



Music Long Term Plan

At Reynolds Academy, we use the milestones created by Chris Quigley Education to support our wider curriculum and the Sing Up Music scheme to support the delivery of lessons.

Overview	Autumn term	Spring term	Summer term
Nursery	<p>Let's be friends! This unit is all about making friends, turn-taking, sharing, working together, and building confidence and unity in a classroom full of new faces.</p> <p>Travel and Movement This unit is all about different ways that we can move and travel from one place to another. Whether we move our bodies in different ways to get around, or if we get on a train, bus, or car... What about if we could fly?</p>	<p>This is Me This unit is all about exploring who we are! How we say hello, how old we are, our families, our likes and dislikes, and what makes us special and unique</p> <p>Animal Tea Party This unit is all about an animal tea party! We'll be asking the children to invite their own cuddly toys, as well as baking some delicious cakes for the party. We'll also be exploring animal movements and sounds, and will be discovering some musical terms through the song and activity Bang my drum.</p>	<p>I've Got Feelings This unit is all about exploring our feelings and emotions. Music is an incredible tool to express our feelings through song, which we will do in the some of the songs and warm ups, but we'll also be exploring the breadth of different emotions through sounds and music that we listen to.</p> <p>Let's Jam! This unit is all about developing our love for music, exploring different sounds and instruments, as well as playing together as a 'band' and in small groups. In a culture where often being a 'singer' or a musician is associated with TV auditions, pop stars, and celebrities, we want to emphasise the importance of enjoying music for music's sake!</p>
Reception	<p><u>I've got a grumpy face</u></p> <ul style="list-style-type: none"> • Timbre • Beat • Pitch contour 	<p><u>Birdspotting: Cuckoo polka</u></p> <ul style="list-style-type: none"> • Active listening • Beat • Pitch (so-mi) • Vocal play 	<p><u>Down there under the sea</u></p> <ul style="list-style-type: none"> • Timbre • Structure • Active listening • Tune moving in step

	<p><u>The sorcerer's apprentice</u></p> <ul style="list-style-type: none"> • Musical storytelling • Louder/quieter • Faster/slower • Higher/lower • Timbre • <p><u>Witch, witch</u></p> <ul style="list-style-type: none"> • Call-and- response • Pitch (la-so-mi-do) • Timbre <p><u>Row, row, row your boat</u></p> <ul style="list-style-type: none"> • Beat • Pitch (step/leap) • Timbre 	<p><u>Shake my sillies out</u></p> <ul style="list-style-type: none"> • Timbre • Pitch (higher/ lower) • Tempo (faster/ slower) • Beat • <p><u>Up and down</u></p> <ul style="list-style-type: none"> • Pitch contour (rising and falling) <p><u>Five fine bumble bees</u></p> <ul style="list-style-type: none"> • Timbre • Tempo • Structure (call-and- response) • Active listening 	<p>Soundscape</p> <p><u>It's oh so quiet</u></p> <ul style="list-style-type: none"> • Dynamics • Timbre • Musical storytelling <p><u>Slap clap clap</u></p> <ul style="list-style-type: none"> • Music in 3-time • Beat <p><u>Bow, bow, bow Belinda</u></p> <ul style="list-style-type: none"> • Beat • Active listening • Accompaniment
Year 1	<p><u>Menu song</u></p> <ul style="list-style-type: none"> • Active listening (movement) • Beat • Progression snapshot 1 <p><u>Colonel Hathi's march</u></p> <ul style="list-style-type: none"> • Beat • March • Timbre • Music from a film <p><u>Magical musical aquarium</u></p> <ul style="list-style-type: none"> • Timbre • Pitch • Structure • Graphic symbols • Classical music 	<p><u>Football</u></p> <ul style="list-style-type: none"> • Beat • Ostinato • Pitched/unpitched patterns - Mi-ri-do • Progression snapshot 2 <p><u>'Dawn' from Sea Inter- ludes</u></p> <ul style="list-style-type: none"> • Beat • Active listening (singing game,musical signals, movement) • 20th century classical music <p><u>Musical conver- sations</u></p> <ul style="list-style-type: none"> • Question and answer • Timbre • Graphic score 	<p><u>Dancing and drawing to Nautilus</u></p> <ul style="list-style-type: none"> • Active listening (musical signals, internalising beat, draw to music, movement/ actions) • Electronic music <p><u>Cat and mouse</u></p> <ul style="list-style-type: none"> • Mood • Tempo • Dynamics • Rhythm • Dot notation <p><u>As I was walking down the street</u></p> <ul style="list-style-type: none"> • Beat • March • Jig

Year 2	<p style="text-align: center;"><u>Tony Chestnut</u></p> <ul style="list-style-type: none"> • Beat • Rhythm • Pitch • Echo • Progression snapshot 1 <p style="text-align: center;"><u>Carnival of the Animals</u></p> <ul style="list-style-type: none"> • Timbre • Tempo • Dynamics • Pitch • Classical music <p style="text-align: center;"><u>Magical musical aquarium</u></p> <ul style="list-style-type: none"> • Timbre • Pitch • Structure • Graphic symbol • Classical music 	<p style="text-align: center;"><u>Grandma rap</u></p> <ul style="list-style-type: none"> • Duration (crotchet, quavers, crotchet rest) • Unison • Round • Progression snapshot 2 <p style="text-align: center;"><u>Orawa</u></p> <ul style="list-style-type: none"> • Beat • Rhythm • Structure (repetition). • 20th century classical music <p style="text-align: center;"><u>Musical conversations</u></p> <ul style="list-style-type: none"> • Question-and-answer • Timbre • Graphic score 	<p style="text-align: center;"><u>Swing-a-long with Shostakovich</u></p> <ul style="list-style-type: none"> • 2- and 3-time • Beat • Beat groupings <li style="padding-left: 20px;">20th century classical music <p style="text-align: center;"><u>Cat and mouse</u></p> <ul style="list-style-type: none"> • Mood • Tempo • Dynamics • Rhythm • Dot notation <p style="text-align: center;"><u>The rockpool rock</u></p> <ul style="list-style-type: none"> • 2-part singing • Rock 'n' roll • Structure • Timbre
Year 3	<p style="text-align: center;">I've been to Harlem</p> <ul style="list-style-type: none"> • Pitch shape • Ostinato • Round • Pentatonic • Call-and-response • Progression snapshot 1 <p>Nao chariya de/ Mingulay boat song</p> <ul style="list-style-type: none"> • Bengali/Scottish folk songs • Comparing songs from across the world • Instruments • Beat • Tempo 	<p style="text-align: center;">Latin dance</p> <ul style="list-style-type: none"> • Salsa • Beat • Clave rhythm • Timbre • Chords • Rhythm pattern • Progression snapshot 2 <p style="text-align: center;">'March' from The nutcracker</p> <ul style="list-style-type: none"> • Rondo structure • Beat • Higher/lower • Staccato • Call-and-response 	<p style="text-align: center;">Just 3 notes</p> <ul style="list-style-type: none"> • Pitch (C-D-E) • Rhythm patterns • Structure • Minimalism • Dot notation <p style="text-align: center;">Samba with Sérgio</p> <ul style="list-style-type: none"> • Call-and-response • Samba batucada • Beat • Rhythm • Music and community • Rhythm notation

	<ul style="list-style-type: none"> • 3/4, 4/4 <p>Sound symme- try</p> <ul style="list-style-type: none"> • Symmetry and pattern in melody • Ternary form • Melody • Accompaniment 	<ul style="list-style-type: none"> • Ballet music from the Romantic period. <p>From a railway carriage</p> <ul style="list-style-type: none"> • Structure (repetition, round, pattern) • Texture (layers, unison) • timbre • Beat • Classical music 	<p>Fly with the stars</p> <ul style="list-style-type: none"> • Rhythm • Crotchet, quavers, semi- quavers • Pitch (C-D-E/ do-re-mi) • Dot notation • Progression snapshot 3
<p>Year 4</p>	<p style="text-align: center;"><u>This little light of mine</u></p> <ul style="list-style-type: none"> • Pentatonic scale • Gospel music • Off-beat • Rhythm • Call-and- response • Progression snapshot 1 <p style="text-align: center;"><u>The Pink Panther theme</u></p> <ul style="list-style-type: none"> • Timbre • Tempo • Rhythm • Dynamics • Atmosphere • Music from a film <p style="text-align: center;"><u>Compo- sing with colour</u></p> <ul style="list-style-type: none"> • Creating music inspired by colour and art • Timbre • Dynamics 	<p style="text-align: center;"><u>The doot doot song</u></p> <ul style="list-style-type: none"> • Chords • Structure • Ensemble playing and singing • Acoustic guitar music • Progression snapshot 2 <p style="text-align: center;"><u>Fanfare for the common man</u></p> <ul style="list-style-type: none"> • Fanfare • Timbre • Dynamics • Texture • Silence <p style="text-align: center;"><u>From a railway carriage</u></p> <ul style="list-style-type: none"> • Structure (rep- etition, round, pattern) • Texture (layers, unison) • Timbre • Beat 	<p style="text-align: center;"><u>Global pentatonics</u></p> <ul style="list-style-type: none"> • Pentatonic scale • Different musical traditions and cultures • Graphic/dot notation <p style="text-align: center;"><u>Just 3 notes</u></p> <ul style="list-style-type: none"> • Pitch (C-D-E) • rhythm patterns • structure • dot notation <p style="text-align: center;"><u>Favourite song</u></p> <ul style="list-style-type: none"> • Chords • Structure • Ensemble singing and playing • Folk-rock styles • Progression snapshot 3

<p>Year 5</p>	<p><u>What shall we do with the drunken sailor?</u></p> <ul style="list-style-type: none"> • Sea shanties • Beat • Rhythm • Chords • Dot notation • Progression snapshot 1 <p><u>Why we sing</u></p> <ul style="list-style-type: none"> • Gospel music • Structure • Texture • Vocal decoration <p><u>Introduction to song writing</u></p> <ul style="list-style-type: none"> • Structure (Verse/ chorus) • Hook • Lyric writing • Melody 	<p><u>Madina tun nabi</u></p> <ul style="list-style-type: none"> • Nasheed (islamic song) • Drone • Melody • Harmony • Chords • Progression snapshot 2 <p><u>Building a groove</u></p> <ul style="list-style-type: none"> • Beat • Rhythm • Basslines • Riffs <p><u>Época</u></p> <ul style="list-style-type: none"> • Texture • Articulation • Rhythm • Tango 	<p><u>Balinese gamelan</u></p> <ul style="list-style-type: none"> • Gamelan (Bali) • Interlocking rhythm • Vocal chant • Musical cycles <p><u>Empress of the pagodas</u></p> <ul style="list-style-type: none"> • Ternary form (ABA) • Pentatonic scale • Tempo • Dynamics • 20th century orchestral music <p><u>Baloo baleerie</u></p> <ul style="list-style-type: none"> • Lullaby • 3-time • Pentatonic scale • Question-and- answer • Accompaniment • Progression snapshot 3

<p style="text-align: center;">Year 6</p>	<p style="text-align: center;"><u>Hey, Mr Miller</u></p> <ul style="list-style-type: none"> • Swing music • Syncopation • Big band • Scat singing • Historical context WWII • Progression snapshot 1 <p style="text-align: center;"><u>Shadows</u></p> <ul style="list-style-type: none"> • Artist and their influences • Musical comparisons • <i>Shadows</i> Lindsay Sterling <p style="text-align: center;"><u>Compos- ing for protest</u></p> <ul style="list-style-type: none"> • Composing with non-musical stimulus • Lyrics • Melody • Ostinato • Coda 	<p style="text-align: center;"><u>You to me are everything</u></p> <ul style="list-style-type: none"> • 70'S Soul music • Compare cover versions. <p style="text-align: center;"><u>Building a groove</u></p> <ul style="list-style-type: none"> • Beat • Rhythm, • Basslines • Riffs. <p style="text-align: center;"><u>Ain't gonna let nobody</u></p> <ul style="list-style-type: none"> • Civil rights movement • Spiritual, gospel, RnB, choral • Vocal improvisation • Chords C minor and G7 	<p style="text-align: center;"><u>Empress of the pagodas</u></p> <ul style="list-style-type: none"> • Structure (Ternary form/ABA) • Pentatonic scale • Tempo • Dynamics • 20th century orchestral music <p style="text-align: center;"><u>Ame sau vala tara bal</u></p> <ul style="list-style-type: none"> • Indian music • Raag Bhairavi • Chaal rhythm • Indian musical instruments • Indian musical styles: Bhangra, Bollywood, Indian Classical • Progression snapshot 3 <p style="text-align: center;"><u>Nobody knows (The Lumineers)</u></p> <ul style="list-style-type: none"> • Songwriting • Chords • Writing lyrics on theme of 'leavers'
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Key Skills	Autumn term	Spring term	Summer term
Milestone 1	<p>M1 – Perform</p> <ul style="list-style-type: none"> • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch. <p>M1 – Compose</p> <ul style="list-style-type: none"> • Create a sequence of long and short sounds. • Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases. <p>M1 – Describe Music</p> <ul style="list-style-type: none"> • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch 		
Milestone 2	<p>M2 – Perform</p> <ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. <p>M2 – Compose</p> <ul style="list-style-type: none"> • Compose and perform melodic songs. • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Use drones as accompaniments. • Choose, order, combine and control sounds to create an effect. • Use digital technologies to compose pieces of music. <p>M2 – Transcribe</p> <ul style="list-style-type: none"> • Devise non-standard symbols to indicate when to play and rest. 		

	<ul style="list-style-type: none"> • Recognise the notes EGBDF and FACE on the musical stave. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. <p>M2 – Describe Music</p> <ul style="list-style-type: none"> • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Understand layers of sounds and discuss their effect on mood and feelings.
<p>Milestone 3</p>	<p>M3 – Perform</p> <ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing (voice) and skilful playing (instrument). <p>M3 – Compose</p> <ul style="list-style-type: none"> • Create songs with verses and a chorus. • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect. • Use drones and melodic ostinati (based on the pentatonic scale). • Convey the relationship between the lyrics and the melody. • Use digital technologies to compose, edit and refine pieces of music. <p>M3 – Transcribe</p> <ul style="list-style-type: none"> • Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. • Read and create notes on the musical stave. • Understand the purpose of the treble and bass clefs and use them in transcribing compositions. • Understand and use the # (sharp) and b (flat) symbols. • Use and understand simple time signatures. <p>M3 – Describe Music</p> <ul style="list-style-type: none"> • Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> ○ pitch ○ dynamics ○ tempo ○ timbre ○ texture ○ lyrics and melody ○ sense of occasion

- expressive
- solo
- rounds
- harmonies
- accompaniments
- drones
- cyclic patterns
- combination of musical elements
- cultural context.

- Describe how lyrics often reflect the cultural context of music and have social meaning.