



St John's Catholic infant School



MUSIC LONG TERM PLAN

OUR MUSIC INTENT

At St John's Catholic Infant School, we make music an enjoyable, rich and stimulating learning experience, by encouraging children to participate and perform in a range of musical experiences. As musicians, children experience music during early development which helps them learn sounds, meanings of words and vocabulary. We aim to build confidence, nurture and encourage musical development as they develop their musical skills and potential alongside developing a life-long love and appreciation of different music forms.

YEAR ONE	Autumn Term Autumn 1 'Where I Am' Autumn 2 'Being Famous'	Spring Term Spring 1 'My Amazing Body' Spring 2 'The Adventure Of The Green Ship'	Summer Term Summer 1 'Down On The Farm' Summer 2 'The History Box'
IMPLEMENTATION	<p><i>As musicians, children will:</i></p> <p>Autumn 1 <u>Unit 1: Hey You!</u> Old-School Hip Hop How pulse, rhythm and pitch work together</p> <p>Autumn 2 <u>Unit 2: Rhythm in the way we walk and banana rap:</u> Reggae and Hip Hop Style Pulse, rhythm and pitch, rapping, dancing and singing.</p>	<p><i>As musicians, children will:</i></p> <p>Spring 1 <u>Unit 3: In The Groove</u> How to be in the groove with different styles of music</p> <p>Spring 2 <u>Unit 4: Round and Round</u> Pulse, rhythm and pitch in different styles of music</p>	<p><i>As musicians, children will:</i></p> <p>Summer 1 <u>Unit 5: Your Imagination</u> Using your imagination</p> <p>Summer 2 <u>Unit 6: Reflect, Rewind and Replay</u> This unit consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>
END POINTS	<p>Unit 1: Hey You! Children working at the expected standard: I know that music has a steady beat like a heartbeat. I can copy back rhythms. I can rap and sing in time to the music. I can play accurately in time using C. I know that I can create rhythms from words, names, food, colours etc. Children working at greater depth: I can create my own rhythms. I can lead groups that are rapping and singing. I can play accurately and in time using C + G.</p>	<p>Unit 3: In the Groove Children working at the expected standard: I know that music has a steady pulse, like a heartbeat. I can create rhythms from words, names, favourite food, colours and animals. I can play C (play). I can play accurately and in time as part of the music. Children working at greater depth: I can create my own rhythms I can play C & D & E (improvise / compose)</p> <p>Unit 4: Round and Round Children working at expected standard: Find the pulse of the song Round and Round.</p>	<p>Unit 5: Your Imagination Children working at the expected standard: Know that music has a steady beat pulse, like a heartbeat. That we can create rhythms from words, our names, colours, animals etc. Recognise and name two or more instruments they hear. Play accurately and in time using DFC+D</p> <p>Children working at greater depth: Find the pulse to other unit songs. Create their own rhythms. Use D+E</p>

	<p>Unit 2: Rhythm in the way we walk and banana rap: Children working at the expected standard: I know that music has a steady beat like a heartbeat. I can create rhythm from words, our names, favourite foods, colours and animals. I can recognise and name two or more instruments. I can rap and sing in time with the music. Children working at greater depth: I can find the pulse to other songs. I can create my own rhythm.</p>	<p>Clap and copy rhythms. I can sing the song Round and Round with actions. Play instruments accurately and in time, with D, F, C +D. Improvise using D Children working at greater depth: I can find the pulse of other songs I've learnt. I can make up my own rhythm. Improvise using D +E</p>	
VOCABULARY	<p>Unit 1: Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform</p> <p>Unit 2: Pulse, rhythm, pitch, rap, melody, singers, keyboard, bass, guitar, percussion, trumpets, saxophones, perform</p>	<p>Unit 3: Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, compose, improvise, perform, groove</p> <p>Unit 4: Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, improvise, compose, perform, audience</p>	<p>Unit 5: Keyboard, drums, bass, pulse, rhythm, pitch, improvise, compose, perform, audience, imagination</p> <p>Unit 6: learning is focused around revisiting the year's vocabulary and learning</p>
ENHANCEMENTS	<p>Harvest Celebration Christmas Play Performance Mince Pie Afternoon Songs & performance</p>	<p>Easter Celebration Hot Cross Bun Afternoon songs & performance</p>	<p>Strawberry Tea Afternoon Songs & performance</p>

YEAR TWO	Autumn Term Autumn 1 'Lord Lever & Port Sunlight' Autumn 2 Remembrance & Remembering'	Spring Term Spring 1 'Owl Who Was Afraid Of The Dark' Spring 2 'China'	Summer Term Summer 1 'Lighthouses' Summer 2 'Pirates on Tour'
IMPLEMENTATION	<p><i>As musicians, children will:</i></p> <p>Autumn 1: <u>Unit 1: Hands, Feet, Heart</u> South Africa and South African music</p> <p>Autumn 2 <u>Unit 2: Ho Ho Ho (A fun song about Christmas)</u> Christmas and having fun!</p>	<p><i>As musicians, children will:</i></p> <p>Spring 1 <u>Unit 3: I Wanna Play In A Band</u> playing together in a band and rock music</p> <p>Spring 2 <u>Unit 4: Zootime</u> Animals and Reggae music</p>	<p><i>As musicians, children will:</i></p> <p>Summer 1 <u>Unit 5: Friendship Song</u> being friends</p> <p>Summer 2 <u>Unit 6: Reflect, Rewind and Replay</u> This unit consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>
END POINTS	<p>Unit 1; Hands, Feet, Heart Children working at expected standard: I can march in time with the pulse. I know that rhythm is different to the pulse. I can copy and clap back rhythms. I can clap the rhythm of their name. I can recognise that songs sometimes have a question and answer section and a chorus.</p> <p>Children working at greater depth: I can create simple rhythms myself. I can play G, A B + C I can play C + D.</p> <p>Unit 2: Ho Ho Ho (A fun song about Christmas) Children working at expected standard: Be a rapper and find the pulse. Add high and low sounds to the pulse and rhythm when playing an instrument. Copy and clap bath rhythms. Play accurately and in time. Play G A + B</p>	<p>Unit 3: I Wanna Play In A Band Children working at expected standard: Most will play D + C. Copy and clap back rhythms. Clap the rhythm of their name, favourite colour. Most children will use F when improvising. Compose a simple melody and using simple rhythms and use as part of the performance.</p> <p>Children working at greater depth: Freestyle finding the pulse. Some play G F + C. Create their own rhythms for the class to copy back. Some will play F + G.</p> <p>Unit 4: Zootime Children working at expected standard: Play using C + D. Some will use C D and E Compost a simple melody using simple rhythms.</p> <p>Children working at greater depth: Create own rhythms for class to perform back.</p>	<p>Unit 5: Friendship Song Children working at expected standard: Play accurately and in tune. Most play E + G Some will play C</p> <p>Children working at greater depth: A simple melody using simple rhythms, and use as part of the performance. Some will use E, G A + B. Some will use C + D</p>

	<p>Children working at greater depth: Free style finding the pulse. Create their own rhythms for the class to copy back.</p>		
VOCABULARY	<p>Unit 1: Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo</p> <p>Unit 2: Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, perform, audience, rap, improvise, dynamics, tempo</p>	<p>Unit 3: Keyboard, drums, bass, electric guitar, rock, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo</p> <p>Unit 4: Keyboard, drums, bass, electric guitar, reggae, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo</p>	<p>Unit 5: Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo</p> <p>Unit 6: learning is focused around revisiting the year's vocabulary and learning</p>
ENHANCEMENTS	<p>Harvest Celebration Christmas Play Performance Mince Pie Afternoon Songs & performance</p>	<p>Easter Celebration Hot Cross Bun Afternoon songs & performance</p>	<p>End of Year Performance – Strawberry Tea Afternoon Songs & performance</p>