



Forest Federation

Long Term Plan

Music

Key stage 1

Autumn 1	Adventurers and Explorers	<p>Hey You! (Old school Hip Hop - How pulse rhythm and pitch work together.) Progression skills: Pulse and rhythm Year 1 - Copy a simple rhythm by clapping or using percussion. Year 2 – Identify the difference between pulse and rhythm.</p> <p>Singing Year 1 - Sing with a sense of shape and melody. Year 2 – Use voice in different ways, including loud or soft voice and sing simple repeated phrases.</p> <p>Notation Year 1 – Begin to represent sounds with drawings. Year 2 – Follow a simple piece of rhythmic notation.</p>
	Home sweet home	<p>Rhythm In The Way We Walk and Banana Rap (Reggae- Pulse, rhythm and pitch, rapping, dancing and singing.) Progression skills: Pulse and rhythm - Year 1 - Copy a simple rhythm by clapping or using percussion. Year 2 – Identify the difference between pulse and rhythm.</p> <p>Vocabulary Year 1 Talk about songs/pieces of music which they enjoy. Year 2 Describe basic elements of a piece of music eg. pace, volume, emotion.</p>
Spring	The memory Box	<p>In The Groove (Blues, Baroque, Latin, Bhangra, Folk, Funk- How to be in the groove with different styles of music.) Progression skills: Listening Year 1 - Listen to a piece of music, identifying if it is fast or slow, happy or sad. Year 2 – Describe how an instrument has been used to represent a sound or object.</p> <p>Appreciation and understanding Year 1 - State what they like/dislike about a piece of music. Year 2 – Explain what they like/dislike about a piece of music and why.</p>
	Eco Warriors	<p>Round And Round (Bossa Nova - Pulse, rhythm and pitch in different styles of music.) Progression skills: Pulse and rhythm Year 1 - Copy a simple rhythm by clapping or using percussion. Year 2 – Identify the difference between pulse and rhythm.</p> <p>Singing Year 1 - Sing with a sense of shape and melody. Year 2 – Use voice in different ways, including loud or soft voice and sing simple repeated phrases.</p>
Summer	Fire Fire	<p>Your Imagination (Pop - Using your imagination) Progression skills: Composing Year 1 – Make sounds in different ways. Year 2 – Carefully choose an instrument to combine layers of sound, showing awareness of combined effect.</p>
	The United Kingdom	<p>Reflect, Rewind and Replay (Classical -The history of music, look back and consolidate your learning, learn some of the language of music.) Progression skills: Performing Year 1 – Perform with awareness of others eg. take turns in a performance and sing/play to peers. Year 2 – Use own voice in different ways including speaking singing and chanting for different effects.</p>
	Key focus across all musical studies	<p>Vocabulary progression in KS1: Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.</p>

Lower Key stage 2

Autumn 1	Scavengers and settlers	<p>Let your spirit fly (RnB and other styles.) Progression skill: Pulse and rhythm Year 3 Create and repeat extended rhythmic patterns vocally or by clapping. Year 4 – Create and repeat extended rhythmic patterns using a range of percussion and tuned instruments.</p> <p>Singing Year 3 – Sing songs confidently both solo and in groups. Year 4 – Maintain a simple part within an ensemble.</p>
	Rule Britannia	<p>Glockenspiel stage 1 (Exploring and developing playing skills.) Progression skill: Performing Year 3 - Perform own part with increased control or accuracy when singing or playing both tuned and un-tuned Instruments. Year 4 – Perform significant parts from memory and from notation either on a musical instrument or vocally.</p> <p>Composing Year 3 – Use standard and invented symbols to represent sounds. Year 4 – Shape composition, considering dynamics, timbre and tempo.</p>
Spring	Who do you think you are?	<p>Three Little Birds (Reggae – Reggae and animals) Progression skill: Listening Year 3 - Recognise changes in the music using words like pitch (high) timbre (sound) dynamics (loud or soft) tempo(speed). Year 4 - Describe how a piece of music makes them feel, making an attempt to explain why. Recall sounds with increasing aural memory.</p>
	Tremors	<p>The dragon song (A pop song that tells a story- Music from around the world. Celebrating differences & being kind to each other.) Progression skill: Performing Year 3 - Perform own part with increased control or accuracy when singing or playing both tunes and untuned instruments. Year 4 – Perform significant parts from memory and from notation either on a musical instrument or vocally.</p>
Summer	Raiders and traders	<p>Bringing us together (Disco- Disco, friendship, hope and unity.) Progression skill Vocabulary Year 3 -Use relevant musical vocabulary e.g. pitch, rhythm, pulse, tempo when talking about the elements of music within a piece. Year 4 - Describe, compare and evaluate different kinds of music using appropriate musical vocabulary.</p> <p>Notation Year 3 - Use written symbols both standard and invented to represent sounds. Year 4 - Follow a basic melody line, using standard notation.</p>
	Scandinavia	<p>Reflect, rewind replay (Classical-The history of music, look back and consolidate your learning, learn some of the language of music.) Progression skill: Appreciation and understanding Year 3- Compare and contrast two pieces of music on the same theme. Listen to music from different periods of history. Year 4- Appreciate and listen to music drawn from different traditions, cultures and composers.</p>
	Key skills	Vocabulary across lower KS2: Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.

Upper Key stage 2 Year A

Autumn 1	Fallen Fields	Living' on a prayer (Rock-Rock anthems) Progression skill: Singing Year 5- Maintain a more complex part within an ensemble (e.g. sing in a round or use harmony). Year 6- Identify how sounds can be combined and used expressively layering sounds and singing in tune with other performers. Listening Year 5 -Explain how different musical elements (pitch, tempo, rhythm, melody and dynamics) have been used to create mood and effects. Year 6 - Identify and explore the relationship between sounds and how different meanings can be expressed through sound and music.
	Our European neighbours	Classroom Jazz 1 (Bossa Nova and swing – Jazz and improvisation.) Progression skill: Composing Year 5- Improvise and notate musical phrases and to develop compositions. Year 6 - Compose a piece of music based on a theme e.g. film or a special event. Performing Year 5- Maintain own part in a performance with confidence, accuracy and an awareness of what others are playing. Year 6- Take the lead in performance and provide suggestions to others.
Spring	Earliest Civilisations- Ancient China	Make you feel my love (Pop ballads) Progression skill: Pulse/ rhythm Year 5- Create simple rhythmic patterns with awareness of timbre (sound) and duration (length of notes) & intervals. Year 6- Recognise/use staff and unconventional notation when composing. Singing Year 5- Maintain a more complex part within an ensemble (e.g. sing in a round or use harmony). Year 6- Identify how sounds can be combined and used expressively, layering sounds and singing in tune with other performers
	Our Environment	The fresh prince of Bel Air (Old-school hip-hop) Progression skill: Performing Year 5- Maintain own part in a performance with confidence, accuracy and an awareness of what others are playing. Year 6- Take the lead in performance and provide suggestions to others. Listening Year 5 -Explain how different musical elements (pitch, tempo, rhythm, melody and dynamics) have been used to create mood and effects. Year 6 - Identify and explore the relationship between sounds and how different meanings can be expressed through sound and music.
Summer	Walk like an Egyptian	Dancing in the street (Motown) Progression skill: Notation Year 5- Perform from simple notation on tuned/un-tuned instruments. Year 6 –Perform from more complex notation on a variety of instruments. Vocabulary Year 5-Use musical vocabulary to explain some of the reasons why this music might have been composed. Year 6- Describe how music can be used to create expressive effects and convey emotion.
	Egypt – non European study	Reflect, rewind and replay (Classical – History of music, language of music and consolidation.) Progression skill: Appreciation & understanding Year 5- Appreciate and understand high quality music both live and recorded. Recognise and describe music and musical instruments from different periods in history. Year 6- Listen to and comment on the work of musicians and composers, indicating own preferences. Explain the influence of historical events on music.
	Key Skills	Vocabulary progression across UKS2: Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.

Key stage 1 Year B

A ut 3	Significant	Hands, Feet, Heart (Afropop/South African music)
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	Individuals Florence Nightingale/ Mary seacole	Progression skill Pulse and rhythm Year 1 - Copy a simple rhythm by clapping or using percussion. Year 2 – Identify the difference between pulse and rhythm. Composing Year 1 – Make sounds in different ways. Year 2 – Carefully choose an instrument to combine layers of sound, showing awareness of combined effect.
	Oh I do like to be beside the seaside! Devon/ Katie Morag / Coastal study	Ho, Ho, Ho (A song with rapping and improvising for Christmas – Festivals and Christmas) Progression skill Listening Year 1 - Listen to a piece of music, identifying if it is fast or slow, happy or sad. Year 2 – Describe how an instrument has been used to represent a sound or object. Appreciation and understanding Year 1 - State what they like/dislike about a piece of music. Year 2 – Explain what they like/dislike about a piece of music and why.
Spring	Who wears the crown Queen Elizabeth v Queen Victoria	I wanna play in a band (Rock – Playing together in a band) Progression skill: Performing Year 1 – Perform with awareness of others eg. take turns in a performance and sing/play to peers. Year 2 – Use own voice in different ways including speaking singing and chanting for different effects. Singing Year 1 - Sing with a sense of shape and melody. Year 2 – Use voice in different ways, including loud or soft voice and sing simple repeated phrases.
	Land of Oz Australia	Zootime (Reggae – Reggae and animals) Progression skill: Pulse and rhythm - Year 1 - Copy a simple rhythm by clapping or using percussion. Year 2 – Identify the difference between pulse and rhythm. Listening Year 1 - Listen to a piece of music, identifying if it is fast or slow, happy or sad. Year 2 – Describe how an instrument has been used to represent a sound or object.
Summer	Planes, trains and automobiles Transport	Friendship song (A song about being friends) Progression skill: Listening Year 1 - Listen to a piece of music, identifying if it is fast or slow, happy or sad. Year 2 – Describe how an instrument has been used to represent a sound or object. Notation Year 1 – Begin to represent sounds with drawings. Year 2 – Follow a simple piece of rhythmic notation.
	Splish , splash , splosh	Reflect, Rewind and Replay (Classical -The history of music, look back and consolidate your learning, learn some of the language of music.) Progression skill: Performing Year 1 – Perform with awareness of others eg. take turns in a performance and sing/play to peers Year 2 – Use own voice in different ways including speaking singing and chanting for different effects. Appreciation and understanding Year 1 - State what they like/dislike about a piece of music. Year 2 – Explain what they like/dislike about a piece of music and why.
	Key skills	Vocabulary progression in KS1: Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.

Lower Key stage 2 Year B

A ut	Its all Greek to	Mamma Mia (Pop- Abba's music)
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	me	Progression skill: Listening Year 3 - Recognise changes in the music using words like pitch (high) timbre (sound) dynamics (loud or soft) tempo(speed) Year 4 - Describe how a piece of music makes them feel, making an attempt to explain why. Recall sounds with increasing aural memory Singing Year 3 – Sing songs confidently both solo and in groups Year 4 – Maintain a simple part within an ensemble
	Greece Place and Locational knowledge	Glockenspiel stage 2 (Mixed styles-Exploring and developing playing skills using the glockenspiel) Progression skill: Performing Year 3 - Perform own part with increased control or accuracy when singing or playing both tunes and untuned instruments. Year 4 – Perform significant parts from memory and from notation either on a musical instrument or vocally Composing Year 3 – Use standard and invented symbols to represent sounds Year 4 – Shape composition, considering dynamics, timbre and tempo
Spring	Invicata Roman Empire	Stop! (Grime- Writing lyrics linked to a theme) Progression skill Vocabulary Year 3 -Use relevant musical vocabulary e.g. pitch, rhythm, pulse, tempo when talking about the elements of music within a piece Year 4 - Describe, compare and evaluate different kinds of music using appropriate musical vocabulary Notation Year 3 - Use written symbols both standard and invented to represent sounds. Year 4 - Follow a basic melody line, using standard notation
	India	Lean on me (Soul/gospel music and helping one another) Progression skill: Pulse and rhythm Year 3 Create and repeat extended rhythmic patterns vocally or by clapping Year 4 – Create and repeat extended rhythmic patterns using a range of percussion and tuned instruments Singing Year 3 – Sing songs confidently both solo and in groups Year 4 – Maintain a simple part within an ensemble
Summer	Mighty Invaders The Vikings	Blackbird (Pop- The Beatles, equality and civil rights) Progression skill: Singing Year 3 – Sing songs confidently both solo and in groups Year 4 – Maintain a simple part within an ensemble
	The Blue Planet Human and physical	Reflect, Rewind and replay (Classical – The history of music, look back and consolidate your learning, learn some of the language) Reflect, rewind replay (Classical-The history of music, look back and consolidate your learning, learn some of the language of music.) Progression skill: Appreciation and understanding Year 3- Compare and contrast two pieces of music on the same theme. Listen to music from different periods of history Year 4- Appreciate and listen to music drawn from different traditions, cultures and composers
	Key skills	Vocabulary progression in KS1: Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.

Upper Key stage 2 Year B

Autumn 1	The Maya-	Happy (Pop/Neo Soul – Being happy) Progression skill: Pulse & rhythm Year 5- Create simple rhythmic patterns with an awareness of timbre (quality of sound) and duration (length of notes)
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	cities of stone	and intervals Year 6- Recognise/use staff and unconventional notation when composing Singing Year 5- Maintain a more complex part within an ensemble (e.g. sing in a round or use harmony) Year 6- Identify how sounds can be combined and used expressively, layering sounds and singing in tune with other performers
	Hola Mexico	Classroom Jazz 2 (Bacharach and blues – Jazz, improvisation and composition) Progression skill: Composing Year 5- Improvise and notate musical phrases and to develop compositions Year 6 - Compose a piece of music based on a theme e.g. film or a special event Performing Year 5- Maintain own part in a performance with confidence, accuracy and an awareness of what others are playing Year 6- Take the lead in performance and provide suggestions to others
Spring	Vile Victorians	Benjamin Britten – A New Year carol (classical or urban gospel – Benjamin Britten’s music and cover versions) Progression skill: Singing Year 5- Maintain a more complex part within an ensemble (e.g. sing in a round or use harmony) Year 6- Identify how sounds can be combined and used expressively, layering sounds and singing in tune with other performers
	The Americas	You’ve got a friend (‘70s ballad/pop- Music of Carole King) Progression skill: Listening Year 5 -Explain how different musical elements (pitch, tempo, rhythm, melody and dynamics) have been used to create mood and effects Year 6 - Identify and explore the relationship between sounds and how different meanings can be expressed through sound and music Vocabulary Year 5-Use musical vocabulary to explain some of the reasons why this music might have been composed Year 6- Describe how music can be used to create expressive effects and convey emotion
Summer	Off with her head Tudors and Stuarts	Women in music (create your own music inspired by your identity and women in the music industry) Progression skill: Notation Year 5- Perform from simple notation on tuned/un-tuned instruments Year 6 –Perform from more complex notation on a variety of instruments.
	The Pale Blue Dot	Reflect, rewind and replay (Classical – History of music, language of music and consolidation.) Progression skill: Appreciation & understanding Year 5- Appreciate and understand high quality music both live and recorded. Recognise and describe music and musical instruments from different periods in history Year 6- Listen to and comment on the work of musicians and composers, indicating own preferences. Explain the influence of historical events on music
	Key skills	Vocabulary across UKS2: Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.