

Bush Hill Park Primary School – Music Long term plan

	<i>Autumn Term</i>	<i>Spring Term</i>	<i>Summer Term</i>
<i>Nursery</i>	<p><u>All about Me</u> <i>Link: PSHE</i></p> <p>In this unit, pupils will sing songs about themselves, looking in particular at parts of the body and emotions. They will explore how they can use their voice and body to create sounds and represent their feelings. They will listen to a variety of music, saying how pieces make them feel.</p> <p><i>EYFS Statutory Framework: 7.1; 7.2</i></p>	<p><u>Colours in the World Around Us</u> <i>Link: Understanding the World; Expressive Arts (Art)</i></p> <p>In this unit, pupils will observe and explore aspects of the world around them (their immediate environment, vehicles, animals, plants and food) through singing songs about colour. They will use untuned percussion to add sound effects to songs/stories.</p> <p><i>EYFS Statutory Framework: 7.1; 7.2</i></p>	<p><u>Exploring Sounds</u> <i>Link: Understanding the World</i></p> <p>In this unit, pupils will explore sound through singing songs, making music and listening to music from a variety of styles and traditions. They will listen out for different types of sound and experiment with ways of creating and changing sounds using their voices and percussion instruments, including making them shorter/longer, louder/quieter and higher/lower. They will represent their own ideas using sound and music.</p> <p><i>EYFS Statutory Framework: 7.1; 7.2</i></p>
<i>Reception</i>	<p><u>Exploring Emotions</u> <i>Link: PSHE</i></p> <p>In this unit, pupils will explore different emotions through singing songs and changing their lyrics. They will represent their own thoughts and feelings through creating and performing emotion soundscapes using their voices, bodies and untuned percussion. They will listen to a variety of pieces (of different styles and traditions) and identify their moods.</p> <p><i>EYFS Statutory Framework: 7.1; 7.2</i></p>	<p><u>Healthy Me</u> <i>Link: PSHE</i></p> <p>In this unit, pupils will recap parts of the body and explore exercise and healthy eating through singing action songs and moving to music. They will change the words of songs to create their own verses/versions. They will recap how they can use their bodies to create sounds and will perform accompaniments for songs using body and untuned percussion.</p> <p><i>EYFS Statutory Framework: 7.1; 7.2</i></p>	<p><u>Animals and their Habitats</u> <i>Link: Understanding the World (Science)</i></p> <p>In this unit, pupils will sing songs about animals in their habitats. They will match music they hear to the animal they think it best represents and create music to represent animals and habitats using their voice, body percussion and percussion instruments.</p> <p><i>EYFS Statutory Framework: 7.1; 7.2</i></p>
<i>Year 1</i>	<p><u>Toys and Games</u> <i>Link: English – Writing (Toys)</i></p> <p>In this unit, pupils will listen to and sing songs about toys. They will listen to music that makes use of toy instruments and learn chanting, singing and clapping games. Through these they will learn about rhythm, pitch, dynamics and tempo.</p> <p><i>NC: 1.1; 1.3 (experimenting, creating and selecting); 1.4</i></p>	<p><u>Animals and their Habitats</u> <i>Link: Science (Animals)</i></p> <p>In this unit, pupils will sing songs with actions about animals in their natural habitat and in the zoo. They will change the lyrics of a song to create their own version. They will think about how animals can be represented through music via listening and composing activities that explore the use of dynamics, tempo, pitch and instrumentation.</p> <p><i>NC: 1.1; 1.2; 1.3; 1.4</i></p>	<p><u>Seasons and Weather</u> <i>Link: Science (Seasonal Changes)</i></p> <p>In this unit, pupils will listen to and perform music inspired by the seasons and weather. They will create soundscapes using their voices, bodies and percussion (tuned and untuned) and explore how graphic score can be used to write ideas down. They will begin to look at how dynamics, tempo, pitch and instrumentation can be used to create contrast within a piece.</p> <p><i>NC: 1.1; 1.2; 1.3; 1.4</i></p>

<p><i>Year 2</i></p>	<p><u>A Sailor Went to Sea, Sea, Sea</u> <i>Link: Geography; History (Shiver Me Timbers)</i></p> <p>In this unit, pupils will learn to sing songs connected to the sea. They will listen to musical depictions and create a sea soundscape using voice, body percussion and classroom percussion. They will also learn a glockenspiel accompaniment for ‘The Big Ship Sails on the Ally-Ally-Oh’.</p> <p><i>NC: 1.1; 1.2; 1.3; 1.4</i></p>	<p><u>Peter and the Wolf</u> <i>Link: Science (Animals)</i></p> <p>In this unit, pupils will become familiar with some of the instruments of the orchestra through listening to and analysing Prokofiev’s ‘Peter and the Wolf’. They learn to sing one of the themes. Using the interrelated dimensions of music, pupils will compose a theme for one of the characters in groups.</p> <p><i>NC: 1.1; 1.2; 1.3; 1.4</i></p>	<p><u>Let’s Go on a Holiday</u> <i>Link: English – Writing (Persuasive Holiday Brochure); Communication and Language Development</i></p> <p>In this unit, pupils will listen to and learn to perform music from around the world. They will learn to sing rounds in French and Swahili as well as songs from Jamaica. They will use untuned and body percussion to play accompaniments to songs and glockenspiels to play the melody to ‘Se Ma Ma Ka’. They will compose in pairs pieces inspired by music from Africa.</p> <p><i>NC: 1.1; 1.2; 1.3; 1.4</i></p>
<p><i>Year 3</i></p>	<p><u>Caring for the Environment</u> <i>Link: PSHE (Being Me in my World)</i></p> <p>In this unit, pupils will listen to and perform songs about caring for the environment. They will experiment with different ways of creating sounds using found objects (sound-makers) and use them to create a piece. They will rap and beat-box and write a rap about the importance of recycling.</p> <p><i>NC: 2.1; 2.2; 2.3; 2.4; 2.5</i></p>	<p><u>Taking on Challenges</u> <i>Link: PSHE (Dreams and Goals)</i></p> <p>In this unit, pupils will listen to songs that encourage resilience. Using graphic and traditional notation, they will perform and create body percussion accompaniments to songs. They will also sing ‘You Can Get It If You Really Want’ and learn to play extracts of its melody on glockenspiels. They will take on the challenge of becoming familiar with rhythmic notation and the treble clef, stave, lines and spaces.</p> <p><i>NC: 2.1; 2.2; 2.3; 2.4; 2.5</i></p>	<p><u>Rivers: From Mountain to Coast</u> <i>Link: Geography (Mountains; Rivers; Coasts)</i></p> <p>In this unit, pupils will explore the journey of a river through music. They will analyse musical examples, learn some traditional songs and perform some as <i>rounds</i>. Pupils will use body and classroom percussion to play accompaniments and compose. They will also use <i>glockenspiels</i> to compose a river-inspired piece based on notes from the <i>C major scale</i>.</p> <p><i>NC: 2.1; 2.2; 2.3; 2.4; 2.5</i></p>
<p><i>Year 4</i></p>	<p><u>Down the River to the Sea</u> <i>Link: Geography</i></p> <p>In this unit, pupils will listen to and analyse music inspired by rivers and seas. They will sing some traditional songs and use glockenspiels to compose a sea-inspired piece based on arpeggios and broken chords in ternary form.</p> <p><i>NC: 2.1; 2.2; 2.3; 2.4; 2.5; 2.6</i></p>	<p><u>Music from Africa</u> <i>Link: Geography (Tourism)</i></p> <p>In this unit, pupils will listen to and perform traditional and popular music from Africa. They will learn about common musical features found in much traditional West African music and compose pieces based on some of these.</p> <p><i>NC: 2.1; 2.2; 2.3; 2.4; 2.5</i></p>	<p><u>Film Music</u> <i>Link: Science (Sound); English – Writing (Genres)</i></p> <p>In this unit, pupils will listen to a number of film themes and learn to play one on the glockenspiel. They will also create music to accompany a film clip in a minimalist style using the ukulele. They will listen to examples of minimalism for inspiration and learn the main features of the style.</p> <p><i>NC: 2.1; 2.2; 2.3; 2.4; 2.5</i></p>

<p>Year 5</p>	<p><u>The Twelve-Bar Blues</u> <i>Link: PSHE</i></p> <p>In this unit, pupils will learn about the blues and its origins. They will listen to examples of the blues and styles that have been influenced by it (including jazz, funk, rock and roll). They will learn to play the twelve-bar blues on the ukulele. They will improvise melodies based on the pentatonic scale and write lyrics in an AAB structure.</p> <p><i>NC: 2.1; 2.2; 2.3; 2.4; 2.5; 2.6</i></p>	<p><u>Proud</u> <i>Link: PSHE (Dreams and Goals; Healthy Me)</i></p> <p>In this unit, pupils will learn to sing ‘Proud’ and perform it to a backing track. They will listen to and analyse a number of national anthems, learn about when they are typically heard/performed and write an anthem for the school, which they would sing or rap.</p> <p><i>NC: 2.1; 2.2; 2.3; 2.4; 2.5</i></p>	<p><u>Journey into Space</u> <i>Link: Science</i></p> <p>In this unit, pupils will listen to and analyse music inspired by space and the journey to space. They will learn to sing ‘The Final Countdown’ and write lyrics for a ‘Journey to Space’ song. They will compose a piece inspired by one of Holst’s titles (and pieces) from his <i>Planets Suite</i> using Garageband.</p> <p><i>NC: 2.1; 2.2; 2.3; 2.4; 2.5</i></p>
<p>Year 6</p>	<p><u>Making Connections</u> <i>Link: PSHE (Being Me in my World; Celebrating Differences)</i></p> <p>In this unit, pupils will become aware of folk music from different countries through listening to and performing some examples. They will look at differences and similarities. They will improvise music using the pentatonic scale, which features in and connects many of the examples they have heard during this unit.</p> <p><i>NC: 2.1; 2.2; 2.3; 2.4; 2.5</i></p>	<p><u>Evolution of Music (Change)</u> <i>Link: Science (Evolution and Inheritance)</i></p> <p>In this unit, pupils will listen to examples of music from the Baroque, Classical and Romantic periods and explore some of the ways classical music evolved between 1600 and 1910 (developing an understanding of the history of music). <i>Focus piece: Pachelbel’s ‘Canon in D’ (Baroque Period) – they will look at how it has been used in or influenced many modern-day pop songs; learn to play parts from it from staff notation; and explore some musical features associated with the other two periods through it.</i></p> <p><i>NC: 2.1; 2.2; 2.3; 2.4; 2.5; 2.6</i></p>	<p><u>The Music Industry</u> <i>Link: PSHE (Relationships; Changing Me)</i></p> <p>In this unit, pupils will listen to examples of pop music from the 1950s to the present day and learn to sing Pharrell Williams’ ‘Happy’. They will compose, in pairs/groups, songs influenced by a pop music genre of their choice using Garageband or ukuleles. They will learn about the music industry and explore ways music can be marketed.</p> <p><i>NC: 2.1; 2.2; 2.3; 2.4; 2.5; 2.6</i></p> <p><u>Year 6 Production</u></p> <p>Pupils will also develop their performance skills through learning and putting on the Year 6 Production as a year group in the Ashton Hall.</p>