



Music
Subject Long Term Plan showing coverage across all year groups

	Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
EYFS	<p><u>Ourselves – How are we the same or different?</u> <u>People, Culture and communities</u></p> <p><u>Summary</u> Children will know there are special songs we can sing to celebrate. They will understand their voice is an instrument and will know that moving to music is part of a celebration. They will recognise sounds can be long and shore and fast and slow. <u>Kapow</u> <i>Celebration music</i></p>	<p><u>How do we celebrate different events?</u> <u>People, Culture and communities</u></p> <p><u>Summary</u> Children will learn a range of songs around the Christmas theme to perform to an audience <u>Christmas songs</u></p>	<p><u>What are the similarities and differences between life in this country and life in other countries?</u> <u>People, Culture and communities</u></p> <p><u>Summary</u> <u>Exploring sounds</u> – children will understand how to listen carefully and talk about what they hear. They will know that sounds can be copied by their voice, body percussion and instruments. They will know instruments can be played loudly and softly and that more than one instrument can be played at a time. <u>Music and movement</u> - children will know what the beat and tempo is and can understand that we can match our body movements to the tempo and the beat. They will know signals that tell them when to start and stop playing. <u>Kapow</u> <i>Spring 1 – exploring sounds</i> <i>Spring 2 - music and movement</i></p>	<p><u>Fairy Tales/Traditional Stories/Dinosaurs – What do books help us learn about the past?</u> <u>People, Culture and communities</u></p> <p><u>Summary</u> Children will understand that a piece of music can tell a story with sounds and know that different instruments can sound like a particular character. They will understand what high and low notes are. <u>Kapow</u> <i>Musical stories</i></p>	<p><u>Growing – What is growing all around us?</u> <u>People, Culture and communities</u></p> <p><u>Summary</u> Children will know that an orchestra is a big group of people playing a variety of instruments and know that music often has more than one instrument being played at a time. They will understand that performing means playing a finished piece of music for an audience. <u>Kapow</u> <i>Big band</i></p>
1	<p><u>What is special about our area? (School/Hedon)</u> Geography</p> <p><u>Summary</u> Children will know that rhythm means a pattern of long and short notes. They know that the pulse is a regular beat that goes through music. they will understand that the pulse can change speed and that a piece of music can have more than one section e.g. a verse and a chorus. <u>Kapow</u> <i>Pulse and rhythm – all about me</i> <u>Links to prior learning</u> <i>Formalises understanding of pitch and rhythm from EYFS.</i></p>	<p><u>What makes the Xbox more fun than toys/games from the past?</u> History</p> <p><u>Summary</u> Children will learn a range of songs around the Christmas theme to perform to an audience <u>Christmas songs</u></p>	<p><u>What did Paddington do when he went to London?</u> Geography</p> <p><u>Spring 1</u> <u>Summary</u> Children will know that an instrument or rhythm pattern can represent a character in a story. They will know that their voice can create different timbres to help tell a story. They will know that Sergei Prokofiev wrote Peter and the Wolf for children in 1936. Kapow – fairy tales <u>Links to prior learning</u> <u>Spring 2</u> <u>Summary</u></p>	<p><u>Where do dinosaurs, animals and plants come from?</u> Science</p> <p><u>Summary</u> Children will understand that sounds can be adapted to change their mood e.g. through dynamics or tempo. They will know that sound helps to tell a story. They will know that tempo is the speed of the music and that dynamics means how loud or soft a sound is. <u>Kapow</u> <i>Classical music - animals</i> <u>Links to prior learning</u></p>	<p><u>How easy is it to fly?</u> History/Science</p> <p><u>Summary</u> Children will know that pitch means how high or low a note is and that timbre means the quality of a sound. They will know that music has layers called texture. <u>Kapow</u> <i>Musical vocabulary – under the sea</i> <u>Links to prior learning</u></p>



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			<p>Children will understand that tempo can be used to represent mood or help tell a story. They will understand that tuned instruments play more than one pitch of notes. They will know that following a leader when we perform helps everyone play together accurately.</p> <p><i>Kapow – pitch and tempo - superheroes</i></p>		
2	<p><u>How have people of the past influenced us in our lives today?</u> <i>History</i></p> <p><u>Summary</u> Children will know that dynamics can change the effect a sound has on an audience and they will know that long and short sounds of a spoken phrase can be represented by a rhythm. They will know that structure is the organisation of a piece of music and that the tempo can be changed to achieve a different effect. Children will understand that an instrument can be matched to an animal noise based on its timbre.</p> <p><u>Kapow</u> <i>Call and response - Animals</i></p> <p><u>Links to prior learning</u></p>	<p><u>Why can't a meerkat live in the North Pole?</u> <i>Science</i></p> <p><u>Summary</u> Children will identify sections of the music where the tempo and dynamics change. They will give specific examples of how the music corresponds to actions in the story and suggest appropriate musical dynamics for different scenes of the story. They will work and perform confidently as part of a group.</p> <p><u>Kapow</u> <i>Instruments – musical storytelling</i></p>	<p><u>How do we know about The Great Fire of London?</u> <i>History</i></p> <p><u>Summary</u> Children will be able to sing high and low notes and play a pattern of these notes on an instrument. They will read notation from left to right and recognise when notes stay the same.</p> <p><u>Links to prior learning</u></p> <p><u>Kapow (spring 1)</u> <i>Musical me</i></p> <p><u>Spring 2 Summary</u> Children will that melody means a tune and that notation means writing music down so someone else can play it. They will understand that a melody is made up of high and low pitched notes played one after the other, making a tune. They will compare two pieces of music using musical vocabulary and interpret music in a visual form.</p> <p><u>Links to prior learning</u></p> <p><u>Kapow (spring 2)</u> <i>Constrasting dynamics - space</i></p>	<p><u>What do beaches have in common? (Bridlington & Sydney)</u> <i>Geography</i></p> <p><u>Summary</u> Children will know that a graphic score can show a picture of the structure of music. They know that a graphic score can show a picture of the layers or texture of a piece of music. They will know that "Tintagel" is an example of a "symphonic poem" written by Arthur Bax in 1917.</p> <p><u>Links to prior learning</u></p> <p><u>Kapow</u> <i>Myths and legends</i></p>	<p><u>How do we know where we are? Map makers.</u> <i>Geography</i></p> <p><u>Summary</u> Children will know that folk music represents the traditions or culture of a place and is often passed on by being played rather than written down. They will know that duration means how long a note, phrase or whole piece of music lasts. They know that composition is a collection of musical elements to make a piece of music.</p> <p><u>Links to prior learning</u></p> <p><u>Kapow</u> <i>Singing – on this island</i></p>
3	<p><u>Early Civilisation- How did they influence our lives today?</u> <i>History</i></p> <p><u>Summary</u> Children will know that a ballad tells a story through song. They will know that lyrics are the words of a song and that in a ballad, a stanza is a verse.</p>	<p><u>How does Great Britain fit in Europe?</u> <i>Geography</i></p> <p><u>Summary</u> Children will understand that the timbre of instruments played affect the mood and style of a piece of music. They will know that an ensemble is a</p>	<p><u>What did the Romans ever do for us?</u> <i>History</i></p> <p><u>Summary</u> Children will know that the group of pitches in a song is called its "key" and that a key decides whether a song sounds happy or sad. They will know</p>	<p><u>Why Africa is a continent and what is significant about its history?</u> <i>Geography</i></p> <p><u>Summary</u> Children will know the key features of South African Gumboot music. They will understand the key features of staff notation including clefs, key</p>	<p><u>What were the greatest inventions and achievements of the Ancient Egyptians?</u> <i>History/science</i></p> <p><u>Summary</u> Children will know that Indian music uses all of the sounds in between the 12 notes that we are used to in Western music. They will know that a</p>



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	<p><u>Links to prior learning</u></p> <p><u>Kapow</u> ballads</p>	<p>group of musicians who perform together. They will know that to perform well, it is important to listen to the other members of your ensemble.</p> <p><u>Links to prior learning</u></p> <p><u>Kapow</u> Creating compositions - mountains</p>	<p>that different notes have different durations and that crochets are worth one whole beat. They understand that reading music means using how the written note symbols look and their position to know what notes to play. They know that written music tells you how long to play a note for.</p> <p><u>Links to prior learning</u></p> <ul style="list-style-type: none"> • <p><u>Kapow</u> Developing singing – The Vikings</p> <p><u>Spring 2 Summary</u> Children will understand that syncopation means a rhythm played off the natural beat and that ragtime is piano music that uses syncopation and a fast tempo. They know that jazz is a type of music that originated in the African-American communities of the USA about 120 years ago. They will know that scat singing is using made up words to create the sound of an instrument playing.</p> <p><u>Links to prior learning</u></p> <p><u>Kapow</u> Jazz</p>	<p>signatures, minims, semibreves, crotchets, rests and how pitch is shown. They will know the correct technique for playing tuned percussion instruments – glockenspiels.</p> <p><u>Links to prior learning</u></p> <p><u>Kapow</u> Instrumental scheme – South Africa</p>	<p>tala is a set rhythm repeated over and over and usually played on a tabla. They will know that a rag is the tune in traditional Indian music and is often played on a Sitar. They will know that a drone in music is a note that goes on and on like someone humming.</p> <p><u>Links to prior learning</u></p> <p><u>Kapow</u> Traditional instruments and improvisation - India</p>
4	<p><u>Why did the Anglo-Saxons and Scots want to settle in Britain?</u> History</p> <p><u>Summary</u> Children will know that deciding the structure of music when composing can help use create interesting music with contrasting sections. They know that combining different instruments and different rhythms when we compose can create layers of sound we call texture. They will know that a loop in music is a repeated melody or rhythm. They will know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.</p> <p><u>Links to prior learning</u></p>	<p><u>How has the river Humber affected life in our area?</u> Geography/science</p> <p><u>Summary</u> Children will know when you sing without accompaniment it is called a capella. They will understand that harmony means playing two notes at the same time that usually sound good together. They know that an ostinato is a musical pattern that is repeated over and over, a vocal ostinato is a pattern created with your voice. They will know that performance directions are words added to music notation to tell the performers how to play.</p> <p><u>Links to prior learning</u></p> <p><u>Kapow</u></p>	<p><u>Why did the Vikings and Anglo-Saxons battle for Britain?</u> History</p> <p><u>Summary</u> Children will know that rock and roll music uses blues chord structures with a fast tempo and strong vocals. They will know that a bass line is the lowest pitch line of notes in a piece of music, a walking bassline, where patterns of notes go up and down again, is common in rock and roll. They will know that playing in time means all performers playing together at the same speed. They will know that playing in time requires playing the notes for the correct duration as well as at the correct speed.</p> <p><u>Links to prior learning</u></p> <p><u>Kapow (spring 1)</u></p>	<p><u>What makes the earth angry?</u> Geography/science</p> <p><u>Summary</u> Children will understand that musical motifs (repeated patterns) are used as a building block in many well-known pieces of music for example Beethoven's fifth symphony. They will know that transposing a melody means changing its key, making it higher or lower pitched. They will know that a motif can be adapted by changing the notes, the rhythm or the order or notes.</p> <p><u>Links to prior learning</u></p> <p><u>Kapow</u></p>	<p><u>What happened to the Mayans?</u> History</p> <p><u>Summary</u> Children will know the history and key features of salsa music. They will understand how to play pitches and rhythms from staff notation without prompts. They will be able to play tuned percussion instruments with the correct technique – glockenspiels.</p> <p><u>Links to prior learning</u></p> <p><u>Kapow</u> Instrumental scheme – South America</p>



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	<u>Kapow</u> <i>Body and tuned percussion</i>	<i>Changes in pitch, tempo and dynamics - Rivers</i>	<i>Rock and roll</i> <u>Spring 2</u> <u>Summary</u> Children will know that a glissando in music means a sliding effect played on instruments or made by your voice. They will know that expressive language can be used as inspiration for composing music. They will understand that both instruments and voices can create audio effects that describe something you can see. <u>Links to prior learning</u> <u>Kapow (spring 2)</u> <i>Haiku, music and performance</i>	Adapting and transposing motifs - Romans	
5	<u>What is significant about Kingston Upon Hull? (local history including slavery)</u> <i>History</i> <u>Summary</u> Children will know that simple pictures can be used to represent the structure of music. They will understand that a slow tempo and a minor key can be used to make a sad sound. They will understand that in written staff notation, notes can go on or between the lines and that the lines show the pitch of the note. <u>Links to prior learning</u> <u>Kapow</u> <i>Composition notation – Ancient Egypt</i>	<u>How do rivers differ?</u> <i>Geography</i> <u>Summary</u> Children will understand that a chord is the layer of several pitches played at the same time. They know that 12 bar Blues is a sequence of 12 bars of music, made up of three different chords. They will know that blues music aims to share feelings and blues songs tend to be about sadness or worry. They will know that a bent note is a note that varies in its pitch e.g. the pitch may slide up and down. <u>Links to prior learning</u> <u>Kapow</u> <i>Blues</i>	<u>How has the Victorian period affected our lives?</u> <i>History</i> <u>Summary</u> Children will know that songs sung in other languages can contain sounds that are unfamiliar to us. They will know that “the Click Song” is a traditional song sung in Xhosa language and is believed to bring good luck at weddings. They will understand that major chords create a bright, happy sound. They will know that poly-rhythms means many rhythms played at once. <u>Links to prior learning</u> <u>Kapow (spring 1)</u> <i>South and West Africa</i> <u>Spring 2</u> <u>Summary</u> Children will know that a vocal composition is a piece of music created only using voices. They will understand the varying effects can be created using only your voice e.g. pitch, tempo, dynamics. Children will know that human voices have their own individual timbre and this can be adapted. They will know that the	<u>How can we make £5 blossom?</u> <i>Local industry/enterprise</i> <u>Summary</u> Children will know that dance music is usually produced using electronic percussion sounds and recordings of the music are played by DJs in clubs or at festivals. They will know that a look is a repeated rhythm or melody and is another word for ostinato. They will know that remix is music that has been changed, usually so it is suitable to dance to. <u>Links to prior learning</u> <u>Kapow</u> <i>Looping and mixing</i>	<u>How has Ancient Greece changed the world?</u> <i>History/Geography</i> <u>Summary</u> Children will understand that musical theatre includes both character and action songs, which explain what is going on and how characters feel. They will know that choreography means the organisation of steps or moves in a dance. They will know that musical theatre uses transitions, which are short passages of music used to move between sections of the musical action. <u>Links to prior learning</u> <u>Kapow</u> <i>Musical theatre</i>



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			duration of a note can be shown using a repeated symbol. <u>Links to prior learning</u> <u>Kapow (spring 2)</u> <i>Composition to represent festival of colour - Holi</i>		
6	<u>Why should rainforests be important to us all?</u> <i>Geography</i> <u>Summary</u> Children will know the history and key features of gamelan music. They will understand the concept of an octave, recognise this on staff notation and play it at the correct pitch. They will be able to play tuned percussion with the correct technique – glockenspiels. <u>Links to prior learning</u> <u>Kapow</u> Instrumental scheme - Indonesia	<u>How did WW2 impact the local area?</u> <i>History</i> <u>Summary</u> Children will know that the conductor beats time to help performers work together. They will understand that improvisation means making up music on the spot. They will understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. They will know that timbre can also be thought of as “tone colour” and can be described in many ways. <u>Links to prior learning</u> <u>Kapow</u> Dynamics, pitch and tempo – Fingal's cave	<u>How did WW2 impact the local area?</u> <i>History</i> <u>Summary</u> Children will know that “pack up your troubles in your old kit bag” and “we’ll meet again” are examples of popular WW2 songs. They will know that the Solfa syllables represent the pitches in an octave. Children will know a “counter subject” or “counter melody” provides contrast to the main melody. Children will know that a counter melody is different to harmony because it uses a different rhythm as well as complementary notes. <u>Links to prior learning</u> <u>Kapow</u> Songs of WW2	<u>What will our coast look like in 20 years’ time?</u> <i>Geography</i> <u>Summary</u> Children will know that a film soundtrack includes the background music and any songs in a film. They will understand that “major” key signatures use note pitches that sound cheerful and upbeat. They will understand that “minor” key signatures use note pitches that can suggest sadness and tension. They will know that graphic notation means writing down music using your choice of pictures or symbols but staff notation means music written more formally on lines called “staves”. <u>Links to prior learning</u> <u>Kapow</u> Film music	<u>How will the Humber go carbon neutral?</u> <i>Geography</i> <u>Summary</u> Children will know that a theme is a main melody in a piece of music. They will know that variations in music are when a main melody is changed in some way throughout the piece. They will know that “The young persons guide to the orchestra” was written in 1945 by Benjamin Britten. They will understand that representing beats of silence or rests in written music is important as it helps us play rhythms correctly. <u>Links to prior learning</u> <u>Kapow</u> Theme and variations – pop art