced to new musical terms. Children will use a mixture of body percussion and tuned percussion instruments to create rhythms of the rainforest, layer by layer.

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Vocabulary	Time signature, bar line, metallophone, rest, ostinato, harmony, dynamics.	Calypso, Griot, Kaiso, pentatonic scale, steel pans, syncopation.	Ballad, compose, stanza, solo, ensemble, expression, lyrics, chorus, nonsense words.	Transpose, major, minor, parts, ensemble, notation, duration.	Crescendo, pentatonic, notation, graphic score, stave.	Appraising, melody, rhythm, contrast, layers, transition.

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Buzzards (Year 4 and 5)	KS2 Instrumental – South America	KS2 - Instrumental - Indonesia	Body and Tuned percussion (Theme: Rainforests) (4)	Samba and carnival sounds (Theme: South America) (4)	Composition Notation (Theme: Ancient Egypt) (5)	Musical Theatre (5)
Assessment of prior knowledge (before)	Rock and Roll	KS2 Instrumental – South America	KS2 - Instrumental - Indonesia	Body and Tuned percussion (Theme: Rainforests)	Samba and carnival sounds (Theme: South America)	Composition Notation (Theme: Ancient Egypt)
Knowledge (new learning)	Children will learn about the music of South America, performing a salsa style piece in 2 parts from staff notation and adding their own improvisations on tuned and untuned percussion.	Children will learn about the key features of gamelan music, and playing a gamelan inspired piece in two parts on tuned percussion using staff notation.	Children will explore the rainforest through music whilst being introduced to new musical terms. Children will use a mixture of body percussion and tuned percussion instruments to create rhythms of the rainforest, layer by layer.	Children are introduced to samba and the sights and sounds of the carnival. Children will learn about the traditional sounds and instruments, syncopated rhythms and composing their samba breaks.	Children will identify the pitch and rhythm of written notes and will experiment with notating their compositions in different ways to help develop their understanding of staff notation.	Children will be given an introduction to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance, exploring how music can be used to tell a story and learning about performance aspects.
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Vocabulary	Latin music, salsa, Rumba, Cha-cha-cha, Reggaeton, Samba, Tango, percussion.	Gamelan, slendro, octave.	Appraising, melody, rhythm, contrast, layers, transition.	Rhythm, syncopation, off-beat, break.	Structure, major minor, tempo, ensemble, notation, quaver, crotchet, minim, dotted minim, semibreve, melody, improvising, notation, motif, call and response, unison, verse.	Composer, librettist, lyricist, director, musical director, choreographer, designer, performers, character song, action song, transition, score, script.
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Eagles (Year 5 and 6)	Songs of WW2 (6)	Composition to represent the festival of colour (Theme: Holi Festival) (5)	Musical Theatre (5)	Blues (5)	Dynamics, pitch and tempo (Theme: Fingal's Cave) (6)	Composing and performing a leavers song (6)
Assessment of prior knowledge (before)	South and West Africa	South and West Africa	Composition to represent the festival of colour (Theme: Holi Festival)	Musical Theatre	Blues	Dynamics, pitch and tempo (Theme: Fingal's Cave)
Knowledge (new learning)	Children will develop greater accuracy in pitch and control. Children will identify pitches within an octave when singing and using knowledge of pitch to develop confidence when singing in parts.	Children will explore the associations between music, sounds and colour, composing and, as a class and performing their own musical composition to represent Holi.	Children will be given an introduction to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance, exploring how music can be used to tell a story and learning about performance aspects.	Children will identify the key features and mood of Blues music and its importance and purpose. Children will learn the 12-bar Blues and the Blues scale, and combining these to create an improvised piece with a familiar, repetitive backing.	Children will appraise the work of Mendelssohn and further develop their skills of improvisation and composition.	Children will create their own leavers' song personal to their experiences as a class; listening to and critiquing well known songs, writing the lyrics,, exploring the concept of the four chord backing track and composing melodies.

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Vocabulary	Expression, dynamics, diaphragm, melody, melody line, counter melody, pitch, score, graphic score.	Graphic score, synaesthesia, major, minor, layering.	Composer, librettist, lyricist, director, musical director, choreographer, designer, performers, character song, action song, transition, score, script.	Chord, scale, ascending scale, descending scale, blues scale, improvisation, bent notes, bar, quaver.	Depict, composition, conductor, graphic score, improvise, notate, ensemble.	Lyrics, tempo – presto, allegro, largo, accelerando, ritardando, arrangement, chords, melody, dynamics – crescendo, diminuendo, forte, piano, verse – chorus structure, rhyming pattern, backing track.