



Newlaithes Nursery & Infant School



Music Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Children in nursery are learning about rhymes, songs and poems. They are listening to music and then talking about how it makes them feel and think. Our nursery children take part in lots of singing, matching the pitch of songs and following the melody. They explore music and dance by creating their own songs, experimenting with instruments and then performing their music to others. Children follow a topic-based approach that changes year on year to accommodate children's interests. Children use their access to provision, resources and adult interactions to encourage curiosity about the world around them. As not all children who join our school attend our nursery, some topics are repeated in Reception.					
Reception (Need to add Dance objectives)	I am learning to join in with familiar rhymes and number songs. I can sing a variety of familiar rhymes and number songs. 10 familiar favourite Nursery Rhymes. - Miss Polly had a Dolly. - A variety of number songs.	I can watch and talk about a live performance. I can sing as part of a group. I can complete some basic actions to go with a song or story. I can take part in a performance. I can listen to and learn rhymes, poems and songs. 10 familiar favourite Nursery Rhymes. - Christmas production.	I can use musical instruments to make different sounds. I can express my feelings and responses to a piece of music. I can listen to and learn rhymes, poems and songs. - Making animal sounds. - Listening to sounds from Antarctica, drawing a picture to show what they think it looks like. - Exploring musical instruments.	I can watch and talk about dance and performance art, expressing feelings and responses. I can name a range of musical instruments. I can use musical instruments to make different sounds. I can listen attentively to music and make moves to respond to the music. I can listen to and learn rhymes, poems and songs. - Watch the BBC Ballet - Animal sounds matching game. - Exploring musical instruments.	I can learn rhymes, poems and songs. Play pitch-matching games.	Learn a call and response song. I can express my feelings and responses to a piece of music. I can make loud and quiet sounds. I can recognise patterns in music. I can listen to and learn rhymes, poems and songs. - Che Che Kule - Listening to sounds of the ocean. - Listening to sounds of the beach. - African drums

Year 1 SEE ADDITIONAL RESOURCES ON SERVER.	<u>Great Fire of London</u> I can play and explore a variety of classroom instruments. I can follow simple instructions of how and when to play. I can recognise and name some of the instruments I can hear in a piece of music. London's burning – introduction to simple graphic notation. Exploration of boom whackers, keyboard and glockenspiels.	<u>Christmas Performance</u> I can confidently sing a selection of songs, keeping a steady pulse. I can sing in unison with a small range of notes. Take part in the Year group specific Christmas performance.	<u>Chair Drumming</u> I can follow simple instructions of how and when to play. I can explore chair drumming. I can respond to changes in music through the movement of drumming. • The Wellerman Song (Sea Shanty) • Three Little Birds • Dance of the Sugarplum fairy (+ extension) (Primary Music Activities on YouTube)	<u>Musical Stories</u> I can recognise and name some of the instruments I can hear in a piece of music. Focus on naming instruments. Listen to: • BBC Philharmonic: The Musical story of the Gingerbread Man (focus piece). • Three Billy Goats Gruff (Musical Storyland, BBC) • Jack and the Beanstalk (Musical Storyland, BBC) • The Great Race (Musical Storyland, BBC) See additional resources and activities on server. Activities to support 'The Gingerbread Man': • Running like the Gingerbread Man (I can respond to changes in music) • Drawing a musical story map of the Gingerbread Man (I can respond to changes in music). • Gingerbread Man soundscape (I can make simple musical choices). Link to activities: BBC - BBC Philharmonic: The Musical Story of the Gingerbread Man - EYFS and KS1 activities to accompany The Musical Story of the Gingerbread Man film Summer 2 I can play and explore a variety of classroom instruments. Introduction to the Ukulele – holding correctly and strumming.
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Year 2	<u>Explorers of the World</u> I can confidently sing a selection of songs and rhymes, with increasing control (e.g. pitch, tempo and volume). I can sing in a variety of styles, e.g. chants, rhymes and raps with increasing control. • Polar Rap Party – Andy (BBC). Create own raps about the Antarctic. • Continents Song. • Respond to the songs – how do they make you feel? Drawing representations of the song.	<u>Explorers of the World</u> I can confidently sing a selection of songs and rhymes, with increasing control (e.g. pitch, tempo and volume). I can sing in a variety of styles, e.g. chants, rhymes and raps with increasing control. Take part in the Year group specific Christmas performance.	<u>India</u> I can begin to recognise the musical style/genre of a song, e.g. classical, pop and jazz. I can respond to changes in a wider range of music (e.g. loud or quiet, slow or fast) using a variety of responses. • Comparing Bollywood and music from the UK. • Comparing classical and pop songs. • Make a sound story map of the different genres. • Move to the Bollywood/classical music in different ways. <u>Ukulele Topic</u> I can play tuned and untuned instruments with appropriate technique. I can respond to and understand a basic form of pitch and rhythm notation (e.g. graphic notation). I can make simple musical combinations, e.g. the type of sound, how loud or quiet to play, how fast or slow and when to play. • See Ukulele planning.	<u>Carlisle Under Siege</u> I can make simple musical combinations, e.g. the type of sound, how loud or quiet to play, how fast or slow and when to play. I can respond to and understand a basic form of pitch and rhythm notation. • Purple Mash – 2Sequence. I can confidently sing a selection of songs and rhymes, with increasing control I can sing in a variety of styles, e.g. chants, rhymes and raps with increasing control. • Learn 'Just Like a Roman' – Sing Up. • "Hello, my name is Joe" (Go Noodle)	<u>Carlisle Under Siege</u> I can play tuned and untuned instruments with appropriate technique. I can make simple musical combinations, e.g. the type of sound, how loud or quiet to play, how fast or slow and when to play. I can respond to and understand a basic form of pitch and rhythm notation. • Writing own music activity – see additional resources on server. Small groups, 'mini bands'. I can confidently sing a selection of songs and rhymes, with increasing control Take part in the end of year performance.
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All children will be exposed to different genres of music during assembly times. There will be a piece of music from a particular genre playing when the children are entering/leaving the hall and whoever is leading the assembly will briefly talk about the music before the assembly starts.

- Autumn 1 – Music from around the world
- Autumn 2 – Classical
- Spring 1 – Film & theatre
- Spring 2 – Country and folk music
- Summer 1 – Jazz
- Summer 2 – Teacher's favourites