

Music Long Term Plan

Archbishop Runcie CE First School



Vision

The school first existed as a force for social change and we remember this within our historic original mission as we continue to inspire and transform the minds and hearts of everyone we serve today and, thus, the wider world. Everyone associated with our school will experience life in all its fullness, as promised by Jesus. We do so with **Love and Determination**.

Our original Mission

“A school for the education of children only of the labouring mining and manufacturing and other poorer classes in the Parish of Gosforth and for no other purpose.”

Mission Statement:

At ARFS, we promote educational excellence, for everyone. Our purpose in education is to enable the children, families, staff, Governors and the wider community we serve to flourish. The Christian values of **Love and Determination** are at the core of teaching and culture within the school. We believe this makes us distinctive in the learning experience on offer. This is firmly rooted in the following epistle:

Be on your guard; stand firm in the faith; be courageous; be strong.

Do everything in love.

1 Corinthians 16:13-14

Intent	Implementation	Impact and Next Steps								
<p>We teach Music for the sake of music, to marvel in God’s creation through the prism of music, knowing that it can elevate our experience, articulate our deepest feelings and that musical output counts as ‘the best that has been thought and said’ – thus, it is a form of cultural capital.</p> <p>Whilst we are aware that there are some research studies that link musical teaching with success in other subjects, Music is primarily taught because Music is, in itself, a cultural right to the children of whom we serve.</p> <p>The central purpose of a good music education at our school is for children to make more music, think more musically, and become more musical. We teach music knowing that the impact we make now may not be seen for many years.</p> <p>We also intend for Music to be taught both explicitly through lessons but also covered in other areas, particularly Worship. Having a wide knowledge of classical Christmas carols is a form of musical knowledge that might not be taught within ‘the Music hour’, but still forms a crucial aspect of a child’s musical education at this school, as is:</p> <ul style="list-style-type: none"> - Nativity performance - Mother’s Day services - Easter - Reading for EYFS and Year 1 <p>In constructing the curriculum, the school consults with its local music hub and has built it in conjunction with its lead. It uses the Ofsted</p>	<p>Music education begins at the very start of a child’s journey here. Song is an integral part of Nursery education and is as much a part of a child’s musical education as discrete instrument tuition further up the school and beyond our school.</p> <p>The curriculum has produced with input from the Newcastle Music Service to ensure that there is fidelity between what external tutors provide and what school staff teach in class. Instruments have been deliberately chosen to match the curriculum intent and the school’s context.</p> <p>As per the Ofsted Research Review, we group Music teaching into ‘three pillars’. These three pillars, although discrete areas, can all be explored as part of the same lesson and are a way to understand the pedagogy music. The areas are:</p> <ul style="list-style-type: none"> • Technical: This involves instrument playing, singing and, where appropriate, music technology • Constructive: This is how music comes together in the creative process • Expressive: This focuses on the more nebulous, but still as crucial, aspects of musical interpretation, including quality, meaning and creativity <p>These coincide with the way the Music curriculum at this school is grouped, as per Model Music Curriculum guidance:</p> <ul style="list-style-type: none"> • Listening • Composing • Musicianship (KS1)/Performing (KS2) <table border="1" data-bbox="750 1165 1684 1348"> <thead> <tr> <th>Curriculum grouping</th> <th>Three pillars from Research Review</th> </tr> </thead> <tbody> <tr> <td>Listening</td> <td>Expressive</td> </tr> <tr> <td>Composing</td> <td>Constructive</td> </tr> <tr> <td>Musicianship/Performing</td> <td>Technical</td> </tr> </tbody> </table>	Curriculum grouping	Three pillars from Research Review	Listening	Expressive	Composing	Constructive	Musicianship/Performing	Technical	<p>Pupil voice indicates that Music is a much-enjoyed subject and that children see it as a core part of their education, not a ‘bolt on’.</p> <p>Children go to the next stage of their school career musically literate at an age-appropriate level.</p> <p>Children are encouraged to take up Music in their own time, be that through formal tuition, of their own volition, or may pursue Music later on in their lives.</p>
Curriculum grouping	Three pillars from Research Review									
Listening	Expressive									
Composing	Constructive									
Musicianship/Performing	Technical									

<p>Research Review (July 2021) and the Model Music Curriculum as a basis, but with relevant changes appropriate to the school's context.</p> <p>The curriculum is progressive and has many 'repeating links'.</p> <p>We listen and enjoy different cultures of music and make links to dance.</p>	<p>In addition, there is singing, which provides opportunities to apply all three areas.</p> <p>This is closely linked to three types of knowledge which is embedded throughout:</p> <ul style="list-style-type: none"> • Procedural: This is producing music e.g. being competent in creating a drum groove. This covers a wide range of knowledge, from reading musical notation, understanding time signatures, to which hand to place where on a keyboard, how hard to press etc. • Declarative: Factual knowledge about different musical styles, composers, history etc. • Tacit: This is gained through experience and is difficult to articulate. This could be knowing that a piece of music brings a particular 'feeling' without explicit technical knowledge e.g. that a piece of music feels tense, happy, sad etc. <p>As per Ofsted research review recommendations, we teach Music weekly rather than 'blocking' it, as 'little and often' has more impact.</p> <p>Assessment is performed throughout lessons and shared as part of conversations between the tutor and Music lead. There are regular 'performance' opportunities, as well as more formal summative assessment and performance opportunities at the end of each unit.</p> <p>The school, in conjunction with the Newcastle Music Service, works closely with its feeder school to match up our curriculum offer.</p> <p>School participates in wider musical life e.g. Gosforth Voices, encouraging choral singing through church links, the choir, and through live performances, as well as the Big Gig each year.</p>	
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Nursery	Autumn Term		Spring Term		Summer Term	
Topic Title	Once upon a time	Sparkling Celebrations	Awe & Wonder	Natures Miracles	Our Wonderful World	We're going on a journey
Texts	Goldilocks Baby Bear's Birthday	Pinecone & Penguin Dear Santa	Cinderella Freddy & the Fairy	Dear Zoo Driving my tractor	The very hungry caterpillar Oliver's vegetables	The Train Ride Penguin on holiday
Method of teaching and/or instrument	Tambourine, Cleaves, Maracas, Bells, Triangle, Drum, Guiro, Castanets					
Continuous Provision	<p>Nursery Rhymes Songs relating to topics e.g. when goldilocks went to the house of the bears etc. Listening to different styles of music during snack (classical, jazz etc) Permanent stage (show time shed) and musical instrument area in the outdoor provision. Naming basic instruments. Music used for dough disco.</p>					
Continuous DM and ELG	<p>Communication and Language (3-4)</p> <ul style="list-style-type: none"> Sing a large repertoire of songs. <p>Expressive Arts and Design (3-4)</p> <ul style="list-style-type: none"> Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving 	<p>Jingle Bells</p> <p>Communication and Language (3-4)</p> <ul style="list-style-type: none"> Sing a large repertoire of songs. <p>Expressive Arts and Design (3-4)</p> <ul style="list-style-type: none"> Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). 	<p>Chinese Drum</p> <p>Communication and Language (3-4)</p> <ul style="list-style-type: none"> Sing a large repertoire of songs. <p>Expressive Arts and Design (3-4)</p> <ul style="list-style-type: none"> Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). 	<p>Communication and Language (3-4)</p> <ul style="list-style-type: none"> Sing a large repertoire of songs. <p>Expressive Arts and Design (3-4)</p> <ul style="list-style-type: none"> Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). 	<p>Communication and Language (3-4)</p> <ul style="list-style-type: none"> Sing a large repertoire of songs. <p>Expressive Arts and Design (3-4)</p> <ul style="list-style-type: none"> Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). 	<p>Communication and Language (3-4)</p> <ul style="list-style-type: none"> Sing a large repertoire of songs. <p>Expressive Arts and Design (3-4)</p> <ul style="list-style-type: none"> Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match').

	melody, such as up and down, down and up) of familiar songs.	<ul style="list-style-type: none"> • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. 	<ul style="list-style-type: none"> • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas. 	<ul style="list-style-type: none"> • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas. 	<ul style="list-style-type: none"> • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas. 	<ul style="list-style-type: none"> • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas.
Specific Music Teaching	Nursery Rhymes Exploring music instruments. Identify and matching instrumental sounds	Nursery Rhymes Christmas Songs Christmas Nativity Body percussion Describing the sounds of Instruments Clapping out syllables.	Playing instruments slow and fast (tempo), quiet and loud (dynamics) Stopping on a signal.	Listening to a range of musical styles. Created sounds in vocal sounds games Easter Songs	Moving their body to different musical styles. Creating their own songs. Shows control when playing instruments.	Saying how a piece of music makes them feel. Put on a show in the stage area and singing entire songs from memory.
Specific Vocabulary	Play, Instrument (Instrument names - Tambourine, Cleaves, Maracas, Bells, Triangle, Drum, Guiro, Castanets)	Body, tap, stamp, click, clap. (Instrument names - Tambourine, Cleaves, Maracas, Bells, Triangle, Drum, Guiro, Castanets) Syllable	Tempo, slow, fast, quiet, loud (Instrument names - Tambourine, Cleaves, Maracas, Bells, Triangle, Drum, Guiro, Castanets)	Classical Music Jazz Music. Rock Music. Country Music. Soul Music. Dance Music	Control (Instrument names - Tambourine, Cleaves, Maracas, Bells, Triangle, Drum, Guiro, Castanets)	Stage, perform (Instrument names - Tambourine, Cleaves, Maracas, Bells, Triangle, Drum, Guiro, Castanets)

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Reception	Autumn Term		Spring Term		Summer Term	
Overarching Topic Title	Fairytales	The North Pole	Changes	New Life	Africa	Toys
Texts	The Enormous Turnip The Elves and the Shoemaker	Arctic White (Northern Lights) Harvey Slumfenburger's Christmas Present	Once There Were Giants What the Tree Sees The Growing Story	Owl Babies Beatrix Potter- Peter Rabbit Woodland Animals (NF)	Handa's Surprise Lila and the Secret of the Rain In the Savannah (NF) African Animals (NF)	Major Glad, Major Dizzy Lost in the Toy Museums Dogger
Music Unit Title (Charanga)	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind and Replay
Instruments	Singing	Singing and body percussion	Singing and percussion instruments		Singing and hand bells	Singing and glockenspiels
Continuous Provision	Outdoor stage area and music wall Dedicated story/song time each day. Piccolo music group sessions					
		Christmas Songs/production		Mother's day production	African Instruments	
DM and ELG	Communication and Language (Rec) <ul style="list-style-type: none"> Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. EAD (Rec) <ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. 	Communication and Language (Rec) <ul style="list-style-type: none"> Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. EAD (Rec) <ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly 	Communication and Language (Rec) <ul style="list-style-type: none"> Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. EAD (Rec) <ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly 	Communication and Language (Rec) <ul style="list-style-type: none"> Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. EAD (Rec) <ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly 	Communication and Language (Rec) <ul style="list-style-type: none"> Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. EAD (Rec) <ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly 	Communication and Language (Rec) <ul style="list-style-type: none"> Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. EAD (Rec) <ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly

	<ul style="list-style-type: none"> Explore and engage in music making and dance, performing solo or in groups. <p>ELG – (EAD)</p> <ul style="list-style-type: none"> Sing a range of well-known Nursery rhymes and songs. <p>Perform songs, rhymes, poems and stories with others, and –when appropriate try to move in time with music.</p>	<p>matching the pitch and following the melody.</p> <ul style="list-style-type: none"> Explore and engage in music making and dance, performing solo or in groups. <p>ELG – (EAD)</p> <ul style="list-style-type: none"> Sing a range of well-known Nursery rhymes and songs. <p>Perform songs, rhymes, poems and stories with others, and –when appropriate try to move in time with music.</p>	<p>matching the pitch and following the melody.</p> <ul style="list-style-type: none"> Explore and engage in music making and dance, performing solo or in groups. <p>ELG – (EAD)</p> <ul style="list-style-type: none"> Sing a range of well-known Nursery rhymes and songs. <p>Perform songs, rhymes, poems and stories with others, and –when appropriate try to move in time with music.</p>	<p>matching the pitch and following the melody.</p> <ul style="list-style-type: none"> Explore and engage in music making and dance, performing solo or in groups. <p>ELG – (EAD)</p> <ul style="list-style-type: none"> Sing a range of well-known Nursery rhymes and songs. <p>Perform songs, rhymes, poems and stories with others, and –when appropriate try to move in time with music.</p>	<p>matching the pitch and following the melody.</p> <ul style="list-style-type: none"> Explore and engage in music making and dance, performing solo or in groups. <p>ELG – (EAD)</p> <ul style="list-style-type: none"> Sing a range of well-known Nursery rhymes and songs. <p>Perform songs, rhymes, poems and stories with others, and –when appropriate try to move in time with music.</p>	<p>matching the pitch and following the melody.</p> <ul style="list-style-type: none"> Explore and engage in music making and dance, performing solo or in groups. <p>ELG – (EAD)</p> <ul style="list-style-type: none"> Sing a range of well-known Nursery rhymes and songs. <p>Perform songs, rhymes, poems and stories with others, and –when appropriate try to move in time with music.</p>
Specific vocabulary to teach	High/low sounds Pitch Pulse Beat Perform Unison Phrase Percussion		Verse/chorus (structure) Rhythm Tempo Lyrics Melody tempo dynamics		glockenspiel verse/chorus (structure) composing improvising notes	
Lesson Progression	<p>1. Listen and Respond: Celebration, By Kool and the Gang Explore and Create: Find the pulse in Pat-a-Cake Sing: Learn to sing Pat-a-Cake</p> <p>2. Listen and Respond – Happy by Pharrell Williams Explore and create: Find the Pulse in name song Sing: Name Song</p> <p>3. Listen and Respond: Sing by The Carpenters Explore and create: Copycat rhythm games Sing: This Old Man</p>	<p>1. Listen and Respond: Roll Alabama, Bellowhead Explore and Create: Find the pulse (Teapot) Sing: I'm a little teapot</p> <p>2. Listen and Respond: Boogie Wonderland, Earth Wind and Fire Explore and Create: Grand Old Duke of York Sing: Grand Old Duke of York</p> <p>3. Listen and Respond: Don't Go Breaking My Heart Explore and Create: High and Low Sing: Ring o' Roses</p>	<p>1. Listen and Respond: We Are Family Explore and Create: Composition with voices Sing: Wind the Bobbin Up</p> <p>2. Listen and Respond: Thula Baba Explore and Create: Composition with voices Sing: Rock-a-bye Baby</p> <p>3. Listen and Respond: Explore and Create: Rhythm games Sing: If you're happy and you know it</p>	<p>1. Listen and Respond: Lovely Day Explore and Create: High and low Sing: Old Macdonald</p> <p>2. Listen and Respond: Beyond the Sea Explore and Create: High and low Sing: Incy Wincy Spider</p> <p>3. Listen and Respond: Mars, Holst Explore and Create: Find the pulse Sing: Baa Baa Black Sheep</p>	<p>1. Listen and Respond: Big Bear Funk Explore and Create: Voices and handbells Sing: Big Bear Funk</p> <p>2. Listen and Respond: I Feel Good Explore and Create: Sing: Big Bear Funk</p> <p>3. Listen and Respond: Don't you worry Explore and Create: Sing: <i>Dance</i></p>	<p>1. Listen and Respond: William Tell Overture Explore and Create: Glockenspiels (matching notes) <i>Complete medley of previously songs for performance</i></p> <p>2. Listen and Respond: Dance of the Sugar Plum Fairy, Tchaikovsky Explore and Create: Glockenspiels (matching notes) Sing: Medley</p> <p>3. Listen and Respond: Flight of the Bumblebee Explore and Create: Glockenspiels (matching notes) Sing: Medley</p>

<p>4. Listen and Respond: Sing a Rainbow, Peggy Lee Explore and create: High and low games (pitch) Sing: Five Little Ducks</p>	<p>4. Listen and Respond: Ganesh is Fresh Explore and Create: Consolidate High and Low Sing: Hickory Dickory Dock</p>	<p>4. Listen and Respond: Explore and Create: Rhythm games Sing: Five Little Monkeys</p>	<p>4. Listen and Respond: Frog's Legs and Dragon's Teeth Explore and Create: Rhythm games Sing: Row, Row...</p>	<p>4. Listen and Respond: My Promise Explore and Create: Using hand bells Sing: <i>Dance</i></p>	<p>4. Listen and Respond: Jupiter, Holst Explore and Create: Three note sequence (C E G) Sing: Medley</p>
<p>5. Listen and Respond: Happy Birthday, by Stevie Wonder Explore and Create: Things for Fingers Sing: 1, 2, 3, 4, 5</p>	<p>5. Listen and Respond: Frosty the Snowman Explore and Create: Create your own sounds Body percussion Sing: Not Too Difficult</p>	<p>5. Listen and Respond: Explore and Create: Percussion instruments Sing: Heads, Shoulders...</p>	<p>5. Listen and Respond: Ain't No Mountain High Enough Explore and Create: Percussion instruments Sing: The Wheels on the Bus</p>	<p>5. Listen and Respond: Superstition Explore and Create: Using hand bells Sing: <i>Activity Op 2 with handbells</i></p>	<p>5. Listen and Respond: Fantasia on a theme Explore and Create: Three note sequence (D F A) Sing: Medley</p>
<p>6. Listen and Respond: Our House, Madness Explore and Create: Consolidate high and low games Sing: Medley of above</p>	<p>6. Listen and Respond: Spiderman Explore and Create: Create your own sounds Body percussion Sing: ABC Song</p>	<p>6. Listen and Respond: Explore and Create: Percussion instruments Sing: Twinkle, twinkle</p>	<p>6. Listen and Respond: Singing in the Rain Explore and Create: Percussion instruments Sing: The Hokey Cokey</p>	<p>6. Listen and Respond: Pick up the pieces Explore and Create: Using hand bells Sing: <i>Activity Op 2 with handbells</i></p>	<p>6. Listen and Respond: ET Theme Explore and Create: Glockenspiels Sing: Medley</p>

Year 1	Autumn Term		Spring Term	Summer Term
Unit Title	Introducing Beat	Adding Rhythm and Pitch	Introducing Tempo and Dynamics	Djembe drumming and steel pans – Newcastle Music Service
Method of teaching and/or instrument	Led by Charanga Model Music Curriculum alongside glockenspiels			
National Curriculum Coverage	Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes Mu1/1.2 play tuned instruments musically Mu1/1.3 listen with concentration and understanding to a range of high-quality live and recorded music Mu1/1.4 experiment with, create, select and combine sounds using the interrelated dimensions of music		Mu1/1.4 experiment with, create, select and combine sounds using the interrelated dimensions of music Mu1/1.2 play untuned instruments musically	
Specific vocabulary to teach	beat tempo dynamics glockenspiel timbre verse/chorus (structure) composing improvising notes	Reggae score orchestra flute clarinet bassoon oboe trumpet violin cello double bass tuba	See Newcastle Music Service Plans	
Musicianship in addition to NMS				Ensure that the musicianship material is covered in addition to NMS lessons. Keeping a steady beat Long and short High and low
Lesson Sequence	1. Find the Beat <i>Musicianship, Listening, Singing</i> (Glockenspiels not required)	1. Twinkle, Twinkle Little Star <i>Musicianship, Listening, Playing. Composing and Improvising</i> (Glockenspiels required)	1. If You're Happy and You Know It <i>Musicianship, Listening, Singing, Performing</i> (No glockenspiels required)	See Newcastle Music Service Plans
	2. 1-2-3-4-5 <i>Musicianship, Listening, Playing, Composing</i> (Glockenspiels required)	2. In the Orchestra <i>Musicianship, Listening, Singing</i> (No glockenspiels required)	2. Sing Me A Song <i>Listening, Singing, Playing, Composing and Improvising</i>	

			(Glockenspiels required)	
	3. Head, Shoulders, Knees and Toes <i>Musicianship, Listening, Singing, Performing</i> (No glockenspiels required)	3. Daisy Bell <i>Listening, Singing, Composing and Improvising</i> (No glockenspiels required)	3. Sparkle <i>Musicianship, Listening, Singing, Performing</i> No glockenspiels required	
	4. Shapes <i>Musicianship, Listening, Playing, Improvising and Composing, Performing</i> Glockenspiels required	4. Dancing Dinosaurs <i>Musicianship, Listening, Playing, Composing and Improvising</i> Glockenspiels required	4. Rhythm in the Way We Walk <i>Listening, Singing, Performing</i> No glockenspiels required	
	5. We Talk To Animals <i>Improvising and Composing, Listening, Singing, Performing</i> No glockenspiels required	5. Rock-a-bye Baby <i>Musicianship, Listening, Singing, Performing</i> No glockenspiels required	5. Big Bear Funk <i>Listening, Playing, Composing and Improvising</i> Glockenspiels required	
	Assessment Point	Assessment Point	Assessment Point	
	6. Performance	6. Performance	6. Performance	

Year 2	Autumn Term		Spring Term	Summer Term
Unit Title	Exploring Simple Patterns	Focus on Dynamics and Tempo	Exploring Feelings through Music	Djembe drumming – Newcastle Music Service
Method of teaching and/or instrument	Led by Charanga Model Music Curriculum alongside glockenspiels (supplemented by Glockenspiel Stage 1)			
National Curriculum Coverage	Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes Mu1/1.2 play tuned instruments musically Mu1/1.3 listen with concentration and understanding to a range of high-quality live and recorded music Mu1/1.4 experiment with, create, select and combine sounds using the interrelated dimensions of music			Mu1/1.4 experiment with, create, select and combine sounds using the interrelated dimensions of music Mu1/1.2 play untuned instruments musically
Specific vocabulary to teach	(See Y1 vocabulary to consolidate) Legato Staccato Soul music Motown Jazz Rock Pop	Dynamics Forte Piano Tempo Ragtime <i>As Year 2's units involve more repetition and fewer songs, as well as less in the way of glockenspiel, glockenspiel stage 1 has been used to supplement the learning. You may choose to change the order, especially with Christmas in mind, so long as both units and Stage 1 glockenspiel is completed.</i>		See Newcastle Music Service Plans
Musicianship in addition to NMS				Ensure that the musicianship material is covered in addition to NMS lessons. Keeping a steady beat, simple rhythmic patterns and simple melodic patterns Copying back more complex rhythms
Lesson Sequence	1. Music Is In My Soul (Part 1) <i>Musicianship, Listening, Singing</i> (No glockenspiels required)	1. Sparkle in the Sun (Part 1) <i>Musicianship, Listening, Singing</i> (No glockenspiels required)	Lessons 1 and 2: Glockenspiel Stage 1, Steps 5 and 6	See Newcastle Music Service Plans

	2. Music Is In My Soul (Part 2) <i>Playing, Composing/Improvising, Performing</i> (Glockenspiels required)	2. Sparkle in the Sun (Part 2) <i>Playing, Improvising and Composing, Performing</i> (Glockenspiels required)	
	3. Hey Friends (Parts 1 and 2) <i>Listening, Singing, Performing</i> (No glockenspiels required)	3. Listen (Steps 3 and 4) <i>Musicianship, Listening, Singing, Performing</i> (No glockenspiels required)	3. Rainbows (Part 1) <i>Musicianship, Listening, Singing, Playing</i> (Glockenspiels required)
	4. Hello (Step 5) <i>Musicianship, Listening, Singing and Performing</i> (No glockenspiels required)	4. The Orchestra Song (Step 5) <i>Listening, Singing, Playing</i> (Glockenspiels required)	4. Rainbows (Part 2) <i>Playing, Composing and Improvising, Performing</i> (Glockenspiels required)
	Assessment Point 5. Performance	5. Glockenspiel Stage 1, Step 2	5. Hands, Feet, Heart (Parts 1 and 2) <i>Musicianship, Singing, Playing, Composing and Improvising</i> (Glockenspiels required)
	6.. Glockenspiel Stage 1 Step 1	6. Glockenspiel Stage 1, Steps 3 and 4	Assessment Point 6. Performance

Year 3	Autumn Term	Spring Term	Summer Term		
Unit Title	Samba drumming and steel pans – Newcastle Music Service		Sharing Musical Experiences	Learning More about Musical Styles	Recognising Different Sounds
Method of teaching and/or instrument			Led by Charanga Model Music Curriculum alongside glockenspiels		
National Curriculum Coverage	Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory Mu2/1.4 use and understand staff and other musical notations	Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory Mu2/1.4 use and understand staff and other musical notations Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Mu2/1.6 develop an understanding of the history of music.			
Specific vocabulary to teach	See Newcastle Music Service Plans		(See prior year groups) Andante Time signature Romantic Minims Crotchets Quavers Time signature 4/4 A minor (key signature)	Paired quavers Time signatures 3/4 and 4/4 Ostinato Gospel Hip-hop F major (key signature)	Time signatures 2/4 and 2/2 Eb major (key signature)
Musicianship in addition to NMS			Ensure that the musicianship material is covered in addition to NMS lessons. 4/4 in G major, andante	2/4 C major, andante	3/4, moderato
Lesson Sequence	See Newcastle Music Service Plans		1. Friendship Song (Part 1) <i>Musicianship, Listening, Singing</i> No glockenspiels required	1. He's Got the Whole World in His Hands (Part 1) <i>Musicianship, Listening, Singing</i> No glockenspiels required	1. Michael Row the Boat Ashore (Part 1) <i>Musicianship, Listening, Singing, Playing</i> Glockenspiels required

	<p>2. Friendship Song (Part 2) <i>Listening, Playing, Composing and Improvising</i> Glockenspiels required</p>	<p>2. He's Got the Whole World in His Hands (Part 2) <i>Listening, Playing, Composing and Improvising</i> Glockenspiels required</p>	<p>2. Michael Row the Boat Ashore (Part 2) <i>Listening, Playing, Composing and Improvising</i> Glockenspiels required</p>
	<p>3. Family (Part 1) <i>Musicianship, Listening, Singing</i> No glockenspiels required</p>	<p>3. How Does Music Make a Difference to Us Every Day? (Part 1) <i>Musicianship, Listening, Singing</i> No glockenspiels required</p>	<p>3. The Dragon Song <i>Musicianship, Listening, Singing, Playing</i> Glockenspiels required</p>
	<p>4. Family (Part 2) <i>Listening, Playing, Composing and Improvising</i> Glockenspiels required</p>	<p>4. How Does Music Make a Difference to Us Every Day? (Part 2) <i>Listening, Playing, Composing and Improvising</i> Glockenspiels required</p>	<p>4. The Dragon Song (Part 2) <i>Listening, Playing, Composing and Improvising</i> Glockenspiels required</p>
	<p>5. Come On Over <i>Listening, Singing, Performing</i> No glockenspiels required</p>	<p>5. Panda Extravaganza <i>Listening, Singing, Performing</i> No glockenspiels required</p>	<p>5. Follow Me <i>Listening, Singing, Performing</i> No glockenspiels required</p>
	<p>Assessment Point</p>	<p>Assessment Point</p>	<p>Assessment Point</p>
	<p>6. Performance</p>	<p>6. Performance</p>	<p>6. Performance</p>

Year 4	Autumn Term			Spring Term		Summer Term	
Unit Title	Samba drumming and steel pans – Newcastle Music Service			Creating Simple Melodies Together	Connecting Notes and Feelings	Purple, Identity and Expression	
Method of teaching and/or instrument				Led by Charanga Model Music Curriculum alongside glockenspiels		Charanga MMC plus GCMS	
National Curriculum Coverage	Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory Mu2/1.4 use and understand staff and other musical notations			Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory Mu2/1.4 use and understand staff and other musical notations Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Mu2/1.6 develop an understanding of the history of music.			
Specific vocabulary to teach	See Newcastle Music Service Plans			(See prior year groups also)	Funk Electronic dance music		
				R&B Classical C Major/G Major (key signatures)	(Read Understanding Music supplementary document – in addition, links are built with GCMS and their music provision in Summer 2)		
Musicianship in addition to NMS	Ensure that the musicianship material is covered in addition to NMS lessons.						
	Interesting Time Signatures and improvising within	2/4 Time Signatures, andante	3/4 time signature, allegro				
Lesson Sequence	See Newcastle Music Service Plans			1. Let Your Spirit Fly (Part 1) <i>Musicianship, Listening, Singing</i> No glockenspiels required	1. Train is A-Coming (Part 1) <i>Musicianship, Listening, Singing</i> No glockenspiels required	1. You Can See It Through (Part 1) <i>Musicianship, Listening, Playing</i> Glockenspiels required	
				2. Let Your Spirit Fly (Part 2) <i>Listening, Playing, Composing and Improvising</i> Glockenspiels required	2. Train is A-Coming (Part 2) <i>Listening, Playing, Composing and Improvising</i> Glockenspiels required	2. You Can See It Through (Part 2) <i>Listening, Playing, Composing and Improvising</i> Glockenspiels required	

		3. Frère Jacques (Part 1) <i>Musicianship, Listening, Singing</i> No glockenspiels required	3. Oh Happy Day (Part 1) <i>Musicianship, Listening, Singing</i> No glockenspiels required	3. The Octopus Slide (Part 1) <i>Musicianship, Listening, Singing, Playing</i> Glockenspiels required
		4. Frère Jacques (Part 2) <i>Listening, Playing, Composing and Improvising</i> Glockenspiels required	4. Oh Happy Day (Part 2) <i>Listening, Playing, Composing and Improvising</i> Glockenspiels required	4. The Octopus Slide (Part 2) <i>Listening, Playing, Composing and Improvising</i> Glockenspiels required
		5. The Other Side of the Moon <i>Musicianship, Listening, Singing</i> No glockenspiels required	5. A World Full of Sound <i>Musicianship, Listening, Singing</i> No glockenspiels required	5. Connect <i>Listening, Singing, Performing</i> No glockenspiels required
		Assessment Point	Assessment Point	Assessment Point
		6. Performance	6. Performance	6. Performance