

Long Term Planning: Music 2023-24



*Performance	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2						
Nursery 	Singing Together Singing Listening Musicianship Composing	Nativity* Singing Performing Musicianship	Melodies and Movement Singing Listening Musicianship Composing	Melodies and Movement Singing Listening Musicianship Composing	Melodies and Movement Singing Listening Musicianship Composing	Party Time! Singing Listening Musicianship Composing						
Reception 	Song and Dance Singing Listening Performing Musicianship	Christmas Show* Singing Musicianship Performing	Story and Song Musicianship Composing Listening Performing Singing	Springtime Singing Composing Musicianship Listening	Song and Dance Listening Performing Musicianship Singing	Party Time! Performing Singing Listening Composing						
Year 1 	Harvest Festival* Singing Performing Composing	Classroom Percussion Listening Performing Musicianship	Classroom Christmas Singing	Classical/Romantic Singing, Listening, Performing, Musicianship	Musical Stories Performing Composing Listening Singing	Musical Patterns Performing Composing Musicianship Singing	Creating Music Composing Musicianship Listening Performing					
Year 2 	Sea Shanties Singing Listening Performing Musicianship							Christingle* Performing Singing Musicianship	Elements of Music Musicianship Composing Listening Singing	Notation Musicianship Composing Listening Singing	Latin American Music Singing Listening Performing Musicianship	Elements of Music Musicianship Composing Listening Singing
Year 3 	Our Music Listening Musicianship Singing							Folk Songs Listening Musicianship Singing Composing	Rock Music Listening Musicianship Singing Composing	Easter Service* Performing Singing Musicianship	Musical Mosaics Listening Musicianship Singing Composing	Mighty Music Listening Musicianship Singing Composing
Year 4 	Musical Ingredients Listening Musicianship Singing							Gospel Music Listening Musicianship Singing Performing	Pop Music Listening Musicianship Performing Composing	Musical Flow Composing Listening Musicianship	Strawberry Jam* Performing Singing Musicianship	Music of Nature Listening Musicianship Composing
Year 5 	Musicals Listening Musicianship Singing Composing							Young Voices* Performing Singing Musicianship Listening	Music History Musicianship Listening Composing	Why does Music matter? Listening Musicianship Composing	Music Hall Performing Singing Musicianship Listening	Song Writing Musicianship Listening Composing Performing Singing
Year 6											Show Rehearsals Singing Musicianship	Musical Production* Performing

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Links to Key Stage 3	<p>Pupils should build on their previous knowledge and skills through performing, composing and listening. They should develop their vocal and/or instrumental fluency, accuracy and expressiveness; and understand musical structures, styles, genres and traditions, identifying the expressive use of musical dimensions. They should listen with increasing discrimination and awareness to inform their practice as musicians. They should use technologies appropriately and appreciate and understand a wide range of musical contexts and styles.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression. • Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions. • Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions. • Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices • Listen with increasing discrimination to a wide range of music from great composers and musicians • Develop a deepening understanding of the music that they perform and to which they listen, and its history. 												