



St Hubert's RC Primary School

Long-Term Plan: Music Cycle B



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)	Transport (R)	Big Band (R)	Dynamics (Theme: Seaside) (1)	Sound Patterns (Theme: Fairytales) (1)
Assessment of prior knowledge (before)	EYFS Curriculum	Exploring Sound Unit	Celebration Music	Transport	Big Band	Dynamics (Theme: Seaside)
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 identify and copy sounds produced by different vehicles using voices, bodies and instruments, demonstrating tempo changes and understanding how symbols can represent sound.	Children will learn about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song.	Children will explore the connections between music, sounds, and environments, children aim to represent the seaside. They use percussion instruments, vocal sounds, and body percussion to create sounds like crashing waves, calling seagulls, and rustling sand. They will use voices and instruments to practice varying dynamics—showing a contrast between loud and soft sounds.	Children will examine different favourite fairy tales, children discuss the key moments in these stories. They are guided to clap and read simple sound patterns, matching the different characters of the story. Pupils then use these sound patterns to retell the fairy tale, bringing the story to life through sound and movement.

Skills <u>Overview of skills on website – 'Music Skills and Knowledge'</u>	Listening and evaluating, creating sound, notation, improvising and composing.	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.	Car, boat, train, fast, slow, cruise, water, speed, rowing, journey, score, slower, faster.	Music, musical instrument, band sound, shake, tap, bang, strum jingle, pitch, orchestra, tempo, dynamic, beat, conductor percussion, rhythm, strings, bass, wind	Dynamics, instrument, seaside, soundscape, symbol, volume, loud, soft.	Character voice sound pattern, chant, dynamics, rhythmic patterns, beat, pulse, repeated phrases.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Hawks (Year 1 and 2)	Dynamics (Theme: Seaside) (1)	Sound Patterns (Theme: Fairytales) (1)	Musical Symbols (Theme: Under the Sea) (1)	Call and Response (Theme: Animals) (2)	Contrasting Dynamics (Theme: Space) (2)	Structure (Theme: Myths and Legends) (2)
Assessment of prior knowledge (before)	EYFS Curriculum	Dynamics (Theme: Seaside)	Sound Patterns (Theme: Fairytales)	Musical Symbols (Theme: Under the Sea)	Call and Response (Theme: Animals)	Contrasting Dynamics (Theme: Space)
Knowledge (new learning)	Children will explore the connections between music, sounds, and environments, children aim to represent the seaside. They use percussion instruments, vocal sounds, and body percussion to create sounds like crashing waves, calling seagulls, and rustling sand. They will use voices and instruments to practice varying dynamics—showing a contrast between loud and soft sounds.	Children will examine different favourite fairy tales, children discuss the key moments in these stories. They are guided to clap and read simple sound patterns, matching the different characters of the story. Pupils then use these sound patterns to retell the fairy tale, bringing the story to life through sound and movement.	Children explore the depths of the sea through music, movement, musical symbols, and the playing of tuned percussion instruments. They engage in activities that allow them to express the mysterious underwater world, such as using their bodies to mimic the movement of sea creatures. They learn to interpret musical symbols to translate visual cues into sounds and play tuned percussion instruments, to represent the wonders of the underwater world.	Children will chant different call and response sound patterns, children progress to creating their own call and response patterns using untuned percussion instruments. They practise rhythm and pulse as they echo and respond to each other's chants, building a strong sense of musical communication.	Children develop knowledge and understanding of contrasting dynamics, children listen to different pieces of music that represent planets and use these musical examples to inspire their own compositions. They explore how varying loud and soft sounds can capture the unique characteristics of two different planets.	Children explore structure through listening, analysing, and performing, children engage with a song about a well-known myth to understand its composition. They listen to identify sections, analyse simple sound patterns, and see how these elements tell the story of the myth. Pupils then perform short

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Vocabulary	Dynamics, instrument, seaside, soundscape, symbol, volume, loud, soft.	Character voice sound pattern, chant, dynamics, rhythmic patterns, beat, pulse, repeated phrases.	Dynamics pitch, rest, sound pattern tempo, rhythm, symbols, pulse.	Call and response dynamics sound pattern, contrast, fast, slow.	Composer, dynamics, pitch pattern, planet, representation, soundscape, tempo.	One-beat notes, Composition, paired half-beat, notes, legend, myth, notation, pulse, rest, rhythm, structure, tempo, thinking voice.

	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)	Creating Compositions (Theme: Mountains) (3)	Jazz (3)	Traditional Instruments and Improvisation (Theme: India) (3)	Rock and Roll: (4)
Assessment of prior knowledge (before)	Pitch (Theme Musical Me)	KS2 - Instrumental – South Africa	KS2 - Instrumental – Caribbean (3)	Creating Compositions (Theme: Mountains) (3)	Jazz (3)	Traditional Instruments and Improvisation (Theme: India) (3)
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 listen to music and consider the narrative it represents by paying close attention to the dynamics, pitch and tempo and how they change throughout the piece. They will create original compositions to match an animation.	Children will learn about ragtime style music, traditional jazz music and scat singing. Children create a jazz motif using a swung rhythm and play a jazz version of a nursery rhyme using tuned percussion.	Children will be introduced to traditional Indian music. They will learn about the rag and tal, listen to a range of examples of Indian music, identify traditional instruments and create improvisations and performing.	Children will learn about the origin and features of rock and roll music, playing the Hand Jive and Rock Around the Clock, looking specifically at a walking bass line, and performing a whole-class piece.

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Vocabulary	Time signature, bar line, metallophone, rest, ostinato, harmony, dynamics.	Calypso, riot, Kaiso, pentatonic scale, steel plans, syncopation.	Atmosphere, compose, composition, dynamics, ensemble, influence, in-time Layers, letter notation, listen, timbre, melody, melodic pattern, notation, opinion, pitch, repeated rhythm, represent.	Call and response, improvisation, jazz, motif, off-beat, pitch, Ragtime, rhythm, scat singing straight, quaver strung, quaver, swing music, swung rhythm, syncopated rhythm, syncopation traditional, jazz, tune.	Bollywood, compose, drone, dynamics, harmonium, improvise, Indian flute, lyrics, melodic line, notation, opinion, pitch, rag, repeated rhythm, rhythm, sarangi, sitar, table.	Bass line, beat chorus, dynamics flat notes, hand jive, in-time, in-tune, notation, originate, pitch, rhythm, rhythmic patterns, rock and roll, sections sequence, style, sharp notes.

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Buzzards (Year 4 and 5)	KS2 Instrumental – South America	Changes in pitch, tempo and dynamics: (Theme Rivers) (4)	Haiku, music and performance (Theme: Hanami) (4)	Adapting and transposing Motifs (Theme: Romans) (4)	Looping and remixing (5)	South and West Africa (5)
Assessment of prior knowledge (before)	Rock and Roll	KS2 Instrumental – South America	Changes in pitch, tempo and dynamics: (Theme Rivers) (4)	Haiku, music and performance (Theme: Hanami) (4)	Adapting and transposing Motifs (Theme: Romans) (4)	Looping and remixing (5)
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 link to geography learning, pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance.	Children will use descriptive vocabulary to create a Haiku, putting it to music and adding percussion sound effects to bring all elements together before a final, group performance.	Children will draw upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs and adapt and transpose motifs and perform them to their peers.	Children will learn how dance music is created, focusing particularly on the use of loops, and learning how to play a well known song before putting a dance music spin on it to create their own versions.	Children will learn 'Shosholoza', a traditional South African song, playing the accompanying chords using tuned percussion and learning to play the djembe and some dance moves.
Skills Overview of skills on website – 'Music Skills and Knowledge'	Listening and evaluating, notation, improvising and composing, performing.	Listening and evaluating, notation, improvising and composing, performing.	Listening and evaluating, notation, improvising and composing, performing.	Listening and evaluating, notation, improvising and composing, performing.	Listening and evaluating, improvising and composing, performing.	Listening and evaluating, improvising and composing, performing.

Vocabulary	Latin music, salsa, Rumba, Cha-cha-cha, Reggaeton, Samba, Tango, percussion.	A cappella, breath control, cue, diction, directing, dynamics, expression, harmony, line, in the round, layer, melody, mood, notation, opinion, ostinato, parts, percussion, rhythm.	Col legno, composing, descriptive, duration, dynamics, effect, forte, glissando, haiku, inspiration, inter-related dimensions of music, melody, piano, pitch, pizzicato, represent, silent, sliding pitch, sound, sound effects, staccato, structure, syllable, tempo, texture, timbre, verse, vocabulary.	Backing track, bass line, beat, call and response, compose, crotchet, dotted minim, flats, graphic notation, in-time, in-tune, key, key signature, loop, lyrics, minim, motif, notation, ostinato, pitch, quavers, repeating patterns, repetition, rhythm, rhythmic notation, riff, semibreve, sharps, tempo, transpose, tuned instrument, vocal warm-ups	Accuracy, backbeat, body percussion, fragment, layers, loop, looped rhythm, melody, melody line, notation, ostinato, remix, rhythm, riff, structure.	A capella, break, call and response, chords., chord progression, diction, djembe, duo, dynamics, eight-beat break, ensemble, expression, improvisation, major chord, master drummer, metronome, performance, polyrhythms, pronunciation, pulse, ostinato, rests, rhythm, soloist, syncopation, tempo, tuned percussion, unaccompanied, vocals.
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Eagles (Year 5 and 6)	Looping and remixing (5)	South and West Africa (5)	Theme and variations (Theme: Pop Art) (6)	Baroque (6)	Film music (6)	Composing and performing a leavers song (6)
Assessment of prior knowledge (before)	Musical Theatre (5)	Looping and remixing (5)	South and West Africa (5)	Theme and variations (Theme: Pop Art) (6)	Baroque (6)	Film music (6)
Knowledge (new learning)	Children will learn how dance music is created, focusing particularly on the use of loops, and learning how to play a well known song before putting a dance music spin on it to create their own versions.	Children will learn 'Shosholozza', a traditional South African song, playing the accompanying chords using tuned percussion and learning to play the djembe and some dance moves.	Children will explore the musical concept of theme and variations and discovering how rhythms can 'translate' onto different instruments	Children will explore music of the Baroque Period (from 1600-1750). Looking at the great Baroque composers and musicians and at the structural and stylistic features of the music that they wrote and performed.	Children will explore and identify the characteristics of film music. Children will create a composition and graphic score to perform alongside a film.	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	Accuracy, backbeat, body percussion, fragment, layers, loop, looped rhythm, melody, melody line, notation, ostinato, remix, rhythm, riff, structure.	A capella, break, call and response, chords., chord progression, diction, djembe, duo, dynamics, eight-beat break, ensemble, expression, improvisation, major chord, master drummer, metronome, performance, polyrhythms, pronunciation, pulse, ostinato, rests, rhythm, soloist, syncopation, tempo, tuned percussion, unaccompanied, vocals.	3/4 time, 4/4 time, accidentals, body percussion, diaphragm, legato, motif, orchestra, percussion, phrases, pitch, pizzicato, pulse, quaver, rhythm, rhythmic elements, section, semi-quaver, staccato, tempo, theme, TIKI-TIKI, TI-TIKI, TIKI-TI, translate, variations, vocal line, woodwind.	Baroque, bass clef, bass instrument, canon, counter melody, counter-subject, fugue, ground bass, improvise, melodic ostinato, melody, musical structure, opera, ostinato part, pitch, polyphonic, oratorio, recitative, a round, rhythmic ostinato, sharp note, staff notation, subject, texture.	Accelerando, body percussion, brass, characteristics, chords, chromatics, clashing, composition, conversation, convey, crescendo, descending, dynamics, emotion, evoke, features, imagery, improvise, interpret, interval, major, melodic, military, minor, modulate, orchestral, pitch, polished, sequence, solo, soundtrack, symbol, timpani, tension, texture, tremolo, unison, urgency.	Lyrics, tempo – presto, allegro, largo, accelerando, ritardando, arrangement, chords, melody, dynamics – crescendo, diminuendo, forte, piano, verse – chorus structure, rhyming pattern, backing track.