






Long term plan – Music (Charanga)


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception Unit and genre	Me!	My stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind and Replay
Reception unit focus	Focus: Join in with familiar nursery rhymes or action songs. Keeping a beat. Combining pulse rhythm and pitch and learn rhymes, play untuned percussion	Focus: Begin to recognise different styles of music. Find the pulse. Recognise instruments.	Focus: Respond to different styles of music using facial expressions or body movements. Share and perform a song in a group.	Focus: Sing to oneself and make up simple songs. Sing songs and experiment with ways of changing them. Tap out simple repeated rhythms.	Focus: Represent my own ideas, thoughts and feelings through music and dance. Making up own rhythms. Use musical instruments to make or copy a rhythm.	Focus: Consolidating learning from previous units. Listen and respond to different styles of music Learn to sing rhymes/songs composition share and perform.
Reception vocabulary	Sing Nursery rhyme Action Listen Music Loud Quiet	Style Pulse Instrument Glockenspiel Drum Maraca Triangle	Movement Dancing Respond Express Facial expressions Share Perform	Song Experiment Rhythm Copy Repeat Voice	Rhythm Instrument Copy Notes Funk music	All previously taught vocab
Opportunities to perform		Christmas Production Nativity Performance		Mother's Day Tea Party Performance		Summer Fair Performance
Curriculum Enhancements						


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 Unit and genre	Hey you! (Old school HipHop)	Rhythm in the way we walk & Banana Rap (Reggae, hip hop)	In the groove (Blues/Baroque)	Round and Round (Latin, jazz)	Your Imagination (Pop)	Reflect, Rewind and Replay (Classical)
Year 1 Unit focus	<p>Focus:</p> <p>Recognise and name instruments that I hear in the main song.</p> <p>I have listened to hip hop style music. I find the pulse of the main song.</p> <p>I can march in time with the pulse and beat.</p> <p>I can clap the rhythm of my name and copy back clap rhythms.</p>	<p>Focus:</p> <p>I have listened to reggae style music.</p> <p>I can clap along with the pulse if someone is leading.</p> <p>I can hear the difference between singing and rapping and I joined in with Banana Rap.</p> <p>I am getting more confident at singing in a group.</p>	<p>Focus:</p> <p>I recognise that one track can be played in different styles.</p> <p>I can make up my own rhythms.</p> <p>I can sing in all the different styles in a group, in time.</p> <p>I can play an instrument using one or two notes (C or C+D). I can add some dance moves into my performance of 'In the groove'.</p>	<p>Focus:</p> <p>I recognise Latin bossa nova style and can identify some of the sounds and instruments I hear.</p> <p>I can describe music using musical terms like tempo and dynamics.</p> <p>I know that vocal warm-ups are important to protect my voice.</p> <p>I listen carefully when I sing to try to stay in tune with others.</p>	<p>Focus:</p> <p>I can talk with my friends about how the music I hear makes me feel.</p> <p>I pay attention and concentrate when my friends talk about the music we listen to, and I respect their ideas.</p> <p>I do my best to sing in tune and in time with others.</p> <p>I take care to play classroom instruments properly.</p>	<p>Focus:</p> <p>I can recognise classical music and talk about how it is different to other genres.</p> <p>I can remember songs, instruments, and sounds from earlier in the year.</p>
Year 1 Vocabulary	Hip hop Singers Chorus guitar Appraising drums Perform deck Lyrics Pulse	Reggae Keyboard Rap Rhythm Melody Pitch	Style Groove Blues Folk Funk Latin Baroque	bossa nova triangle tempo dynamics instruments tambourine	percussion listen orchestra respect maracas claves imagination	Classical Compose Improvise Bass Audience
Opportunities to perform		Christmas Production Nativity Performance				Summer Fair Performance
Curriculum Enhancements						

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2 Unit and genre	Hands, Feet, Heart(South African styles)	Ho Ho Ho (Motown)	I wanna play in a band (Rock)	Zoo Time (Reggae)	Friendship Song (Pop)	Reflect, Rewind and Replay (Western Classical music)
Year 2 Unit focus	<p>Focus: I know that rhythm is different to the pulse.</p> <p>I can play my instrument accurately and in time.</p> <p>I can play my instrument using notes G, A and C.</p>	<p>Focus: I have listened to and compared different musical styles such as rock'n'roll and jazz.</p> <p>I enjoy clapping the pulse to the music along with everyone else.</p> <p>I know that a song has different sections such as verses and choruses.</p> <p>I can follow the colour chart which shows the different sections when we listen.</p>	<p>Focus: I understand that songs have a musical style and know that this unit is about rock music.</p> <p>I can work together with others in my class to perform the song.</p> <p>I can move in time to the music using my own actions.</p>	<p>Focus: I recognise some of the style indicators of reggae music such as the slow tempo and important bass and drum groove.</p> <p>When I sing, I pay attention to how my sound blends with others in our ensemble and I follow directions to sing louder or quieter.</p> <p>I have had the chance to play some classroom instruments along with our music.</p>	<p>Focus: I listen to music carefully and think about what it means to me.</p> <p>When I perform on a musical instrument, I listen carefully to check I am in time with others, and I start and stop when directed.</p> <p>Sometimes I compose a short melody (tune) to fit with our music or I improvise my own rhythm part.</p>	<p>Focus: I can recognise classical music and explain how it is different to other genres.</p> <p>I can remember songs, instruments, and sounds from earlier in the year.</p>
Year 2 Vocabulary	Tempo Melody Dynamics Pitch Keyboard Electric guitar	verse chorus guitar rock'n'roll drum kit guitar	Rock Audience Pulse Rhythm Pitch drums	woodblock cymbal ensemble keyboard bass groove	rap reggae melody compose improvise perform/performance agogo bell	Question and answer Glockenspiel Review Reflect Classical
Opportunities to perform	Grandparents Day singing performance	Christmas Production Nativity Performance				Summer Fair Performance
Curriculum Enhancements	History Great fire of London Musical accompaniment English – Shakespeare Musical accompaniment					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3 Unit and genre	Let Your Spirit Fly (R&B)	Glockenspiel stage 1 (Learning basic instrumental skills by playing tunes in varying styles)	Three Little Birds (Reggae)	The Dragon Song (Funk/Music from around the world)	Bringing us Together (Disco)	Reflect, Rewind and replay (Western Classical Music)
Year 3 Unit focus	<p>Focus: I have listened to and can sing a ballad in R&B style.</p> <p>I know that R&B songs use synthesizers and drum machines.</p> <p>I can demonstrate melisma!</p> <p>I understand the importance of working in an ensemble or choir and do my best to contribute musically to our sound.</p>	<p>Focus: I can play the notes C, D, E & F.</p> <p>I can play a range of tunes on my glockenspiel.</p> <p>I know the difference between pulse and rhythm.</p>	<p>Focus: I can identify the structure of a piece of music.</p> <p>I can compose a simple melody using simple rhythms and use it as part of a performance.</p> <p>I can play instrumental parts accurately and in time as part of a performance.</p>	<p>Focus: I have listened to music from different countries, and I can name some instruments from other parts of the world.</p> <p>When I sing, I know I need to sit or stand up straight so that my posture is good, I can breathe properly and produce a good sound.</p> <p>I can sometimes create a 'listening map' which visually describes the music I hear.</p>	<p>Focus: I recognise some of the style indicators of disco music such as the energetic bassline and steady dance groove.</p> <p>I am becoming more confident at singing and feel comfortable enough to attempt a solo – even if it is only a short echo warm-up!</p> <p>With the teacher's help I learn simple melodic parts on an instrument to play along with our music.</p>	<p>Focus: I can describe some of the features of classical music.</p> <p>I understand the History of the music that I am listening to.</p> <p>I can remember songs, instruments, and sounds from earlier in the year and can play these.</p>
Year 3 Vocabulary	R&B ballad choir melisma Synthesizer	Melody Pitch Texture Dynamics Pulse Improvise tempo	Rhythm Structure backing vocals Compose Introduction Verse chorus	<i>dizi</i> map <i>tabla</i> <i>zurna</i>	listening posture disco solo melodic bass line Pentatonic scale	hook riff disco scale Classical Reflect Review
Opportunities to perform		Christmas Carol Performance		Easter Production Performance		Summer Fair Performance
Curriculum Enhancements						

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4 Unit and genre	Mamma Mia (70's and 80's)	Glockenspiel stage2 (Learning basic instrumental skills by playing tunes in varying styles)	Stop! (Grime/rap)	Lean on Me (Gospel/soul)	Blackbird (Pop)	Reflect, Rewind andReplay (Classical)
Year 4 Unit focus	<p>Focus: I recognise some style indicators of 1970's pop music by Abba including the hook and the way the four voices are used.</p> <p>I can describe the structure of Mamma Mia and I can compare the musical texture of various parts of the song.</p> <p>I can feel the pulse inside me when I'm singing with the class, and I can move in time with the music.</p>	<p>Focus: I can play more complex rhythm patterns on my glockenspiel.</p> <p>I can revise and play the notes C, D, E, F & G on my glockenspiel.</p> <p>I can learn to play five new tunes on my glockenspiel and revise the tunes I learnt last year.</p>	<p>Focus: I can sing and rap in unison and in parts.</p> <p>I can compose my own rapped lyrics about bullying or another topic/theme that you decide as a class.</p> <p>I can identify the structure of the music that I am listening to.</p>	<p>Focus: I have explored gospel music and I know it usually has religious lyrics and a history which goes back to the 18th century.</p> <p>I can explain call and response style.</p> <p>I have tried singing a harmony part (in a group) whilst others are singing the main melody.</p> <p>I have improvised a simple instrumental part within our performance.</p>	<p>Focus: I know The Beatles became famous in the 1960's and influenced many other musicians. When I listen to music I consider the tempo changes, the dynamics, the instruments and sounds and talk about these with others.</p> <p>In a song I can usually identify the chorus and verses and work out the structure. Sometimes I improvise simple vocal parts in our song.</p>	<p>Focus: I can remember songs, instruments, and sounds from earlier in the year and can play and perform these.</p> <p>I can listen to a piece of classical music and understand where the piece sits in history.</p> <p>I can explain how classical music differs from other styles.</p>
Year 4 Vocabulary	Abba introduction Hook xylophone structure bridge texture backing ending	Glockenspiel Tune Rhythm Note	Rap Unison Structure Compose Lyrics Musical style	Gospel music glockenspiel lyrics harmony call and response	The Beatles solo influence riff glockenspiel Birdsong Acoustic guitar Percussion	Classical History Reflect Music style
Opportunities to perform		Christmas Carol Performance	Recorder Performance	Easter performance		Summer Fair Performance
Curriculum Enhancements	Recorder (HLTA)	Recorder (HLTA)	Recorder (HLTA)	Recorder (HLTA)	Recorder (HLTA)	Recorder (HLTA)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5 Unit and genre	Livin' on a prayer(Rock)	Classroom Jazz 1(Jazz)	Make you feelmy love (Pop Ballads)	The Fresh Prince ofBel Air (Hip Hop)	Dancing in the Street (Motown)	Reflect, Rewind andReplay (Western Classical)
Year 5 Unit focus	<p>Focus: I can identify and discuss the structureof the main piece of music that I listen to.</p> <p>I can identify changes in dynamic,texture and tempo.</p> <p>I know that the pulse, rhythm, pitch,tempo, dynamics, texture and structurework together to make a song sound interesting.</p> <p>I can keep the internal pulse.</p>	<p>Focus: I have explored more Latin American bossa nova songs andrecognize the distinctive rhythmsused.</p> <p>I can name some instruments used injazz music and I knowwhat they sound like.</p> <p>I can play a melodybased on 3 notes intime with the backing and perform quite confidently.</p> <p>I can improvise my own melody on 3 notes, and I know when to start and stop playing.</p>	<p>Focus: I can explain how I know that the pieceof music is a pop ballad.</p> <p>I understand that the song is a coverand that somebodyelse has sang the song before and can describe the differences between the two songs.</p> <p>I can sing in unisonwith my peers.</p>	<p>Focus: I recognise 'old school hip hop' style and can demonstrate howrapping is different to singing.</p> <p>I am more confident in my rhythmic and vocal skills, and I can rap with a strong sense of pulse.</p> <p>I have tried making up my own rap and have performed with others to a rhythmic backing.</p> <p>I enjoy listening toothers perform and can comment constructivelyon their performances.</p> <p>I can make a simple graphic score to help remember my part.</p>	<p>Focus: I recognise Motownstyle and know what a brass section is.</p> <p>I am aware different instruments have their own timbre (type of sound) and when instrumentsand voices combine in different ways the timbre changes.</p> <p>I sing clearly and confidently in a group, and I sometimes volunteer to sing solo.</p> <p>I understand the importance of a conductor/leader when performing.</p>	<p>Focus: I can explain the features of classical musical and describehow it is different to other styles of music.</p> <p>I can remember songs, instruments, and soundsfrom earlier in the year and can play these.</p> <p>I understand the Historyof the music that I am listening to and can explain the job of a composer.</p>
Year 5 Vocabulary	Rock Hook Riff Structure Pulse Bass guitar drums	saxophone trumpet head middle 8 piano rhythm section	Ballad Verse Chorus Interlude Tag endingstrings	graphic score rap decks appraise scratching 'old school hip hop'	trombone brass section motown conductor soul	Classical Composer Composition Reflect
Opportunities to perform		Christmas Carol Performance Ukelele Performance		Spring Concert P&P		Summer Fair Performance Ukulele Summer performance for parents
Curriculum Enhancements	Ukulele	Ukulele	Ukulele	Ukulele	Ukulele (Ukulele (

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6 Unit and genre	Happy (Pop/Motown)	Classroom Jazz 2 (Jazz/Latin)	A New Year Carol (Urban gospel)	You've got a Friend	Music and Me (Rap)	Reflect, Rewind and Replay
Year 6 Unit focus	<p>Focus: I can compare songs in different styles and describe their similarities and differences using musical language.</p> <p>I understand how we can use musical elements like tempo, pitch, dynamics, texture, and timbre to create a mood.</p> <p>I can use graphic scores and simple staff notation to record my musical ideas.</p> <p>I can perform my role in an ensemble with awareness of the overall effect.</p>	<p>Focus: I know that blues music was created by African American communities at the end of the 19th Century who had suffered through slavery.</p> <p>I can use some of the notes of the C major scale to improvise and I know I should start and end on the 'home note' (C).</p> <p>I composed my own blues music and was able to write it down in simple notation on the worksheet provided.</p>	<p>Focus: I can talk about the musical dimensions used in the song.</p> <p>I can sing the song in its original style and the Urban gospel version.</p> <p>I can clap some of the rhythms that are used in the song.</p>	<p>Focus: I am confident about sharing my musical ideas with others and I listen with interest and respect to other people's ideas.</p> <p>I understand that working together well, careful rehearsing and singing/playing with an awareness of the whole ensemble are important for a successful performance.</p> <p>I sometimes take the lead and I can often tell if someone gets out of time with the group – sometimes I can help them to feel the pulse again.</p>	<p>Focus: I can talk about the music of the featured artists and can talk about why four female artists were chosen for this unit.</p> <p>I can talk about how I planned and wrote my own composition in broad terms e.g., the key themes I have used in my lyrics, the options I chose and why.</p> <p>I can present the performance in an interesting and engaging way and reflect on its strengths and weaknesses.</p>	<p>Focus: I can discuss the history of the music that I am listening to.</p> <p>I can remember and join in with songs, instruments and sounds from earlier in the year.</p>
Year 6 Vocabulary	staff notation treble clef stave awareness musical elements	chord sequence C major scale Duke Ellington big band blues spirituals work songs	Urban gospel Unison harmony Phrases Ostinato Melody	diminuendo crescendo string section harmony solo compose	Gender DJing Racism culture Rap identity Lyrics inspirational Turntablist producer	Reflect Classical Style indicators improvise
Opportunities to perform		Ecumenical Service Carol singing	Recorder Performance	Spring Concert P&P		Summer Fair Performance Recorder Performance
Curriculum Enhancements	Recorder (HLTA)	Recorder (HLTA)	Recorder (HLTA)	Recorder (HLTA)	Recorder (HLTA)	Recorder (HLTA)