St Michael's Primary School

Music: long term planning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	**Me!** Hear and copy environmental sounds. Play percussion; explore long/short, loud/quiet. Sing action rhymes; steady pulse through movement.	**My stories** Recognise musical moods (happy/sad) through songs. Continue singing rhymes and festive songs; simple group performance.	**Everyone!** Explore a variety of genres. Call-and-response percussion games. Join in nursery songs; maintain steady pulse	**Our world** Use voices expressively; begin symbol-based exploration of singing. Continue instrumental exploration linked to themes (e.g. world songs).	**Big Bear Funk** Sustain pulse in funky grooves; improvise simple rhythms. Perform songs with playful expression; differentiate loud/quiet.	**Reflect, rewind and replay** Reflect on learned songs; explore simple musical elements. Perform learnt repertoire; begin to understand story through music.
Year 1	**Hey you!** **Performing:** Sing clearly in unison; play simple rhythm patterns. **Creating:** Improvise rhythm patters over pulse. **Appraising:** Identify fast/slow, loud/quiet; follow pulse.	**Rhythm in the way we walk and banana rap** Perform seasonal songs; keep expressive control. Use percussion to accompany festive melodies; understanding tempo.	**In the groove** Explore pulse across genres; maintain internal beat. Copy rhythms; create class clapping or body percussion patterns.	**Round and round** Use percussion instruments to explore pitch and rhythm. Begin simple round singing; listen to structure in songs	**Your imagination** Compose short musical ideas (graphic/pictorial scores). Express mood via timbre and dynamics; reflect on musical choices.	**Reflect, rewind and replay** Recognise elements (pulse, rhythm, pitch); appraise own learning. Perform learned pieces; respond to teacher feedback.
Year 2	**Hands, feet, heart** **Perform:** Sing with clear diction; play rhythmic ostinatos. **Create:** Compose simple rhythms; explore call-and-response.	**Ho ho ho** Ensemble performance with expressive dynamics. Introduce notation symbols; play from graphic scores.	**I wanna play in a band** Explore pitch through planet-inspired melodies. Identify structure (phrase, repetition); describe textures.	**Zootime** Combine singing with tuned percussions; play melodic ostinati. Compose short accompaniments; use basic notation.	**Friendship song** Refine performance and compositional skills. Use musical language to appraise own and peers' work.	**Reflect, rewind and replay** Review pulse, rhythm, pitch, dynamics, timbre.

"The seed on good soil stands for those with a noble and good heart, who hear the word, retain it, and by persevering produce a crop." – Luke 8:15

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	Appraise: Identify instrument sounds; comment on groove.			Recognise tempo and dynamic changes in a piece.		Perform selections reflecting learning journey.
Year 3	**Let your spirit fly** Perform with expression and correct vocal technique. Improvise melodic/rhythmic phrases over pulse. Appraise pitched percussion (e.g. glockenspiels); reflect on mood.	**Glockenspiel** Read and play simple melodies from notation. Improvise using notation as support. Recognise structure, style and tempo in diverse music.	**Three little birds** Ensemble performance with syncopated rhythms. Compose melody accompaniments; discuss texture and harmony.	**The dragon song** Sing in parts; maintain harmony. Use cross-rhythms; appraise instrumentation and mood.	**Bringing us together** Combine vocal and instrumental parts; lead a group piece. Compose using call-and-response; explore cultural context. Appraise world music elements and structure.	**Reflect, rewind and replay** Perform confidently; include improvisation. Use recording/feedback to improve musical work.
Year 4	**Mamma Mia** Sing with expression; hold part in harmony. Compose in small groups; add chordal accompaniment. Identify pop structures; appraise expressive dynamics.	**Glockenspiel** Read more advanced notation; play fluently. Improvise melodic solos; use ICT tools for composition. Appraise melodic and harmonic texture.	**Stop!** Perform music with social message; control dynamics. Compose lyrics/melody; explore rap rhythmic speech. Reflect on lyricism, form, and timbre.	**Lean on me** Sing in rounds/harmony; steady tempo. Compose 2-part harmonies; use texture to convey feelings. Appraise gospel and soul musical features.	**Blackbird** Coordinate singing with tuned percussion. Arrange song parts; refine harmony and structure. Compare original and adapted arrangements.	**Reflect, rewind and replay** Review learning journey; perform polished pieces. Use musical vocabulary to critique and reflect.
Year 5	**Livin' on a prayer** Perform rock vocals; use ukulele/keyboard chord patterns.	**Classroom jazz** Arrange group performances;	**Make you feel my love** Sing ballads expressively; precise intonation.	**The fresh prince of Bel-Air**	**Dancing in the street** Perform Motown style with syncopation.	**Reflect, rewind and replay**

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	Improvise over chords; harmonize melody. Appraise rock instrumentation, texture, structure.	incorporate harmony lines. Compose using extended chords; reflect on form.	Compose accompaniments; embed chord progressions. Appraise emotional impact of dynamics, tempo, harmony.	Perform rap sections; sync voice with backing. Compose rap/poetry over beats; explore timbre. Appraise hip-hop/song structure and texture.	Compose layered rhythmic ideas; use percussion. Appraise groove and ensemble blend.	Perform refined pieces; evaluate personal growth. Apply musical critique to compositions and performance.
Year 6	**Happy** Explore instrumentation roles; perform orchestral elements. Compose descriptive motifs; use dynamics and tempo contrast. Appraise characterisation and structure in orchestral works.	**Classroom jazz** Perform ensemble arrangements; develop confidence. Use notation to arrange or compose parts; refine articulation.	**A new year carol** Sing as part of ensemble; maintain tuning and dynamics. Compose round/choral arrangements; introduce harmonic layering. Appraise ensemble performances; note texture and form.	**You've got a friend** Stage performance with expressive singing and dynamics. Compose melody with accompaniment; experiment with structure. Appraise genre styles; use technical vocabulary.	**Music and me** Perform upbeat pop; coordinate performance elements (beat, voice, movement). Improvise and compose using tech tools; refine looped structures. Critique own work using explicit musical language.	**Reflect, rewind and replay** Deliver confident final performance, including improvisation. Compose a polished piece using ICT; reflect on progression. Use peer and self-assessment to evaluate musical growth.

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