

Hardwick Primary School – Long term Music Planner



Cohort	Autumn 1	Spring 1	Summer 1
EYFS	Please see the individual Long Term EYFS Plan		
Year One	<p>Hey You</p> <ul style="list-style-type: none"> To know five songs off by heart To know what the songs are about To know that we can create rhythms from words, our names, favourite food, colours and animals To learn that you can make different types of sound with your voice To be able to find the pulse as they are listening to the main song and understand that it is the heart beat of the music To compose a simple melody To play an instrument accurately and in time 'note C' 	<p>Rhythm in the way we walk</p> <ul style="list-style-type: none"> To listen and appraise different artists. To suggest some similarities and differences between the different styles of music. To know you can make different sounds with your voice – e.g. sing, rap, say in a rhythm. To understand how a song is put together. To learn and perform Rhythm In The Way We Walk. To learn and perform The Banana Rap. 	<p>Your Imagination</p> <ul style="list-style-type: none"> To learn to play notes C, G and E. To learn to sing Your Imagination. To listen and appraise songs. To know improvising means making up on the spot. To improvise with the song: using voices and instruments. To know composing means writing a song (like a story with music) and anyone can do it. To compose a song: using instruments. To perform their own song
Year Two	Ho Ho Ho	I wanna play in a band	Friendship Song

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	<ul style="list-style-type: none"> • To sing the song and play instrumental parts within the song • Choose your own listening resource To compare Ho Ho Ho with other songs. • To understand how a song is put together e.g. Intro, Verse and Chorus. • To find the pulse in this song and compare this to the rhythm. • To play musical instruments with the song and name the instruments. 	<ul style="list-style-type: none"> • To compare 'I Wanna Play in a Band' with other Rock songs • To know the style indicators of Rock music and name some instruments used. • To understand how a song is put together e.g. Intro, Verse and Chorus. • To find the pulse in this song and compare this to the rhythm. • To learn to sing 'I Wanna Play in a Band' • To play musical instruments with the song and name the instruments. • To treat instruments with respect. • To learn to play the notes D and C (easy) and G, F and C (Medium) • To improvise with the song using clapping, singing and playing instruments (notes F and G). Discuss the pitch of the notes played. 	<ul style="list-style-type: none"> • Listen to songs and discuss how they make you feel, listening with respect to others. • To learn to play the notes G and E (easy) E,G, A and B (Medium) • To use notes C&D to improvise and discuss improvisation • To learn to sing 'Friend Song' • Children to learn to sing in groups. • To play instruments in the 'Coda' part of the song • To perform as a class, with some children singing and some playing instruments. Listen to each other and follow a leader to stay in time and in tune. • To improvise with the Friendship Song in the 'Coda' section. • To create a class melody for the 'Coda' section. <p>To perform our own performance.</p>
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		<ul style="list-style-type: none"> To compose with the song and know what 'compose' means. <p>To perform the song – I Wanna Play in a Band.</p>	
Year three	Glockenspiel 1 <ul style="list-style-type: none"> To confidently identify and move to the pulse. To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). To talk about the music and how it makes me feel. To listen carefully and respectfully to other people's thoughts about the music. To use musical words in our discussions To learn how to play and read the notes C, D, E, F + G. 	Three Little Birds <ul style="list-style-type: none"> To enjoy moving to the music in different ways. To learn the song – Three Little Birds by Bob Marley To learn about the life of Bob Marley. To play musical instruments along with the song and name the instruments. To listen and appraise other reggae style songs. Know some songs tell stories. To find similarities and differences between songs, like different styles of singing/rapping, the pitch of the notes sung. To learn to play the notes G and C (easy) and B and C (Medium) To improvise with the song using notes C and D and discuss improvisation. 	Bringing us together <ul style="list-style-type: none"> To listen to and discuss songs using musical language to describe how it makes them feel. To move to the pulse of a song To describe the styles of songs. To identify the main sections of a song. To play games developing skills in rhythm and pitch. To learn a range of songs adding movements. To play instruments in time to the beat in a chorus. To use instruments to improvise and compose music to the chorus in songs. To play notes C, G and B on glockenspiels. <p>To perform songs to an audience.</p>

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		<ul style="list-style-type: none"> To compose with the song using 3 notes – C, D and E and discuss composition. <p>To perform Three Little Birds.</p>	
Year four	Percussion		
Year five	<p>Fresh Prince of Bel Air</p> <ul style="list-style-type: none"> To learn the song, using choreography/movement to help me remember it. To use classroom instruments to create an ensemble that engages the audience. Understand some of the style indicators linked to this genre Compare to other genres. To know songs that include different ways of using your voice (rapping). Listen to rhythm and copy back. Sing the song and play instrumental parts within the song, in time with the pulse. 	<p>Living on a Prayer</p> <ul style="list-style-type: none"> To learn the song, using choreography/movement to help me remember it. Use classroom instruments to create an ensemble that engages the audience. Understand some of the style indicators linked to this genre Compare to other genres Sing and listen back, then copy with instruments. Listen to rhythm and copy back, using the notes G and A. To know that pitch means how high or low a note is. To create an 8-bar composition for your group to play with block notation or formal notation. 	<p>Classroom Jazz 1</p> <ul style="list-style-type: none"> To learn to play notes B, A and G (Bossa Nova) and D, E, G, A and B (Swing) To listen and appraise, discussing similarities and differences using correct musical vocabulary. To know and recognise the main sections of a piece of music e.g. (introduction, verse, chorus, bridge). To name the instruments used in a piece of music and recognise which instruments could be used in a band or orchestra. To carefully consider the notes they use when improvising (e.g. using two notes confidently is better than using five.) To know some well-known improvising musicians.

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	<ul style="list-style-type: none"> • Perform own composition within the song. • Prepare for the end-of-unit performance. Know a performance is sharing music with an audience. <p>To record and evaluate own performance.</p>	<ul style="list-style-type: none"> • To be able to explain what composition is, and how to record a composition. • To perform composition within the song. <p>To prepare for the end-of-unit performance</p>	<ul style="list-style-type: none"> • To begin to understand the chronology of music styles. • To understand the historical context of the music
Year six	<p>Classroom Jazz</p> <ul style="list-style-type: none"> • To be able to comment on what style indicators you can hear? • Describe the structure? • What instruments/voices you can hear? <p>Describe the musical dimensions?</p> <ul style="list-style-type: none"> • Play instrumental parts with the music by ear using the notes C, D, E, F, G, A, B + C. 	<p>Happy</p> <ul style="list-style-type: none"> • To compare Happy to other Pop and Motown songs – compare lyrics meanings and link. • To know the style indicators of Pop and Motown music and link to historical context. • To compare Happy to other songs about being happy • Use musical words to describe songs and listen respectfully to others. 	<p>You've got a friend</p> <ul style="list-style-type: none"> • To compare You've Got a Friend with other songs by Carole King. <p>Discuss when and why they were written.</p> <ul style="list-style-type: none"> • To be able to find the pulse of a song • To be able to describe the rhythm and tone of a song • To learn to sing You've Got a Friend • To learn to play the recorder and tin whistle to the song You've Got a Friend

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	<ul style="list-style-type: none"> • And C, Bb, G, F + C (Meet The Blues). • Improvise in Bacharach Anorak using the notes C, D, E, F, G, A, B + C. • Improvise in a Blues style using the notes C, Bb, G, F + C. 	<ul style="list-style-type: none"> • To be find the pulse of a song • To be able to describe the rhythm and tone of songs and how the musical elements work together. • To learn to sing the song, Happy • To play the glockenspiels to the song Happy • To compose a riff to play to the song, using notes A, G, B, C and E • To perform the song Happy – both singing and playing musical accompaniment 	<ul style="list-style-type: none"> • To improvise with the song by clapping the riffs or playing them on the recorder or tin whistle • To compose a riff to play to the song You've Got a Friend, using notes E, G, A, C and D. • To perform You've Got a Friend
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