



## Milford School Music Long Term Plan

	AUTUMN		SPRING		SUMMER	
	1 <sup>st</sup> half	2 <sup>nd</sup> half	1 <sup>st</sup> half	2 <sup>nd</sup> half	1 <sup>st</sup> half	2 <sup>nd</sup> half
<b>EYFS</b>	<p><b>Musical focus – beat and tempo</b></p> <ul style="list-style-type: none"> <li>- Sing echo songs and perform greeting actions and movements to a steady beat.</li> <li>- Perform body actions, movements and sounds to a beat which sometimes stays the same and sometimes gets faster.</li> <li>- Create and perform actions and play instruments to a steady beat.</li> <li>- Select sounds and movements and use them expressively within a steady beat, following variable speeds.</li> <li>- Move, sing and play sounds at different speeds.</li> </ul>	<p><b>Musical focus – loud and quiet</b></p> <ul style="list-style-type: none"> <li>- Listen to music and respond with hand and whole body movements.</li> <li>- Explore loud and quiet songs and instrumental sounds.</li> <li>- Explore hand percussion sounds, which grow louder and quieter.</li> <li>- Sing a song with different sounds effects.</li> <li>- Sing an action song and create hand and whole body movements.</li> <li>- Perform actions to accompany music.</li> <li>- Compose music using voices, body percussion, instruments and sound sources.</li> </ul>	<p><b>Musical focus – high and low</b></p> <ul style="list-style-type: none"> <li>- Sing songs with high and low notes reinforced with matching hand or body positions.</li> <li>- Perform a rap with high, medium, and low vocal sounds.</li> <li>- Sing a song with steps and leaps, accompanied by pitched instruments.</li> <li>- Sing high and low notes, and develop listening skills through matching movement to pitch.</li> <li>- Sing stepping notes that move up and down accompanied by tuned percussion and hand actions.</li> </ul>	<p><b>Musical focus – structure</b></p> <ul style="list-style-type: none"> <li>- Use sound effects, instruments and puppets to retell stories from songs.</li> <li>- Make up nonsense words and silly sounds to accompany songs and chants.</li> <li>- Listen to stories within songs and use costumes and instruments to create performances.</li> <li>- Chant and sing 'call and response' patterns, songs and echo chants.</li> <li>- Make shakers using dried food shakers to accompany the singing.</li> <li>- Sing cumulative songs with actions and accompaniments on instruments and other sound sources</li> </ul>	<p><b>Musical focus – texture</b></p> <ul style="list-style-type: none"> <li>- Explore animal movements, matching them to sounds and performing them singly and in combination using a simple graphic score.</li> <li>- Create and perform combinations of sounds incl. exploring environmental sounds</li> <li>- Create and perform a variety of sound sequences and combinations of metallic instruments and sound makers in a song and a story. Use a simple graphic score.</li> </ul>	<p><b>Musical focus – timbre</b></p> <ul style="list-style-type: none"> <li>- Listen to sounds associated with the seaside, exploring them through play.</li> <li>- Match actions, vocal and instrumental sounds to experiences at certain times of day.</li> <li>- Recognise and explore how sounds can be made and changed, including making sounds with paper.</li> <li>- Recognise and control ways in which using different actions can make sounds change.</li> <li>- Create and perform expressive music to accompany narrative, responding to the graphics of a storyboard.</li> </ul>



<p><b>Year 1</b></p>	<p><b>Musical focus: Exploring sounds</b></p> <p>The children explore ways of using their voices expressively. They develop skills of singing while performing actions, and create an expressive story.</p> <p><b>Musical focus: Beat</b></p> <p>The children develop a sense of steady beat through using movement, body percussion and instruments.</p>	<p><b>Musical focus: Pitch</b></p> <p>The children develop an understanding of pitch through using movement, voices and instruments. They identify contrasts of high and low pitches, and create animal chant sounds and sequences.</p> <p><b>Musical focus: Exploring sounds</b></p> <p>The children use voices, movement and instruments to explore different ways that music can be used to describe the weather.</p>	<p><b>Musical focus: Beat</b></p> <p>The children explore beat through movement, body percussion and instruments. They combine steady beat with word rhythms and explore changes in tempo.</p> <p><b>Musical focus: Pitch</b></p> <p>The children develop further their vocabulary and understanding of pitch movements, exploring pitch through singing, tuned percussion and listening games.</p>	<p><b>Musical focus: Exploring sounds</b></p> <p>The children explore sounds found in their school environment. They investigate ways to produce and record sounds, using IT to stimulate musical ideas related to geography.</p> <p><b>Musical focus: Beat</b></p> <p>The children develop an understanding of metre – groups of steady beat – through counting, body percussion and readying games.</p>	<p><b>Musical focus: Exploring sounds</b></p> <p>The children learn how music can be used to tell a story. They identify contrasts of fast and slow, loud and quiet, leading to a performance.</p> <p><b>Musical focus: Beat</b></p> <p>The children respond with their bodies to steady beat and rhythm in music. They experience combining rhythm patterns with steady beat, using body percussion.</p>	<p><b>Musical focus: Performance</b></p> <p>The children develop their performance skills and learn songs about travel and transport from around the world.</p> <p><b>Musical focus: Pitch</b></p> <p>The children use voices, movement and instruments to explore changes of pitch. They develop a performance with different vocal pitch shapes and tuned percussion.</p>
<p><b>Year 2</b></p>	<p><b>Musical focus: Exploring sounds</b></p> <p>The children discover ways to use their voices to describe feelings and moods. They create and notate vocal sounds, building to a performance.</p> <p><b>Musical focus: Beat</b></p> <p>The children move and play to a steady beat and to sound sequences. They learn to control changing tempo as they take a scooter ride.</p>	<p><b>Musical focus: Exploring sounds</b></p> <p>The children explore timbre and texture as they explore descriptive sounds. They listen to, and perform, music inspired by myths.</p> <p><b>Musical focus: Beat</b></p> <p>The children develop a sense of steady beat through using their own bodies. They respond to music and play rhythm patterns on body percussion and instruments.</p>	<p><b>Musical focus: Pitch</b></p> <p>The children link animal movement with pitch movement to help develop understanding and recognition of changing pitch. They interpret pitch line notation using voices and tuned instruments.</p> <p><b>Musical focus: Beat</b></p> <p>The children explore steady beat and rhythm patterns. They play beats and patterns from Renaissance Italy to West Africa and create their own body percussion, voices and instruments.</p>	<p><b>Musical focus: Exploring sounds</b></p> <p>The children are introduced to famous pieces to stimulate composition. The children interpret a storyboard with sound effects, and develop their own ideas using voices and percussion.</p> <p><b>Musical focus: Pitch</b></p> <p>The children develop understanding of pitch through movement, songs and listening games. They become familiar with pitch shapes and perform them in a variety of musical arrangements.</p>	<p><b>Musical focus: Exploring sounds</b></p> <p>The children have opportunities to create descriptive sounds and word rhythms with raps and songs about weather. They create a descriptive class composition using voices and instruments.</p> <p><b>Musical focus: Beat</b></p> <p>Using simple notations, the children play, create and combine minibeast rhythms using body percussion and instruments.</p>	<p><b>Musical focus: Pitch</b></p> <p>The children sing and play a variety of pitch shapes, using movement and ready from scores. They create a class composition which describes the sounds and creatures of a pond.</p> <p><b>Musical focus: Performance</b></p> <p>The children learn a Tanzanian game song and accompany a travelling song using voices and instruments. They listen to an orchestral piece and improvise their own descriptive ‘theme park’ music.</p>

