



Oaklands Primary School Music Long Term Curriculum Plan (Using Charanga Online Scheme)

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS		Action Songs (Me!) - Nursery Rhymes and action songs - Clapping the rhythm - Exploring voices	Stories told through songs and music (My Stories) - Moving to the pulse - Using imagination - Learn songs from memory	Listen and appraise (Everyone!) - Finding the pulse - Performing to others - Listening out for high and low notes	Celebrating music (Our World) - Develop skills on variety of instruments - Practise playing along with the pulse - Playing simple rhythms on instruments	Exploring Voice and Instruments (Big Bear Funk) - Finding the pulse in different ways - Exploring voices and instruments related to pitch	Consolidate learning (Reflect, Rewind and Replay) - New listen and appraise questions - Composing - Improvise using voice and instruments
	Year 1	Pulse and Rhythm (Hey You!) - Hip Hop (with rapping and singing) - How pulse, rhythm and pitch work together	Develop vocal skills (Rhythm in the way you walk and Banana Rap) - Lyrics spoken rhythmically over backing track - Recognise melody shapes of a verse.	Different styles of music (In the Groove) - Name and move to different styles of music, including the Blues, Baroque, Latin, Bhangra, Irish Folk and Funk - Begin to recognise the tempo of music	Latin bossa nova song (Round and Round) - Learn instrumental parts for the song - Improvise using un-tuned instruments - Share and perform in different groups	Composition (Your Imagination) - Creativity and Composition/Improvisation - Listening and editing compositions	Consolidate and reinforce (Reflect, Rewind and Replay) - Performance - Listen and appraise classical music - Identify the instruments and listen to individual instruments
	Year 2	South African music (Hands, Feet, Heart) - Copying back rhythms and pitch using voice and glockenspiels - Listen and appraise different styles of South African music	Singing and rapping (Ho, Ho, Ho) - Develop range of singing notes - Practise breathing correctly - Listen out for patterns in music to make learning the song easier	Using voice and instruments to listen and play (I wanna play in a band) - Improvisation - Playing together as a group	Recognise Reggae music (Zootime) - Learn aspects of the style of Reggae music - Listen and copy lyrics carefully with focus on consonants - Celebrate and share your learning	Difference between pulse and rhythm (Friendship Song) - Find the pulse and clap different rhythms - Deepen musical knowledge and enrich understanding of songs with a specific theme and musical style	Revisit songs and musical activities (Reflect, Rewind and Replay) - Applying skills learnt to create a performance - Rehearse and improve - How instruments can be played in different ways to create sounds



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Lower Key Stage 2	Year 3	Rhythm and Blues (Let Your Spirit Fly) - Listen for the melody and how the pitch changes - How to communicate music and connect with the audience.	Develop instrumental skills (Glockenspiel: Stage 1) - Explore and develop playing skills using notes on a tuned instrument.	Singing (Three Little Birds) - Focus on lyrics - Singing songs from memory - Listen and copy rhythms using instruments	Music fable giving an important message (The Dragon Song) - Encounter music from around the world (listen and appraise) - Give compositions structure and add pitch	Composition (Bringing Us Together) - Composing and performing to tell a story - Singing lead vocal and backing parts	Revisit songs and musical activities (Reflect, Rewind and Replay) - Plan and practise songs for a refined Performance - Listen and appraise early renaissance music
	Year 4	Recorders – Making a sound - Using the mouthpiece - Assembling a recorder - Play simple melodies		Recorders – Control sound quality - Begin to recognise and interpret basic features of staff notation - Play a performance in time to the music		Recorders – Perform as part of an ensemble - Play notes over the range of a fifth (5 notes) - Recognising different pitch - Using recorders to compose and perform - Perform in unison	
	Year 5	Rock Anthems (Livin' on a Prayer) - Song Structure (incl. bridge) - Play an instrumental part accurately and in time using glockenspiels/ recorders as part of a performance	Improvising (Classroom Jazz 1) - Recognise styles of songs (jazz and swing) and what instruments can be heard. - Improvise using the Bossa Nova Style (Samba from Brazil)	Pop ballads through the eras (Make you feel my love) - Meaning of the lyrics Compare versions of the same song (sung by different artists)	Vocal skills (The Fresh Prince of Bel-Air) - Use of breath control and diction when singing - Record and analyse / evaluate own performances	Musical Style of Motown (Dancing in the Street) - Recognise the style of music - Identify instruments in a song - Identify the structure and musical dimensions	Performance (Reflect, Rewind and Replay) - Listen to a wide breadth of music to gain contextual understanding - Communicate expressively
	Year 6	Musical Leadership (Happy) - Singing in unison and in two parts - Taking on a musical leadership and creating musical ideas for the group	Improvising (Classroom Jazz 2) - Learn to play songs from memory (recognise repetition and patterns in jazz) - Practise fluency leading to a performance.	How musical styles change (A New Year Carol) - Use of musical vocabulary - Respecting different musical styles - Using different musical dimensions to enhance a performance.	Develop harmony parts (You've got a Friend) - Recognising the message, thoughts and feelings in lyrics - Develop harmony singing skills by learning backing vocal parts	Composition using Identity as a theme (Music and Me) - Compose your own music using your own identity - Using different instruments, own lyrics & different musical dimensions to compose a song	Classical Music (Reflect, Rewind and Replay) - Listen and appraise classical pieces through the eras - Celebration of music learnt