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| Early Years  Prior’s Mill – Music Long term plan |  | Year One | Year Two | Year Three | Year Four | Year Five | Year Six |
| Nursery:  Play instruments with increasing control to express their feelings and ideas.  Create their own songs, or improvise a song around one they know.  Foundation for phonics  -Environmental sounds  -Instrumental sounds  -Body Percussion  -Alliteration  Reception  Watch and talk about dance and performance art, expressing their feelings and responses.  Explore and engage in music making.  Explore and engage in music making and dance, performing solo or in groups.  Create collaboratively sharing ideas, resources and skills. | Autumn/ Summer | Music appraisal through Musician on the Month.  -How music makes you feel.  -Listening to the beat of thee music.  -Listening to the pulse of the music.  -Identifying the rhythm. | Music appraisal through Musician on the Month.  -How music makes you feel.  -Listening to the beat of thee music.  -Identifying the tempo of the music.  -Looking at the mood of the music. | Music appraisal through Musician on the Month.  -Identifying the tempo of the music.  -Looking at the mood of the music.  -Listening to the note of the music.  -Identifying different instruments. | Music appraisal through Musician on the Month.  -Identifying different instruments. Are they tuned or untuned?  -Identifying the timbre.  -Discussing the mood of the music and how it makes you feel. | Music appraisal through Musician on the Month.  -What is the purpose of the music?  -Identifying the timbre.  -Identifying the accompaniment.  -Looking at the pitch of the music. | Music appraisal through Musician on the Month.  -What is the purpose of the music?  -Identifying the timbre.  -Identifying the accompaniment.  -Looking at the pitch of the music. |
| Spring | Can you make a story come to life?  -Play untuned instruments musically.  -Create musical sound effects in response to stimuli.  -To experiment with sounds. | Can you make a story come to life?  -Play tuned and untuned instruments musically.  -Create musical sound effects in response to a non- musical stimulus.  -Repeat short rhythmic and melodic patterns.  -Use dot notation to compose musical pieces. | Can you bring a robot to life?  -Improvise and compose music for a range of purposes.  - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.  - To create simple rhythmical patterns that use a small range of notes. | All about Africa!  -Develop an understanding of musical composition, reproducing sounds from aural memory.  - 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.  - To create simple melodic patterns that use an increased range of notes. | Could you live on a desert island?  - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.  - Use and understand staff and other musical notations  -To create increasingly complicated rhythmic and melodic phrases within given structures.  - Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. | What secrets lie in the forest?  -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.  -Use and understand staff and other musical notations.  -Create music with multiple sections that include repetition and contrast.  -To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures. |