

Year 1 Long Term Curriculum Plan for Music					
Big Question	Big Question	Big Question	Big Question	Big Question	Big Question
Can I explore old	Can I explore reggae and	Can I explore songs that link	Can I explore Latin	Can I explore Pop music?	Can I explore Western
school hip hop?	hip hop?	to History?	American music?	carriexprese reprinted.	classical music?
Seriour inpriop.	THE HOP.	to matery.	/ interredit maste.	Area of learning	ciassical illusie.
Area of learning	Area of learning	Area of learning	Area of learning	Pop	Area of learning
Old school hip hop	Reggae and hip hop	Blues, Latin, folk, funk	Latin music, film music, big	1.00	Western classical music
Old School hip hop	Regue and mp nop	Braces, Eathr, Tork, Tarrix	band jazz	Focus	Western classical masic
Focus	Focus	Focus	Buria juzz	Your Imagination	Focus
Hey You!	Rhythm in the way we	In The Groove	Focus	Todi imagination	Reflect, Rewind and
Ticy Tou:	walk and Banana Rap	III THE GIOOVE	Round and Round	NC Links	Replay
NC Links	waik and banana kap	NC Links	Nourid and Nourid	-use their voices	Replay
-use their voices	NC Links	-use their voices expressively	NC Links	expressively and creatively	NC Links
expressively and	-use their voices	and creatively by singing	-use their voices	by singing songs and	-use their voices
creatively by singing	expressively and	songs and speaking chants	expressively and creatively	speaking chants and rhymes	expressively and
songs and speaking	creatively by singing	and rhymes	by singing songs and	-play tuned and untuned	creatively by singing
chants and rhymes	songs and speaking	-play tuned and untuned	speaking chants and	instruments musically	songs and speaking
-play tuned and	chants and rhymes	instruments musically	rhymes	-listen with concentration	chants and rhymes
untuned instruments	-play tuned and untuned	-listen with concentration	-play tuned and untuned	and understanding to a	-play tuned and untuned
musically	instruments musically	and understanding to a range	instruments musically	range of high-quality live	instruments musically
-listen with	-listen with	of high-quality live and	-listen with concentration	and recorded music	-listen with
concentration and	concentration and	recorded music	and understanding to a	-experiment with, create,	concentration and
understanding to a	understanding to a	-experiment with, create,	range of high-quality live	select and combine sounds	understanding to a range
range of high-quality	range of high-quality live	select and combine sounds	and recorded music	using the interrelated	of high-quality live and
live and recorded	and recorded music	using the interrelated	-experiment with, create,	dimensions of music	recorded music
music		dimensions of music	select and combine sounds	differsions of music	
	-experiment with, create, select and	differsions of music			-experiment with, create, select and combine
-experiment with, create, select and	combine sounds using		using the interrelated dimensions of music		sounds using the
create, select and combine sounds	the interrelated		unitensions of music		interrelated dimensions
	dimensions of music				of music
using the interrelated	uninensions of music				of music
dimensions of music					



Year 2 Long Term Curriculum Plan for Music					
Big Question	Big Question	Big Question	Big Question	Big Question	Big Question
What does South African	What is rap music?	Can I play in a rock	What are the features of	Can I create and sing a	What doe classical music
music sound like?	vviidt is rup illusie.	band?	reggae music?	pop song bout friendship?	sound like?
music sound like:	Area of learning:	Dariu:	reggae music:	pop song bout menusmp:	Souria like:
Area of learning:	A song with rapping	Area of learning:	Area of learning:	Area of learning:	Area of learning:
	and improvising for	Rock		Pop	Classical
African	Christmas	ROCK	Reggae	РОР	
African	Christmas	-	_	_	Focus:
-	_	Focus:	Focus:	Focus:	
Focus:	Focus:	Playing together in a	Reggae and animals	A song about being	The history of
South African Music	Festivals and Christmas	band		friends	music, look back
			NC links:		and consolidate
NC links:	NC links:	NC links:	<u>-</u> use their voices expressively	NC links:	your learning, learn
-use their voices	use their voices	-use their voices	and creatively by singing	<u>-</u> use their voices	some of the
expressively and	expressively and	expressively and	songs and speaking chants	expressively and	language of music
creatively by singing	creatively by singing	creatively by singing	and rhymesplay tuned and	creatively by singing songs	
songs and speaking	songs and speaking	songs and speaking	untuned instruments	and speaking chants and	NC links:
chants and rhymesplay	chants and rhymes	chants and rhymes	musically	rhymesplay tuned and	-use their voices expressively
tuned and untuned	play tuned and untuned	play tuned and untuned	- listen with concentration	untuned instruments	and creatively by singing songs
instruments musically	instruments musically	instruments musically	and understanding to a range	musically	and speaking chants and
- listen with	- listen with	- listen with	of high-quality live and	- listen with concentration	rhymesplay tuned and
concentration and	concentration and	concentration and	recorded music	and understanding to a	untuned instruments musically
understanding to a range	understanding to a	understanding to a	- experiment with, create,	range of high-quality live	- listen with concentration and
of high-quality live and	range of high-quality	range of high-quality	select and combine sounds	and recorded music	understanding to a range of
recorded music	live and recorded music	live and recorded music	using the inter-related	- experiment with, create,	high-quality live and recorded
- experiment with,	- experiment with,	- experiment with,	dimensions of music	select and combine	music
create, select and	create, select and	create, select and		sounds using the inter-	- experiment with, create,
combine sounds using	combine sounds using	combine sounds using		related dimensions of	select and combine sounds
the inter-related	the inter-related	the inter-related		music	using the inter-related
dimensions of music	dimensions of music	dimensions of music			dimensions of music



Year 3 Long Term Curriculum Plan for Music

Big Question

Can I explore R&B music?

Area of learning:

R&B

Focus:

'Let your spirit fly'

NC Links:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- -improvise and compose music for a range of purposes using the interrelated dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- increasing aural memory
 use and understand staff
 and other musical notations
 -appreciate and understand
 a wide range of high-quality
 live and recorded
 music drawn from different
 traditions and from great
 composers and musicians
 -develop an understanding

of the history of music.

Big Question

Can I explore playing an instrument?

Area of learning:

Glockenspiels stage 1

Focus:

The language of music

NC Links:

- -play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- -improvise and compose music for a range of purposes using the
- interrelated dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations -appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- -develop an understanding of the history of music.

Big Question

Can I explore an influential artist?

Area of learning:

Reggae

Focus:

'Three Little Birds'

NC Links:

- -play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- -improvise and compose music for a range of purposes using the interrelated dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations -appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- -develop an understanding of the history of music.

Big Question

Can I explore acceptance through song?

Area of learning:

'The Dragon Song'

Focus:

Kindness, happiness, respect, acceptance

NC Links:

- -play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- -improvise and compose music for a range of purposes using the interrelated dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
 appreciate and understand a wide range of high-quality live
- and recorded music drawn from different traditions and from great composers and musicians -develop an understanding of the history of music.

Big Question

Can I explore how music can make you happy?

Area of learning:

Disco music

Focus:

'Bringing us together'

NC Links:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- -improvise and compose music for a range of purposes using the interrelated dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
 appreciate and understand a wide range of high-quality live
- and recorded music drawn from different traditions and from great composers & musicians
- -develop an understanding of the history of music.

Big Question

What can I remember about my music learning?

Area of learning:

Reflect, Rewind, Replay

Focus:

Consolidating learning

NC Links:

- -play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- -improvise and compose music for a range of purposes using the
- interrelated dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
 appreciate and understand a
- wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- -develop an understanding of the history of music.



Year 4 Long Term Curriculum Plan for Music					
Big Question	Big Question	Big Question	Big Question	Big Question	Big Question
Did music change from the	Can I explore playing an	What is composition?	What is gospel music?	How has pop music changed	What is classical music
70's onwards?	instrument?			and developed?	like?
		Area of learning	Area of learning		
Area of learning	Area of learning	Stop – Composition	Lean on me – Gospel in its	Area of learning	Area of learning
Music of the 70s and 80s	Learning basic instrumental		historical context	Development of pop music	Western classical music
	skills	<u>Focus</u>			
<u>Focus</u>		How music is created	<u>Focus</u>	<u>Focus</u>	<u>Focus</u>
Mamma Mia, ABBA	<u>Focus</u>		Lean on me	Blackbird	Instruments used in
	Glockenspiel	NC Links			classical music
NC Links		-Listen with attention to	NC Links	NC Links	
-Appreciate and understand a	NC Links	detail and recall sounds	-Appreciate and	-Appreciate and understand a	NC Links
wide range of high-quality live	-Play and perform in solo	with increasing aural	understand a wide range	wide range of high-quality live	-Appreciate and
and recorded music drawn	and ensemble contexts,	memory.	of high-quality live and	and recorded music drawn	understand a wide range
from different traditions and	using their voices and	- Improvise and	recorded music drawn	from different traditions and	of high-quality live and
from great composers and	playing musical instruments	compose music for a	from different traditions	from great composers and	recorded music drawn
musician.	with increasing accuracy,	range of purposes using	and from great composers	musician.	from different traditions
-Improvise and compose music	fluency, control and	the inter-related	and musician.	-Develop an understanding of	and from great composers
for a range of purposes using	expression.	dimensions of music.	-Develop an understanding	the history of music.	and musician.
the inter-related dimensions of	-Improvise and compose		of the history of music.	-Listen with attention to	-Develop an understanding
music.	music for a range of		-Listen with attention to	detail and recall sounds with	of the history of music.
-Listen with attention to detail	purposes using the inter-		detail and recall sounds	increasing aural memory.	-Listen with attention to
and recall sounds with	related dimensions of		with increasing aural		detail and recall sounds
increasing aural memory.	music.		memory.		with increasing aural
-Develop an understanding of	-Listen with attention to				memory.
the history of music.	detail and recall sounds				
	with increasing aural				
	memory.				



Year 5 L	ong Term	Curriculum P	lan f	or Music
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Can I analyse a performance?
Area of learning: Rock
<u>Focus</u> : Livin' On A Prayer
NC Links: - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
-improvise and compose music for a range of purposes using the interrelated dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory - use and understand staff and other musical notations -appreciate and understand a wide range of high-quality live and recorded music drawn
from different traditions and

from great composers and

the history of music.

-develop an understanding of

musicians

Big Question

Big Question

Can I explore the history of music?

Area of learning:

Jazz

Focus:

Improvisation

NC Links:

-play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

-improvise and compose music for a range of purposes using the interrelated dimensions of

music - listen with attention to detail

and recall sounds with increasing aural memory

- use and understand staff and other musical notations -appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

-develop an understanding of the history of music.

Big Question

Can I explore the historical context of a ballad?

Area of learning:

Pop Ballads

Focus:

Make You Feel My Love

NC Links:

music

-play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

-improvise and compose music for a range of purposes using the interrelated dimensions of

- listen with attention to detail and recall sounds with increasing aural memory

- use and understand staff and other musical notations -appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and

musicians -develop an understanding of the history of music.

Big Question

Can I compose a rap song?

Area of learning:

Hip Hop

Focus:

Composition

NC Links:

-play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

-improvise and compose music for a range of purposes using the interrelated dimensions of music

- listen with attention to detail and recall sounds with increasing aural memory - use and understand staff and

other musical notations -appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

-develop an understanding of the history of music.

Big Question

Can I explore the history of motown?

Area of learning:

Motown

Focus:

Dancing In The Street

NC Links:

music

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression -improvise and compose

music for a range of purposes using the interrelated dimensions of

- listen with attention to detail and recall sounds with increasing aural memory

- use and understand staff and other musical notations -appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and

musicians -develop an understanding of the history of music.

Big Question

Can I think about the history of music in context?

Area of learning:

Reflect, Rewind, Replay

Focus:

Western Classical music

NC Links:

play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression -improvise and compose

music for a range of purposes using the

interrelated dimensions of music

- listen with attention to detail and recall sounds with increasing aural memory

- use and understand staff and other musical notations -appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and

musicians -develop an understanding of

the history of music.



Year 6 Long Term Curriculum Plan for Computing						
Die Overtier	Di- Overtien	Dia Overtian	Die Overtier	Die Overtiere	Die Overtier	
Big Question	Big Question	Big Question	Big Question	Big Question	Big Question	
How can music affect our	How does improvisation	Do you prefer the original	How can we explore the	How can we create our own	How can we reflect upon	
mood?	alter a composition?	or cover versions?	music of Carole King?	music inspired by our identity?	the history of music?	
Area of Learning	Area of Learning	Area of Learning	Area of Learning	Area of Learning	Area of Learning	
Pop/Neo Soul	Bacharach and Blues	Classical or Urban Gospel	70s Ballad/Pop	Music inspired by identity and	Classical	
				women in the music industry		
<u>Focus</u>	<u>Focus</u>	<u>Focus</u>	<u>Focus</u>		<u>Focus</u>	
Нарру	Classroom Jazz 2	A New Year Carol	You've Got A Friend	<u>Focus</u>	Reflect, Rewind & Replay	
				Music and Me		
NC Links	NC Links	NC Links	NC Links		NC Links	
-appreciate and understand	-appreciate and	-appreciate and	-appreciate and understand	NC Links	-develop an understanding	
a wide range of high-quality	understand a wide range	understand a wide range	a wide range of high-quality	-appreciate and understand a	of the history of music.	
live and recorded music	of high-quality live and	of high-quality live and	live and recorded music	wide range of high-quality live	-appreciate and	
drawn from different	recorded music drawn	recorded music drawn	drawn from different	and recorded music drawn	understand a wide range	
traditions and from great	from different traditions	from different traditions	traditions and from great	from different traditions and	of high-quality live and	
composers and musicians.	and from great	and from great	composers and musicians.	from great composers and	recorded music drawn	
-use and understand staff	composers and musicians.	composers and musicians.	-listen with attention to	musicians.	from different traditions	
and other musical	-improvise and compose	-listen with attention to	detail and recall sounds	-use and understand staff and	and from great composers	
notations.	music for a range of	detail and recall sounds	with increasing aural	other musical notations.	and musicians.	
-listen with attention to	purposes using the inter-	with increasing aural	memory.	-improvise and compose music		
detail and recall sounds with	related dimensions of	memory.	-play and perform in solo	for a range of purposes using		
increasing aural memory.	music.	-play and perform in solo	and ensemble contexts,	the inter-related dimensions of		
-play and perform in solo	-play and perform in solo	and ensemble contexts,	using their voices and	music.		
and ensemble contexts,	and ensemble contexts,	using their voices and	playing musical instruments	-play and perform in solo and		
using their voices and	using their voices and	playing musical	with increasing accuracy,	ensemble contexts, using their		
playing musical instruments	playing musical	instruments with	fluency, control and	voices and playing musical		
with increasing accuracy,	instruments with	increasing accuracy,	expression.	instruments with increasing		
fluency, control and	increasing accuracy,	fluency, control and		accuracy, fluency, control and		
expression.	fluency, control and	expression.		expression.		

expression.