



Long Term Plan
2023 -2024
Subject: Music
Scheme: Kapow

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception		<p>Celebration music Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas.</p>	<p>Music and movement Creating simple actions to well-known songs, learning how to move to a beat and expressing feelings and emotions through movement to music.</p>	<p>Musical stories Moving 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.</p>	<p>Transport Identifying and copying sounds produced by different vehicles using voices, bodies and instruments, demonstrating tempo changes and understanding how symbols can represent sound.</p>	<p>Big band Learning 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.</p>
Year 1	Charanga – Hey You!	<p>Classical music, dynamics & tempo (Theme: Animals) Using voices, bodies and instruments to listen and respond to different pieces of music. Learning and</p>	<p>Musical vocabulary (Theme: Under the Sea) Exploring key musical vocabulary, through making visits to underwater worlds and a coral reef.</p>	<p>Timbre and rhythmic patterns (Theme: Fairy tales) Introducing the concept of timbre; learning that different sounds can</p>	<p>Pitch and tempo (Theme: Superheroes) Learning how to identify high and low notes and to compose a simple tune, exploring some different</p>	<p>Vocal and body sounds (Theme: by the sea) Children are encouraged to feel pieces of music, conveying mood through</p>

		performing a rhyme and song with a focus on tempo.	Listening and moving to different types of sea themed music.	represent characters and key events in a story. Clapping to the syllables of words and phrases before creating rhythmic patterns.	instruments and investigating how tempo changes help tell a story and make music more exciting.	movement and making links between music, sounds and environments.
Year 2	Charanga – I Wanna Play in a Band	Orchestral instruments (Theme: Traditional Western stories) Introducing the instruments of the orchestra. Learning how different characters can be represented by timbre, how emotions can be represented by pitch and how changes in tempo can convey action.	Musical Me Learning to sing the song ‘Once a Man Fell in a Well’ and to play it using tuned percussion, adding sound effects, experimenting with timbre and dynamics and using letter notation to write a melody.	Dynamics, timbre, tempo and motifs (Theme: Space) Identifying dynamics, timbre, tempo and instruments in music heard and comparing pieces by the same composer. Visually representing music in creative and more formal ways and learning to play and compose motifs	On this island: British songs and sounds Taking inspiration from the British Isles, exploring how to create sounds to represent three contrasting landscapes: seaside, countryside and city, creating their own soundscapes.	Myths and legends Developing understanding of musical language and how timbre, dynamics and tempo affect the mood of a song. Learning to create music through the use of a graphic score.
Year 3	Charanga Let your spirit fly	Creating compositions in response to an animation (Theme: Mountains) Listening to music and considering the narrative it	Developing singing techniques (Theme: The Vikings) Developing singing technique; learning to keep in time, musical	Pentatonic melodies and composition (Theme: Chinese New Year) Using the story of Chinese New Year as a stimulus: revising key musical	Jazz Learning about ragtime style music, traditional jazz music and scat singing. Children create a jazz motif using a swung rhythm and play a	Traditional instruments and improvisation (Theme: India) Introducing to traditional Indian music. Learning about the rag and tal,

		represents by paying close attention to the dynamics, pitch and tempo and how they change throughout the piece. Creating original compositions to match an animation.	notation and rhythm, culminating in a group performance of a song with actions.	terminology, playing and creating pentatonic melodies, composing a piece of music in a group using layered melodies and performing a finished piece.	jazz version of a nursery rhyme using tuned percussion.	listening to a range of examples of Indian music, identifying traditional instruments and creating improvisations and performing.
Year 4	Ukulele – taught by external teacher	Ukulele – taught by external teacher	Ukulele – taught by external teacher	Ukulele – taught by external teacher	Ukulele – taught by external teacher	Ukulele – taught by external teacher
Year 5/6 Cycle A	None	Blues Identifying the key features and mood of Blues music and its importance and purpose. Learning the 12-bar Blues and the Blues scale, and combining these to create an improvised piece with a familiar, repetitive Backing.	South and West Africa Learning ‘Shosholoza’, a traditional South African song, playing the accompanying chords using tuned percussion and learning to play the djembe and some dance moves.	Composition to represent the festival of colour (Theme: Holi Festival) Exploring the associations between music, sounds and colour, composing and, as a class and performing their own musical composition to represent Holi.	Looping and remixing Learning 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.	Musical theatre 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.