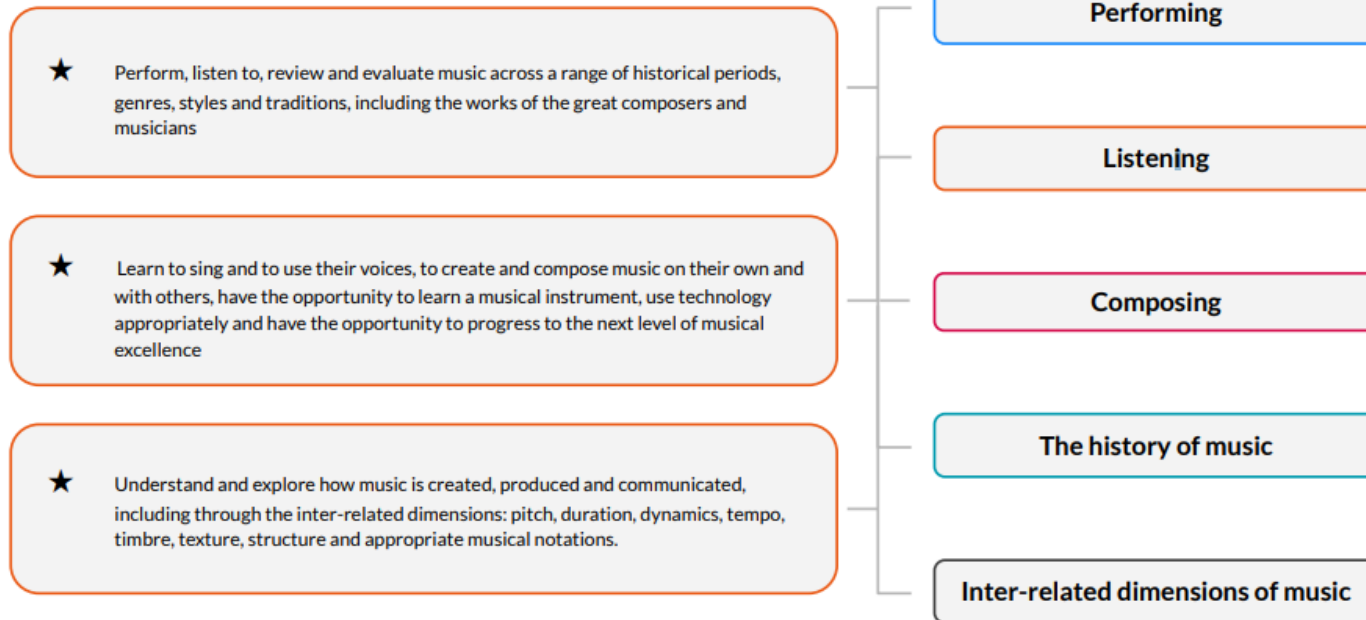


## West Road Long Term Music Plan 2024-2025

### These inter-related dimensions of music sit alongside the other key concepts in music.

Our scheme of work fulfils the statutory requirements of the **National Curriculum (2014)**.  
The National Curriculum for Music aims to ensure that all pupils:

From these aims, we have identified 5 strands  
which run throughout our scheme of work:



**The inter-related dimensions of music are:**

pulse pitch duration dynamics tempo timbre texture structure appropriate musical notation

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>EYFS</b>	<b>Exploring Sound</b>	<b>Celebration Music</b>	<b>Music and movement</b>	<b>Musical Stories</b>	<b>Transport</b>	<b>Big Band</b>
<b>Key Vocabulary</b>	voice, voice sounds, sound, instrument, loud, quiet, high, low, squeaky, soft, deep, body sounds, body percussion, sound, tempo, fast, slow, rhythm, beat, instrumental sounds, tempo, fast, quickly, slowly, dynamic, loudly, quietly, environmental sounds, pitch, middle, nature sounds	music, dance, tempo, move, Diwali, celebration, traditional, Hanukkah, Hora, kinnor, harp, flute, Jewish, trumpet, cymbals, tambourine, shofar, Kwanzaa, Africa, culture, call, response, drum, rhythm, beat, instrument, Christmas, Christian, sleigh bells, actions, action songs, voice sounds, body percussion	actions, action songs, sign language, Makaton, deaf, communication, communicating, understand, lyrics, verse, beat, music, heartbeat, pulse, steady, repeat, constant, drum, piece, composer, tempo, fast, moderate, medium, slow, dance, pitch, high, low, sound, whistle, triangle, siren, cello, perform, performance, audience	classical music, pitch, high, low, tempo, fast, slow, dynamic, loud, quiet, musical story, lyrics, melody, character, instrument, song, actions, percussion, compose, perform, performance	car, boat, train, beat, fast, slow, speed, cruise, rowing, water, symbols, slower, faster, stopping, journey, score	music, musical instrument, band, sound, shake, tap, bang, strum, jingle, tempo, dynamic, pitch, beat, orchestra, sound, rhythm, beat, conductor, wind, strings, percussion, brass
<b>Key Composers</b>	In this unit, the children create their own music using body	Beautiful Ram Bhajan Spiritual India	Jean-Philippe Rameau Frère Jacques <b>Nursery rhyme</b>	John Walter Bratton Teddy Bear's Picnic	Hector Villa-Lobos <b>Classical</b>	The Laurie Berkner Band We Are The Dinosaurs

	<p>percussion and instruments.</p>	<p>Jalikunda African Drums Unknown <b>Percussion</b></p> <p>Ella Jenkins Toom-Bah-Ee-Lero <b>Folk</b></p> <p>James Pierpoint Jingle Bells <b>(Christmas)</b></p> <p>Arthur Warrell We Wish You a Merry Christmas</p> <p>Nanette Regan When Santa Got Stuck Up the Chimney</p> <p>The Kiboomers The Reindeer Cokey</p>	<p>Justin Timberlake Can't Stop the Feeling</p> <p>Pharrell Williams Happy</p> <p>American Authors Best Day of My Life <b>Rock</b></p> <p>John Denver Annie's Song</p> <p>Schubert Military March <b>Classical</b></p> <p>Kno Piano Music Disney Piano Collection <b>Film soundtrack</b></p> <p>Mozart, Vivaldi, Bach, Beethoven Compilation of Classical Music <b>Classical</b></p>	<p>Sergei Prokofiev Peter and the Wolf <b>Classical</b></p> <p>Unknown - Traditional nursery rhyme There Was a Princess Long Ago <b>Nursery rhyme</b></p>		<p>Auckland Symphony Orchestra Pirates of the Carribean</p>
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			Unknown Techno Rave Mix  kindyRock Jingle Scarf Song			
<b>Listening and Evaluating</b>	Listening appropriately to someone leading a short musical phrase, song or rhyme. Exploring spontaneous movement with different parts of their body in response to music. Expressing different spontaneous emotional reactions to music, (smiling, movement, body language). Using artwork or creative play as a way of expressing feelings and responses to music. Identifying and imitating sounds from a variety of music. Considering whether background music and sound effects can enhance storytelling. Showing preferences for certain music or sounds. Listening to music from a wide variety of cultures and historical periods.					
<b>Composing</b>	Developing an awareness of high and low through pictorial representations of sound. Developing an awareness of how simple marks or objects can show single beats and single beat rests. Exploring and imitating sounds from their environment and in response to events in stories. Exploring and imitating sounds. Experimenting with creating sound in different ways using instruments, body percussion and voices. Selecting classroom objects to use as instruments. Selecting sounds that make them feel a certain way or remind them of something. Playing sounds at the relevant point in a storytelling.					
<b>Performing</b>	Singing short, rhythmic rhymes and songs. Using both speaking and singing voices. Unconsciously beginning to sing to the pulse of a song. Exploring vowel sounds through call and response activities. Exploring different ways of making sound with everyday objects and instruments. Exploring different ways of holding a range of instruments. Starting to show a preference for a dominant hand when playing instruments. Using instruments expressively to music. Using instruments to begin to follow a beat, with guidance. Finding a comfortable static position when playing instruments or singing. Beginning to say what they liked about others' performances. Facing the audience when performing. Spontaneously expressing feelings around performing. Performing actively as part of a group. Demonstrating being a good audience member, by looking, listening and maintaining attention.					

<b>KS1 Cycle B (Kapow Cycle A)</b>	<b>Y1 – Keeping the pulse – my favourite things</b>	<b>Y1 – Tempo – Snail and Mouse</b>	<b>Y1 – Pitch - Superheroes</b>	<b>Y2 – Instruments – Musical Storytelling</b>	<b>Y2 – Singing – On the island</b>	<b>Y2 – pitch – musical me</b>
<b>Key Vocabulary</b>	pulse, singing voice, speaking voice, thinking voice	beat, fast, singing voice, slow, speaking voice, warm up	High, low, pattern, performance, pitch, tempo	dynamics, encore, instrumental sound, sound effect, tempo	composer, composition, dynamics, inspiration, pitch	dot, low, notation, phrase, pitch, stave
<b>Key Composers</b>	Randy Newman - You've Got a Friend in Me Popular music Justin Timberlake Can't Stop the Feeling Popular music  Pharrell Williams Happy Popular music	Unknown (traditional) Snail and mouse rhyme Traditional  Patrick Hawes Slow Waltz Classical  Richard Lacey Fast and fluid Classical  Barrie Gleden Cityscape Garage	In this unit, the children listen to short audio clips and use their bodies and voices to respond to different pitch patterns.	Eric Coates The Three Bears - A Phantasy Classical	Composer - unknown My Bonnie Lies Over the Ocean Folk (Traditional Scottish)  Arnold Bax Tintagel Modern classical  Vaughan Williams The Lark Ascending Classical  Composer - unknown Lavender's Blue Folk	Unknown Once a Man Fell in a Well Traditional song

					Composer - unknown London Bridge Folk	
<b>Listening</b>	<p>Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Coordinating the speed of their movements to match the speed of the music (not the beat). Beginning to move in time with the beat of the music. Beginning to keep movements to the beat of different speeds of music. Confidently moving in time with the beat of the music when modelled. Beginning to articulate how a piece of music affects them (e.g. it makes them feel sleepy, it makes them want to dance, it makes them happy). Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience. Identifying some common instruments when listening to music. Relating sounds in music to real-world experiences. (e.g. it sounds like squelching mud). Recognising simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated). Recognising simple patterns and repetition in pitch (e.g. do re mi). Talking about the tempo of music using the vocabulary of fast and slow. Talking about the dynamics of the music, using the vocabulary of loud, quiet and silent. Talking about the pitch of music, using the vocabulary of high and low. Stating what they enjoyed about their peers' performances. Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow. Giving positive feedback related to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent. Appreciating music from a wide variety of cultures and historical periods.</p>					
<b>Composing</b>	<p>Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories. Improvising simple question and answer phrases, using untuned percussion or voices. Experimenting with creating different sounds using a single instrument. Experimenting with creating loud, soft, high and low sounds. Selecting objects and/or instruments to create sounds to represent a given idea or character. Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument. Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Playing and combining sounds under the direction of a leader (the teacher). Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time. Reading different types of notation by moving eyes from left to right as sound occurs. To know that notation is read from left to right. To know that in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds. Recognising pitch patterns using dots. Using a simplified version of a staff (only three lines) to notate known musical phrases (of two pitches). Using pictorial representations to stay in time with the pulse when singing or playing. Confidently reading simple rhythmic patterns comprising of one beat sounds</p>					

	<p>(crotchets) and one beat rests (crotchet rests). Beginning to read simple rhythmic patterns which include two half beats (quavers). To know that pictorial representations of rhythm show sounds and rests.</p>
<p><b>Performing</b></p>	<p>Singing simple songs, chants and rhymes from memory. Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower. Competently singing songs or short phrases with a small pitch range (up to five notes that are different but close together). Breathing at appropriate times when singing. Exploring changing their singing voice in different ways. Adapting their singing voice to be loud or soft at the direction of a leader. Singing a range of call and response songs, matching the pitch and tempo they hear with accuracy. Singing part of a given song in their head (using their 'thinking voice'). Developing an awareness of how sound is affected by the way an instrument is held. Developing an awareness of how dynamics are affected by the force with which an instrument is played. Learning to use instruments to follow the beat by first observing and then mimicking the teacher's modelling. Using instruments imaginatively to create soundscapes which convey a sense of place. Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. Starting to understand how to produce different sounds on pitched instruments. Maintaining a comfortable position when sitting or standing to sing and play instruments. Offering positive feedback on others' performances. Starting to maintain a steady beat throughout short singing performances. Keeping head raised when singing. Keeping instruments still until their part in the performance. Standing or sitting appropriately when performing or waiting to perform. Beginning to acknowledge their own feelings around performance. Performing actively as a group, clearly keeping in time with the beat. Following a leader to start and end a piece appropriately.</p>

**Year 3 and 4**

**First Access - Ukulele**



Year 5 and 6 Cycle B (Kapow Cycle A)	Y6 – Film Music	Y5 – Composition Notation – Ancient Egypt	Y5 – Musical Theatre	Y6 – Theme and Variations – Pop Art	Y6 – Songs of WW2	Y6 - Composing and performing a leavers song
<b>Key Vocabulary</b>	accelerando, Body percussion, brass, characteristics, chords, chromatics, clashing, composition, conversation, convey, crescendo, descending, dynamics, emotion, evoke, features, imagery, improvise, interpret, interval, major, melodic, melody, military, minor, modulate, musical, orchestral, pitch, polished, sequence, solo, soundtrack,	accuracy, backing track, balance, composition, control, crotchet, dotted minim, ensemble, expression, features, fluency, lyrics, minim, minor key, notation, parts, pitch, pitch notation, quaver, repeating, rhythm, semibreve, sheet music, staff notation, stave, structure, tempo, tune, tuned percussion, unison, vocal warm-ups	action song, backdrop, book musical, character song, choreographer, composer, comic opera, costumes, designer, dialogue, director, duet, ensemble, hip- hop musical, jukebox musical, librettist, libretto, lyricist, musical director, musical theatre, opera, operetta, performers, props, rock musical, scene, solo, tempo, timbre, transitions	3/4 time, 4/4 time, accidentals, body percussion, diaphragm, legato, motif, orchestra, percussion, phrases, pitch, pizzicato, pulse, quaver, rhythm, rhythmic elements, section, semi- quaver, staccato, tempo, theme, TIKI-TIKI, TI-TIKI, TIKI-TI, translate, variations, vocal line, woodwind	accuracy, backing track, compare, contrast, complement, control, counter- melody, diaphragm, dynamics, era, expression, features, graphic score, harmony, harmonise, lyrics, melody, melody line, morale, notate, octave, parts, performance techniques, phrase, phrasing, pitch, purpose, score, Solfa, Solfa ladder, tempo	allegro, arrangement, backing track, chorus, chord progression, compose, crescendo, diminuendo, dynamics, evaluate, forte, largo, lyrics, melody, mood, musical features, notation, piano, poetic structure, repetitive, rhyme, ritardando, tempo, sequence, stave notation, structure, upbeat, verse

	symbol, timpani, tension, texture, tremolo, unison, urgency					
<b>Key Composers</b>	<p>John Barry Main theme from James Bond <b>Film soundtrack</b></p> <p>Elgar Pomp and Circumstance Military March <b>Modern classical</b></p>	<p>The Bangles Walk Like an Egyptian <b>Popular music</b></p> <p>Henry Purcell Queen Mary Funeral March <b>Baroque</b></p>	<p>Performed by Andrew Shaw Major-General's Song - The Pirates of Penzance Musical theatre</p> <p>Performed by Brandon O'Neill Luck be a Lady (from Guys and Dolls) Musical theatre</p> <p>ABBA Dancing Queen Popular music</p> <p>Performed by Anthony Warlow I am the Pirate King - The Pirates of Penzance Musical theatre</p>	<p>Benjamin Britten The Young Person's Guide to the Orchestra <b>Modern classical</b></p>	<p>Composed and lyrics by Felix Powell, performed by Sarah Frecknall Pack Up Your Troubles <b>Popular music</b></p> <p>Composed by Hughie Charles, lyrics by Hughie Charles and Ross Parker, performed by Sarah Frecknall We'll Meet Again <b>Popular music</b></p> <p>Composed by Walter Kent, and lyrics by Nat Burton, performed by</p>	<p>Take That Never Forget Popular music</p> <p>Randy Newman You've Got a Friend In Me (from Toy Story) Popular music</p> <p>The Beatles With A Little Help From My Friends Popular music</p> <p>S Club 7 Reach Popular music</p> <p>Elton John Can you feel the love Popular music</p>

			<p>Performed by Nicholas Bethencourt Where is Love? Musical theatre</p> <p>Aileen Quinn, Ann Reinking I Think I'm Gonna Like It Here (from Annie) Musical theatre</p> <p>Performed by Judy Garland and cast Follow The Yellow Brick Road (from The Wizard Of Oz) Musical theatre</p> <p>Rusted Root Send Me On My Way Popular music</p> <p>The Proclaimers I'm Gonna Be (500 Miles) Popular music</p>		<p>Sarah Frecknall The White Cliffs of Dover <b>Popular music</b></p> <p>Julie Andrews "Do-Re-Mi" - The Sound of Music <b>Musical theatre</b></p>	<p>Alphaville Forever young Popular music</p> <p>Journey Don't stop believin' Popular music</p> <p>The Beatles With a Little Help From my Friends Popular music</p>
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			<p>Elton John, sung by Taron Egerton Rocket Man Popular music</p> <p>Miley Cyrus The Climb Popular music</p>			
<b>Listening</b>	<p>Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary. Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.). Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music). Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Identifying the way that features of a song can complement one another to create a coherent overall effect. Comparing, discussing and evaluating music using detailed musical vocabulary. Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work. Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time. Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.</p>					
<b>Composing</b>	<p>Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments. Improvising coherently and creatively within a given style, incorporating given features. Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Suggesting and demonstrating improvements to own and others' work. Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. Constructively critique their own and others' work, using musical vocabulary. Combining</p>					

	<p>rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. To know that simple pictures can be used to represent the structure (organisation) of music. To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note. To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'. To know that chord progressions are represented in music by Roman numerals. Using staff notation to record rhythms and melodies. Recording own composition using appropriate forms of notation and/or technology and incorporating the inter-related dimensions of music. Performing with accuracy and fluency from graphic and staff notation and from their own notation.</p>
<b>Performing</b>	<p>Using musical vocabulary to offer constructive and precise feedback on others' performances. Playing a simple chord progression with accuracy and fluency. Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. Performing by following a conductor's cues and directions. Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group. Performing a solo or taking a leadership role within a performance.</p>
<b>The History of Music</b>	<p>Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time. (Also part of the Listening strand) *Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. (Also part of the Listening strand)</p>