



Cedars Park Primary School

Music Long Term Plan



Intent

Music is all around us. At Cedars Park Primary School, we believe that music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging. In our school, music can bring the community together through the shared endeavour of whole-school singing, ensemble playing, experimenting with the creative process and, through the love of listening to friends and fellow pupils, performing. The sheer joy of music making feeds the soul of our school community, enriching each one of our students while strengthening the shared bonds of support and trust which make a great school. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As such, we ensure that our curriculum is accessible for all to enable all learners to make progress from their own starting points, including those with Special Educational Needs (SEN).

Our Music curriculum sets out sequences of learning in the following key areas which, when taken together, all contribute towards the steadily increasing development of musicianship:

- Singing
- Listening
- Composing
- Performing / Instrumental Performance

Implementation

Children at Cedars Park learn a wide variety of musical styles, instruments and skills. This is embedded in the classroom activities as well as in our singing assemblies, participation in the school choir, ukulele classes, performances, school productions and the learning of the clarinet with Suffolk County Music Service. Across the year, each class has a series of timetabled music lessons, an important part of creative enrichment, led by a qualified music teacher. If appropriate, reasonable adjustments to the curriculum will be implemented in order for our pupils, including those with SEN, to achieve and make progress from their own individual starting points. In addition to this, through the musical program Charanga, teachers are able to produce inclusive lessons for all children to access the musical curriculum in a fun and engaging way, further promoting a love of learning. Teachers deliver music following the 'Creative Music Curriculum' from Charanga. Children develop their musical skills through listening, singing, playing instruments, creating, performing and responding to music. The curriculum provides progressive opportunities for children to develop their confidence, musical vocabulary, creativity and understanding of musical concepts in line with the National Curriculum for Music.



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Each Charanga lesson is designed to cover the National Curriculum for Music fully, while offering creative freedom and support the development of listening skills, vocal and instrumental technique, improvisation, and composition, enabling clear tracking of children's progress over time. The elements of music are taught in classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. In the classroom children learn how to use a variety of tuned and untuned percussion instruments. Playing various instruments enables children to use a range of methods to create notes, as well as to read basic musical notation. They also learn how to compose, focusing on different dimensions of music.

Impact

Throughout a progressive music programme, high expectations are set for the children which they will subsequently achieve. At the beginning of each unit of work, a detailed medium-term plan outlines the main learning objectives alongside the skills that the children will practise and build on. Weekly assessment by the class teacher provides the opportunity to evaluate the children's progress in each unit of work, in order to make a judgement as to whether each child is working towards, at or above the expected level. Music is also evidenced in different ways such as recordings of school performances and photographs. In addition, the impact of our music curriculum can clearly be seen in the children's participation throughout our music specialist's extra-curricular clubs and enjoyment in the children's class music lessons. We believe we are making music a real success in our school. We have a strong musical culture where pupils are fostering a love and passion for the subject. This is something we are careful to nurture and continue to grow.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Early Years	Daily songs & rhymes Charanga Creative Curriculum: Chant To The Animals <i>To explore and learn chants that tell a story.</i> <i>To know that a chant uses speaking voices musically.</i>	Daily songs & rhymes Music Specialist: Christmas Performance To join in with singing and musical activities, learning and remembering simple songs and actions. To perform songs with confidence, using actions, movement and expression.	Daily songs & rhymes Charanga Creative Curriculum: Lilting Lullaby <i>To pitch match with accuracy when singing.</i> <i>To feel the lilt of a 2-3 pattern of beats in music with five beats.</i>	Daily songs & rhymes Charanga Creative Curriculum: Number Time <i>To sing with expression.</i> <i>To hear, draw and sing melody shapes.</i>	Daily songs & rhymes Charanga Creative Curriculum: Wellbeing Matters To learn to explore and share emotions. To follow a leader to play loudly and quietly.	Daily songs & rhymes Music Specialist: Jungle Songs To join in with simple songs and musical activities, learning songs and actions by memory. To perform songs expressively, using actions, movement and changes in voice.
Year 1	Music Specialist: Where Do I Belong? To perform simple rhythms and musical patterns, keeping in time with others. To choose and use appropriate sounds to	Music Specialist: Christmas Singing Opportunities To listen to and describe different music using words such as fast, slow, loud and quiet, and identify and keep a steady pulse. To sing simple songs,	Charanga Creative Curriculum: Music Inspired By The World Around Us To listen attentively and with understanding to music from different historical periods. To understand that music can tell a story.	Charanga Creative Curriculum: Exploring Rhythm Patterns To understand that an ostinato is a repeated pattern. To copy and create simple rhythm patterns.	Charanga Creative Curriculum: Sound and Pictures To match and create pictures/symbols to represent sound. To capture, sequence and change sounds to make a musical story.	Charanga Creative Curriculum: Highs and Lows To understand the difference between a rhythm and a pitch pattern. To identify different pitches in music and in sounds around the



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	create and accompany simple musical ideas.	joining in at the correct time and using actions to help me perform.				school.
Year 2	Music Specialist: Superheroes <i>To find the pulse and perform overlapping repeated rhythms.</i> <i>To compose a rhythmic chant suitable for a Superhero</i>	Music Specialist: Rhythm/Christmas Performance <i>To develop appraisal skills using key vocabulary.</i> <i>To sing songs expressively with an awareness of pitch.</i>	Charanga Creative Curriculum: Sound and Symbol 1 To play three notes on a tuned instrument, understanding pitch. To recognise the sound of different families of instruments and how each makes its sounds.	Charanga Creative Curriculum: Sound and Symbol 2 To recognise and write music using dots, sticks and stave notation. To understand and use graduations of dynamics to add interest to a performance.	Music Specialist: African Music and Songs To sing songs expressively and with accurate pitch. To perform call-and-response patterns using voices and percussion, keeping a steady rhythm and coordinating overlapping parts.	Charanga Creative Curriculum: The Power of Communication To communicate the meaning of the song with our voices and sign language. To sing short vocal phrases independently.
Year 3	Charanga Creative Curriculum: A Shining Performance	Charanga Creative Curriculum: Sing and Move	Music Specialist: Iron Age Music	Music Specialist: Volcanoes and Earthquakes	Charanga Creative Curriculum: Music and Sound	Charanga Creative Curriculum: Sound Exploration



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	To read and play G,A and B (doh, re, me) on a musical instrument. To use creative ideas inspired by different stimuli to improve a performance.	To sing songs with attention to expression and dynamics, following the conductor's cues. To perform actions with accuracy and confidence.	To create and perform overlapping rhythmic patterns, keeping a steady pulse and rhythm. To compose and perform simple pentatonic melodies using standard musical notation.	To create and notate simple rhythms using crotchets, quavers and rests. To use dynamics and texture to create and perform an effective piece of music.	To identify and describe the key features of Baroque music and its instruments, comparing it to music from a different time period. To compose, notate using a graphic score inspired by the seasons.	To appreciate and respond to music from across historical periods through understanding dynamics, tempo, texture and timbre. To present a multi-art form performance of a song.
Year 4	Suffolk County Music Service: Whole Class Ensemble Teaching (Eb Clarinet)	Suffolk County Music Service: Whole Class Ensemble Teaching (Eb Clarinet)	Suffolk County Music Service: Whole Class Ensemble Teaching (Eb Clarinet)	Suffolk County Music Service: Whole Class Ensemble Teaching (Eb Clarinet)	Suffolk County Music Service: Whole Class Ensemble Teaching (Eb Clarinet)	Suffolk County Music Service: Whole Class Ensemble Teaching (Eb Clarinet)
Year 5	Charanga Creative Curriculum: Shaping Music	Charanga Creative Curriculum: Unlocking Vocal	Music Specialist: Fair Trade	Music Specialist: Fair Trade Jingles (composition)	Charanga Creative Curriculum: Carnival Time	Charanga Creative Curriculum: Music Speaks



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	<i>To improvise freely over a drone or groove.</i> <i>To compose a short ternary piece using Music Notepad.</i>	Potential <i>To sing with a sense of ensemble, paying attention to phrasing, pitching and musical style.</i> <i>To sing songs in unison and in two or three parts.</i>	To read and perform simple staff notation, recognising note names and understanding note durations. To use staff notation accurately when playing music, maintaining the correct rhythm and pitch.	To create and notate a simple melody using treble notation, making appropriate choices of rhythm and pitch. To compose and perform a Fair Trade jingle using a range of instruments, performing confidently and expressively.	To develop ensemble and instrumental skills by performing samba rhythms accurately and expressively, demonstrating awareness of pulse, dynamics and coordination. To compose and perform original Call and Response sections, integrating learned patterns into full samba compositions.	<i>To create and produce music with multiple sections that include repetition and contrasts</i> <i>To use chord changes as part of a (sequenced) composition.</i>
Year 6	Charanga Creative Curriculum: Discovering Grime	Music Specialist: Christmas Performance / BandLab Music Tech	Charanga Creative Curriculum: Music Reimagined	Charanga Creative Curriculum: Musical Sketches	Charanga Creative Curriculum: Music Remixed	Music Specialist: Summer Performance



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	<i>To identify Grime's origins and key features using music technology.</i> <i>To make independent creative decisions to develop original musical ideas, build confidence by presenting the final track and reflecting on the creative choices made.</i>	To perform with increasing control and expression, using musical elements such as tempo, dynamics and duration to communicate the intended mood and character of a song. To create and develop musical compositions using technology (BandLab), inventing melodies in treble notation and combining ostinato patterns, drumbeats, melodic phrases and chords (triads) to create layered pieces.	<i>To analyse and compare two contrasting musical interpretations of 'Spring', relating the differences to the theme of climate change.</i> <i>To compose an original soundscape using digital software.</i>	<i>To plan and compose 8 bars of music that demonstrate melodic and rhythmic interest inspired by a historical or narrative context</i> <i>To notate and perform the composition communicating the intended musical character.</i>	<i>To create and arrange a remix of a song by layering original instrumental parts with manipulated loops using music technology.</i> <i>To listen critically to music in order to make informed creative decisions and to evaluate the creative process and the final outcome of your own and others' work.</i>	To sing confidently and accurately, using tempo, dynamics and duration to communicate the mood and meaning of a song. To perform as part of an ensemble, maintaining the correct rhythm, tempo and dynamics while responding to the conductor and other performers.
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