



Music Long Term Map

Extra-Curricular		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception		<p>Body sounds, patterning with sounds</p> <p>Making sounds using different parts of the body</p> <p>Making sounds fast / slow / loud / quiet</p> <p>Copy sounds / pattern with sounds</p> <p>Tapping out simple rhythms</p> <p>Children to express how they feel using body sounds.</p> <p>Weekly singing – join in with songs and learn songs linked to topic themes and Christmas production. Sing call and response songs so that children can echo phrases of songs you sing which also develops speech and vocabulary.</p>	<p>Exploring playing percussion instruments</p> <p>Making sounds using different instruments</p> <p>Grouping instruments by the way in which they are played</p> <p>Making sounds fast / slow / loud / quiet / high / low</p> <p>Copy sounds / pattern with sounds</p> <p>Copy simple rhythms</p> <p>Use of a conductor</p> <p>Following simple picture symbols for playing instruments</p> <p>Provide opportunities for the children to work together to develop their own music using picture symbols.</p> <p>Weekly singing – songs linked to topic themes</p>	<p>Learning about different musical instruments</p> <p>Introduce the children to the different families of musical instruments and identify how they are played</p> <p>Listen to music played by specific instruments and discuss how it makes the children feel. Identify similarities and differences.</p> <p>Key stage 2 children to share their musical talents</p> <p>Peter and the wolf – listen and discuss, identifying the instruments that are played.</p> <p>Watch, appreciate and discuss the Year 5 children playing the steel pans.</p> <p>Weekly singing – songs linked to topic themes</p>			
	Year 1	<p>Exploring sounds and duration (Music Express) Sound scores, bonfire composition, instruments, body percussion</p> <p><u>Can I use long and short sounds effectively in a sequence?</u></p>	<p>Exploring pulse, rhythm and pitch (Music Express)</p> <p>Incorporated in Spring production - Drum beat and rhythm, clap and wiggle score, high, low</p> <p><u>Can I explore the sounds I can make with percussion instruments?</u></p>	<p>Exploring instruments, symbols, timbre, tempo and dynamics (Music Express)</p> <p><u>Can I talk about pitch, dynamics and rhythm in my composition?</u></p>			



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Year 2	Choir	Exploring duration, sounds pulse and pitch in musical pieces and explore using percussion instruments Learn and perform songs for the Christmas play Boomwackers <i>How can I represent long and short sounds?</i>	Composition – Trains Listen to Rossini's William Tell's Overture, identify instruments used to create effect Understand how symbols can be used to represent sounds and describe changing sounds Boomwackers <i>What picture does this music paint in your head when you listen to it?</i>	Exploring instruments and symbols Exploring timbre, tempo and dynamics Boomwackers <i>Can I play a tune on the boomwhacker with how high and low sounds?</i>
	Recorders Choir	Ukulele How do I hold and strum a ukulele? <i>Can I name the parts of the ukulele?</i> <i>Can I play a range of strumming patterns? Can I play the C / F / Am / G7 chords?</i> Victorian songs <i>Can I recognise songs from the Victorian era?</i> Composition – Victorian machines <i>Can I compose a piece of music that represents the sound of a mill?</i> Rhythm <i>Can I play rhythmic patterns using clapping and on an instrument?</i> <u>Can I follow a composition using percussion instruments?</u>	Ukulele <i>Can I play songs using 'c', 'f', 'g7' and 'am' chords?</i> How do I change chords in order to play a song? <u>Can I compose, with my class, an Egyptian God chant?</u> Spring performance - Moses and Joseph	Ukulele <i>Can I play songs using 'c', 'f', 'g7', 'g', 'd' and 'am' chords (Viva La Vida, Hallelujah)?</i> Ukulele Concert <u>Can I perform the ukulele to an audience?</u> <u>Can I compose, with a group, some butterfly music?</u>
Year 4	Recorders	Recorders	How do instruments produce sound? (link to Science)	Composition – sounds of the rainforest



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Year 5	<p>Opportunity to learn violin, 'cello, flute or clarinet</p> <p>Choir</p>	<p>Do I understand the history of the recorder?</p> <p>Can I hold a recorder correctly? Can I play the note 'B'?</p> <p><u>How do I make music using a recorder?</u></p> <p>Robin Hood's Bay Concert</p> <p><u>Can I sing as part of an ensemble in front of an audience?</u></p> <p>Songs from the Seaside Production</p> <p>Sounds of the Sea composition</p> <p>Can I create my own notation to show how to play my composition?</p> <p><u>Can I create the sounds of the seaside using a range of percussion instruments?</u></p>	<p>How does sound change if distance is changed?</p> <p>Can I find patterns between the volume of the sound and the strength of the vibrations?</p> <p>Are there patterns between the pitch of the sound and the features of the object?</p> <p>How are sounds made?</p> <p>Can I show how different sounds are made and reach the ear?</p> <p>Recorders</p> <p>Can I play a semibreve and a semibreve rest, joined quavers, crochet rests? Can I play tied notes and crotchet notes?</p>	<p>Can I create my own notation to show how to play my composition?</p> <p><u>Can I create the sounds of the rainforest using a range of percussion instruments?</u></p> <p>Recorders</p> <p>Can I play staccato notes and the 'upper C' learn what D.C. means?</p> <p><u>Can I explain specific musical terminology?</u></p>
	<p>Recorders</p> <p>Opportunity to learn violin, 'cello, flute or clarinet</p> <p>Orchestra</p> <p>Choir</p> <p>Steel Pans</p>	<p>WW2 songs</p> <p>Can I recognise and appreciate music from the WWII era?</p> <p><u>How does music from the past compare to today?</u></p> <p>Christmas performance</p> <p><u>Can perform as part of an ensemble in front of an audience?</u></p>	<p>River songs</p> <p><u>Can I show my understanding of the Water cycle through performance and song?</u></p> <p>Moldau composition</p> <p><u>How can timbre, dynamics, pitch and tempo represent the journey of the Moldau river?</u></p>	<p>Appreciate and understand the history of music and music drawn from different traditions</p> <p>Can I use musical vocabulary to compare and analyse two different versions of the same song?</p> <p><u>Can I compose my own version of an existing song?</u></p> <p>Steel Pans</p> <p><u>Can I draw on previous knowledge to learn to play a new instrument?</u></p>
Year 6	<p>Opportunity to learn violin, 'cello, flute or clarinet</p>	<p>John Blanke</p>	<p>Compare and analyse music from other countries.</p>	<p>Barbara Hepworth Sculpture composition</p>



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	Choir Orchestra	<i>What is the importance of John Blanke in the context of Tudor England?</i> Mountain Songs <i>Can I sing and perform as part of an ensemble?</i>	<i>Can I use technical vocabulary to compare and analyse music from a range of Islamic countries?</i> Mussorgsky – pictures at an exhibition <i>Is it possible to 'draw' music? How does music link to art?</i>	<i>Can I produce music by designing and making my own instrument?</i> <i>Can I timbre, dynamics, pitch and tempo to represent a journey through a Gallery using my own instrument?</i> Y6 production <i>Can I perform as part of an ensemble in front of an audience?</i>
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