



## Reepham Church of England Primary School

Be Known. Be Loved. Belong.

### Long Term Planning

**School Vision: Be Known. Be Loved. Belong.**

***“Who you are is God’s gift to you. Who you become is your gift to God.”***

*Subject Intent: Our Music curriculum will develop pupils’ musicality by building secure knowledge in listening, singing, playing, and creating music. They will learn to internalise pulse, rhythm and pitch and to express themselves confidently and creatively. Through practical and enjoyable musical experiences, all pupils will gain a lasting appreciation of music as a universal form of communication.*

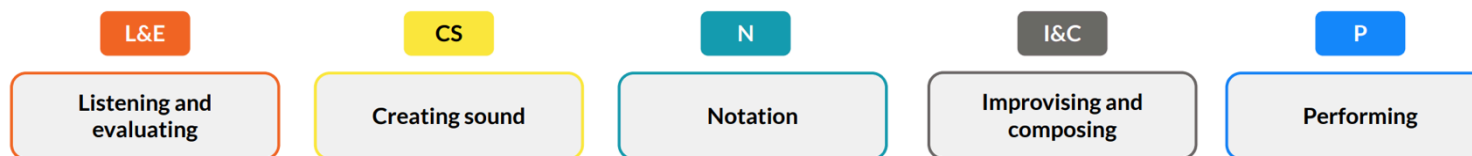
#### **Spirituality in Music**

- o What style of music ‘invites you to explore the mystery that dances within your soul’?
  - o What styles of music have the opposite effect?
  - o How does music encourage creativity, delight, and curiosity?

#### **Note**

Our music curriculum is delivered in conjunction with the school’s progressive Singing Spine (see separate document) to provide a well-rounded musical education. The Singing Spine sets out specific songs to be learned in each year group, alongside songs that develop musical skills, foster cultural understanding, promote social skills and enhance wellbeing, ensuring a consistent and inclusive approach to music across the school.

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	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>1</b>	<p><b><u>Keeping the Pulse (My Favourite Things)</u></b></p> <ul style="list-style-type: none"> <li>● Clap the rhythm of their name in time to the pulse.</li> <li>● Sway or tap in time to the pulse.</li> <li>● Sing a rhythm in time with the pulse.</li> <li>● Copy rhythms based on word patterns using an instrument.</li> <li>● Keep the pulse while playing a rhythm on an instrument.</li> <li>● Follow instructions during a performance.</li> </ul>	<p><b><u>Sound Patterns (Fairy Tales)</u></b></p> <ul style="list-style-type: none"> <li>● Chant in time with others.</li> <li>● Make changes to the dynamics (volume) of their voice to represent a character.</li> <li>● Respond to hand signals when playing an instrument.</li> <li>● Choose a suitable sound to represent a point in the story.</li> <li>● Read simple rhythmic patterns comprising one beat sounds and one beat rests.</li> </ul>	<p><b><u>Musical Symbols (Under the Sea)</u></b></p> <ul style="list-style-type: none"> <li>● Move to reflect a character.</li> <li>● Create sounds to reflect a character</li> <li>● Move at a speed that reflects the tempo of the audio.</li> <li>● Respond to dynamic changes without prompting.</li> <li>● Demonstrate a sound pattern correctly to a pulse.</li> <li>● Sing and play high and low sounds.</li> </ul>

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		<ul style="list-style-type: none"> <li>● Clap or play a rhythmic pattern along with spoken words.</li> <li>● Play given sound patterns in time with the pulse.</li> <li>● Follow instructions during a performance.</li> <li>● Join in with repeated phrases using a character voice.</li> </ul>	<ul style="list-style-type: none"> <li>● Read symbols representing high and low sounds correctly.</li> <li>● Demonstrate an awareness of pitch, rhythm and dynamics within a performance and recognise the symbols representing these.</li> </ul>
<b>2</b>	<p style="text-align: center;"><b><u>Call and Response: Animals</u></b></p> <ul style="list-style-type: none"> <li>● Use dynamics when creating sound.</li> <li>● Play in time with a group.</li> <li>● Experiment with different sounds on the same instrument.</li> <li>● Clap the animal sound patterns mostly accurately.</li> <li>● Clap the sound patterns in time with the pulse of the backing track.</li> <li>● Demonstrate both a call and response.</li> <li>● Copy a sound pattern using an instrument.</li> <li>● Playing either a call and/or response role in time with another pupil.</li> <li>● Perform a composition.</li> </ul>	<p style="text-align: center;"><b><u>Instruments – Musical Storytelling</u></b></p> <ul style="list-style-type: none"> <li>● Identify sections of the music where the tempo changes.</li> <li>● Correctly describe sections of music as fast or slow.</li> <li>● Point out moments in the music where the dynamics change.</li> <li>● Accurately describe dynamic changes as soft or loud.</li> <li>● Give specific examples of how the music corresponds to actions in the story.</li> <li>● Provide clear and specific examples of how music supports the story.</li> <li>● Justify tempo and dynamic choices made to represent a character, event or feeling.</li> </ul>	<p style="text-align: center;"><b><u>Structure: Myths and Legends</u></b></p> <ul style="list-style-type: none"> <li>● Recognise, play and write rhythms with one beat and paired half beats.</li> <li>● Show a rest beat using a silent movement.</li> <li>● Read and follow a structure from left to right.</li> <li>● Add rhythms to a structure to create a beginning, middle and end.</li> <li>● Work well as part of a group, listening to others and respecting their ideas.</li> <li>● Maintain a steady beat.</li> <li>● Use a thinking voice to play rhythms on an instrument.</li> </ul>

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		<ul style="list-style-type: none"> <li>● Suggest appropriate musical dynamics and tempo changes for different scenes of the story.</li> <li>● Work as part of a group to rehearse a performance.</li> <li>● Perform confidently using appropriate instrumental sounds.</li> <li>● Play their part at appropriate tempo and dynamics</li> </ul>	
<b>3</b>	<p style="text-align: center;"><b><u>Developing Singing Technique and Keeping In Time</u></b></p> <ul style="list-style-type: none"> <li>● Move and sing as a team, following the lyrics on the screen.</li> <li>● Recognise minims, crotchets and quavers often by ear and reliably by sight.</li> <li>● Perform rhythms accurately from notation and layer them to create a composition.</li> <li>● Add appropriate sound effects to their performances using untuned percussion.</li> <li>● Join in with the performances confidently, and reasonably in time and tune.</li> </ul>	<p style="text-align: center;"><b><u>Pentatonic: Melodies and Composition</u></b></p> <ul style="list-style-type: none"> <li>● Match their movements to the music, explaining why they chose these movements.</li> <li>● Accurately notate and play a pentatonic melody.</li> <li>● Play their part in a composition confidently.</li> <li>● Work as a group to perform a piece of music.</li> </ul>	<p style="text-align: center;"><b><u>Ballads</u></b></p> <ul style="list-style-type: none"> <li>● Identify the key features of a ballad.</li> <li>● Perform a ballad using actions.</li> <li>● Sing in time and in tune with a song and incorporate actions.</li> <li>● Retell a summary of an animation's story.</li> <li>● Write a verse with rhyming words which tell part of a story.</li> <li>● Perform their lyrics fluently and with actions.</li> </ul>

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	<ul style="list-style-type: none"><li>• Make suggestions for improving their performance.</li></ul>		
4	<p><b><u>Adapting and transposing motifs</u></b></p> <ul style="list-style-type: none"><li>• Identify the key features of a ballad.</li><li>• Perform a ballad using actions.</li><li>• Sing in time and in tune with a song and incorporate actions.</li><li>• Retell a summary of an animation's story.</li><li>• Write a verse with rhyming words which tell part of a story.</li><li>• Perform their lyrics fluently and with actions.</li></ul>	<p><b><u>Body and tuned percussion</u></b></p> <ul style="list-style-type: none"><li>• Identify the structure of a piece of music.</li><li>• Have an idea as to when there is one layer in a piece of music and when there are two.</li><li>• Play a sequence in the correct order in time with their partner.</li><li>• Have two contrasting rhythms being played together.</li><li>• Have two different melodies being played together.</li><li>• Have a complete piece of music with four different layers with an appropriate structure.</li></ul>	<p><b><u>Samba</u></b></p> <ul style="list-style-type: none"><li>• Explain what samba music is and that it is mainly percussion instruments used in celebrations such as Carnival in Brazil.</li><li>• Clap on the off-beat (the end of each beat) and be able to play a syncopated rhythm.</li><li>• Play their rhythm in time with the rest of their group (even if they are not always successfully playing in time with the rest of the class).</li><li>• Play their break in time with the rest of their group and play in the correct place in the piece.</li><li>• Play in time and with confidence; accurately playing their break.</li></ul>

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<b>5</b>	<p><b><u>Composition notation: Ancient Egypt</u></b></p> <ul style="list-style-type: none"> <li>● Sing in time and in tune with other people and the backing track.</li> <li>● Remember the lyrics to a song.</li> <li>● Identify the structure of a piece of music and match this to non-standard notation.</li> <li>● Improvise their own piece of music.</li> <li>● Play a melody with reasonable accuracy.</li> <li>● Perform with confidence and in time with others.</li> <li>● Compose and play a melody using stave notation.</li> <li>● Contribute meaningfully to the group performance and composition.</li> <li>● Use hieroglyphic notation to show the structure of their piece.</li> </ul>	<p style="text-align: center;"><b><u>Blues</u></b></p> <ul style="list-style-type: none"> <li>● Name three key features of blues music.</li> <li>● Sing in tune, using vocal expression to convey meaning.</li> <li>● Explain what a chord is and play the chord of C sixteen times.</li> <li>● Play the 12-bar blues correctly.</li> <li>● Play the notes of the blues scale in the correct order, ascending and descending.</li> <li>● Play a selection of blues scale notes out of order in their own improvisation</li> </ul>	<p><b><u>Composition to represent the festival of Holi</u></b></p> <ul style="list-style-type: none"> <li>● Suggest a colour to match a piece of music.</li> <li>● Create a graphic score and describe how this matches the general structure of a piece of music.</li> <li>● Create a vocal composition in response to a picture and justify their choices using musical terms.</li> <li>● Create a vocal composition in response to a colour.</li> <li>● Record their compositions in written form.</li> <li>● Work as a group to perform a piece of music.</li> </ul>
<b>6</b>	<p><b><u>Songs of World War Two</u></b></p> <ul style="list-style-type: none"> <li>● Use musical and comparative language in discussion.</li> <li>● Follow the melody line.</li> </ul>	<p style="text-align: center;"><b><u>Film Music</u></b></p> <ul style="list-style-type: none"> <li>● Identify how different styles of music contribute to the feel of a film.</li> </ul>	<p><b><u>Composing and performing a leavers song</u></b></p> <ul style="list-style-type: none"> <li>● Identify and evaluate the musical features of a song.</li> </ul>

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	<ul style="list-style-type: none"><li>● Follow the scores with a good sense of timing, showing that they understand which section of pitch they are singing.</li><li>● Sing the correct words at the correct time.</li><li>● Recall the counter-melody line.</li></ul>	<ul style="list-style-type: none"><li>● Participate in discussions, sharing their views and justifying their answers.</li><li>● Use the terms 'major' and 'minor'.</li><li>● Identify different instruments to describe how music evokes different emotions.</li><li>● Identify pitch, tempo and dynamics and use these to explain and justify their answers.</li><li>● Give reasonable and thought-out suggestions for what different graphic scores represent.</li><li>● Use their body, voice and instruments to create sounds to represent a given theme.</li><li>● Create a musical score to represent a composition.</li><li>● Interpret their graphic score and perform their composition appropriately with their group.</li><li>● Create sounds that relate to the scene of a film.</li></ul>	<ul style="list-style-type: none"><li>● Contribute ideas to their group chorus, suggesting how lines three and four could rhyme.</li><li>● Contribute ideas to their group verse, suggesting how lines one and four and five and eight could rhyme.</li><li>● Fit an existing melody over a four-chord backing track.</li><li>● Create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments.</li><li>● Record melodies using letter notation.</li><li>● Perform the leavers' song with confidence.</li></ul>
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