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| **Hazel Leys Music Journey - Long Term Plan** | | | | | | | | |
| **Year** | **Concepts** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | **NC End Points** |
| **EYFS** | The national curriculum for music aims to ensure that all pupils:  ♣ perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians  ♣ learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence  ♣ understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. | Me | My Stories | Everyone | Our World | Big Bear Funk | Reflect and rewind | * Sing a range of well-known nursery rhymes and songs. * Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. |
| **Year 1** | Hey You!  Old school hip hop | Rhythm in the way we walk and Banana rap  Rhythm | In the groove  Mixed styles | Round and round  Latin and mixed styles | Your imagination | Reflect and rewind | Pupils should be taught to:  ♣ use their voices expressively and creatively by singing songs and speaking chants and rhymes  ♣ play tuned and untuned instruments musically  ♣ listen with concentration and understanding to a range of high-quality live and recorded music  ♣ experiment with, create, select and combine sounds using the inter-related dimensions of music. |
| **Year 2** | Hands, feet, heart  South African music | Ho, ho, ho  Mixed styles | I wanna play in a band  Rock music | Zootime  Reggae | Friendship song | Reflect and rewind |
| **Year 3** | Ley your spirit fly  RnB | Glockenspiel stage 1 | Three little birds  Reggae | The dragon song  Music from around the world | Bringing us together  Disco music | Reflect and rewind | Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to:  ♣ 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 inter-related 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** | Mamma Mia!  Music by ABBA | Glockenspiel stage 2 | Stop!  Grime, writing lyrics | Lean on me  Gospel and religious music | Blackbird  Beatles songs | Reflect and rewind |
| **Year 5** | Livin’ on a prayer  Rock anthems | Classroom Jazz 1  Jazz and improvisation | You make me feel my love  Pop ballads | Fresh prince of Bell Air  Old school hip hop | Dancing in the street  Motown | Reflect and rewind |
| **Year 6** | I’ll be there  Michael Jackson and his influence on pop music | Classroom Jazz 2  Jazz and improvisation | A New Year’s Carol  Music of Benjamin Britten | You’ve got a friend  Music of Carole King and her life as a composer | Reflect and rewind | Songs for year 6 play |
| **KS3 NC Aims** | 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. Pupils should be taught to:  ♣ 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. | | | | | | | |