

**Banks Road Primary School**  
**Music Long Term Curriculum Plan 2024 – 2025**



Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nurs</b>	<p><b>Let's Be Friends</b></p> <ul style="list-style-type: none"> <li>This unit is all about making friends, turn-taking, sharing, working together, and building confidence and unity in a classroom full of new faces.</li> </ul>	<p><b>Travel and Movement</b></p> <ul style="list-style-type: none"> <li>This unit is all about different ways that we can move and travel from one place to another.</li> </ul>	<p><b>This is me</b></p> <ul style="list-style-type: none"> <li>This unit is all about exploring who we are! How we say hello, how old we are, our families, our likes and dislikes, and what makes us special and unique.</li> </ul>	<p><b>Animal tea party</b></p> <ul style="list-style-type: none"> <li>This unit is all about an animal tea party. We will be exploring animal movements and sounds, and will be discovering some musical terms through the song and activity <i>Bang my drum</i>.</li> </ul>	<p><b>I've got feelings</b></p> <ul style="list-style-type: none"> <li>This unit is all about exploring our feelings and emotions. We will express some of our feelings through music, and we'll also be exploring the breadth of different emotions through sounds and music that we listen to.</li> </ul>	<p><b>Let's jam!</b></p> <ul style="list-style-type: none"> <li>This unit is all about developing our love for music, exploring different sounds and instruments, as well as playing together as a 'band' and in small groups.</li> </ul>
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<b>Rec</b>	<p><b>I've got a grumpy face</b></p> <ul style="list-style-type: none"> <li>Timbre, beat, pitch contour.</li> </ul> <p><b>The sorcerers's apprentice</b></p> <ul style="list-style-type: none"> <li>Musical storytelling, louder/ quieter, faster/slower,</li> </ul>	<p><b>Witch, witch</b></p> <ul style="list-style-type: none"> <li>Call-and-response, pitch (la-somi-do), timbre.</li> </ul> <p><b>Row, row, row you boat</b></p> <ul style="list-style-type: none"> <li>Beat, pitch (step/leap), timbre.</li> </ul>	<p><b>Bird spotting:</b></p> <p><b>Cuckoo polka</b></p> <ul style="list-style-type: none"> <li>Active listening, beat, pitch (somi), vocal play.</li> </ul> <p><b>Shake my sillies out</b></p> <ul style="list-style-type: none"> <li>Timbre, pitch (higher/lower), tempo</li> </ul>	<p><b>Up and down</b></p> <ul style="list-style-type: none"> <li>Pitch contour rising and falling, classical music.</li> </ul> <p><b>Five fine bumble bees</b></p> <ul style="list-style-type: none"> <li>Timbre, tempo, structure (call and-response), active listening.</li> </ul>	<p><b>Down there under the sea</b></p> <ul style="list-style-type: none"> <li>Timbre, structure, active listening, tune moving in step (stepping notes), soundscape.</li> </ul> <p><b>It's oh so quiet</b></p>	<p><b>Slap clap clap</b></p> <ul style="list-style-type: none"> <li>Music in 3-time, beat, composing and playing.</li> </ul> <p><b>Bow, bow, bow Belinda</b></p> <ul style="list-style-type: none"> <li>Beat, active listening, instrumental accompaniment.</li> </ul>

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	higher/ lower, timbre.		(faster/slower), beat.		<ul style="list-style-type: none"> <li>Dynamics, timbre, musical storytelling, improvising and composing, exploring instruments</li> </ul>	
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<b>1</b>	<b>Menu Song</b> <ul style="list-style-type: none"> <li>Active listening (movement), beat, (echo singing, showing pitch moving), progression snapshot 1.</li> </ul>	<b>Colonel Hathi's March</b> <ul style="list-style-type: none"> <li>Timbre, tempo, dynamics, pitch, classical music.</li> </ul> <b>Magical Musical Aquarium</b> <ul style="list-style-type: none"> <li>Timbre, pitch, structure, graphic symbols, classical music.</li> </ul>	<b>Football</b> <ul style="list-style-type: none"> <li>Beat, ostinato, pitched/unpitched patterns, miredo (notes E-D-C), progression snapshot 2.</li> </ul>	<b>'Dawn' from Sea Interludes</b> <ul style="list-style-type: none"> <li>Beat, active listening (singing game, musical signals, movement), 20th century classical music</li> </ul> <b>Musical conversations</b> <ul style="list-style-type: none"> <li>Question-and-answer, timbre, graphic score</li> </ul>	<b>Dancing and drawing to Nautilus</b> <ul style="list-style-type: none"> <li>Active listening (musical signals, internalising beat, draw to music, movement/actions) electronic music.</li> </ul> <b>Cat and mouse</b> <ul style="list-style-type: none"> <li>Mood, tempo, dynamics, rhythm, timbre, dot notation.</li> </ul>	<b>Come dance with me</b> <ul style="list-style-type: none"> <li>Call-and-response, echo singing and playing, playing percussion, crotchet, quavers, crotchet rest, developing beat skills, progression snapshot 3.</li> </ul>
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<b>2</b>	<b>Tony Chestnut</b> <ul style="list-style-type: none"> <li>Beat, rhythm, melody, echo, call-and-</li> </ul>	<b>Carnival of the Animals</b>	<b>Grandma rap</b> <ul style="list-style-type: none"> <li>Duration (crotchet, quavers, crotchet</li> </ul>	<b>Orawa</b> <ul style="list-style-type: none"> <li>Beat, rhythm, repetition, structure, 20th</li> </ul>	<b>Swing a-long with Shostakovich</b> <ul style="list-style-type: none"> <li>2- and 3-time, beat, beat</li> </ul>	<b>Tanczymy labada</b> <ul style="list-style-type: none"> <li>Singing games, traditional Polish dances, follow a</li> </ul>

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	response, tuned and untuned percussion, progression snapshot 1.	<ul style="list-style-type: none"> <li>Timbre, tempo, dynamics, pitch, classical music.</li> </ul> <p><b>Composing music inspired by birdsong</b></p> <ul style="list-style-type: none"> <li>Composing using a non-musical stimulus, creating music inspired by birds and birdsong, improvising and playing a solo on instruments.</li> </ul>	rest), unison, round, progression snapshot 2.	<p>century classical music.</p> <p><b>Trains</b></p> <ul style="list-style-type: none"> <li>To create music inspired by train travel, volume/dynamics (crescendo, diminuendo), speed/ tempo (accelerando, ritenuto).</li> </ul>	<p>groupings, 20th century classical music.</p> <p><b>Charlie Chaplin</b></p> <ul style="list-style-type: none"> <li>To create music to accompany a short film featuring Charlie Chaplin, pitch (high and low), duration (long and short), dynamics/volume (loud and soft).</li> </ul>	changing beat and tempo, playing a percussion accompaniment, body percussion patterns, progression snapshot 3.
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<b>3</b>	<p><b>I've been to Harlem</b></p> <ul style="list-style-type: none"> <li>Pitch shape, ostinato, round, pentatonic, call-and-response, progression snapshot 1.</li> </ul>	<p><b>Nao chariya de/Mingulay boat song</b></p> <ul style="list-style-type: none"> <li>Bengali/Scottish folk songs, comparing songs from different parts of the world, beat, tempo, 3/4, 4/4.</li> </ul> <p><b>Sound symmetry</b></p> <ul style="list-style-type: none"> <li>Structure (symmetry and</li> </ul>	<p><b>Latin dance (Classroom percussion)</b></p> <ul style="list-style-type: none"> <li>Salsa, beat, clave rhythm, timbre, chords, rhythm pattern, progression snapshot 2.</li> </ul>	<p><b>'March' from The Nutcracker</b></p> <ul style="list-style-type: none"> <li>Rondo structure, beat, higher/lower, staccato, call-and-response, romantic ballet music.</li> </ul> <p><b>From a railway carriage</b></p> <ul style="list-style-type: none"> <li>Structure (repetition, round, pattern),</li> </ul>	<p><b>Just three notes</b></p> <ul style="list-style-type: none"> <li>Pitch (notes C-D-E), durations (crotchet, quaver, semiquaver, crotchet rest), rhythm patterns, structure, minimalism, score, dot notation.</li> </ul> <p><b>Samba with Sergio</b></p> <ul style="list-style-type: none"> <li>Samba, carnival, fanfare, call-and-</li> </ul>	<p><b>Fly with the stars (Classroom Percussion)</b></p> <ul style="list-style-type: none"> <li>Minor and major chords (A minor, C major), chord, dot notation, durations (crotchet, quavers, crotchet rest), progression snapshot 3.</li> </ul>

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4	<p><b>Strings Topic 4.1</b></p> <ul style="list-style-type: none"> <li>Recognising open strings.</li> <li>Recognise open strings from the retrospective clefs.</li> <li>Using a handy stave to find the location of open strings.</li> <li>Explore high and low pitch on instruments using open strings and understand how instrument size can affect pitch.</li> <li>Understand and explain the concepts of pulse, rhythm and pitch.</li> <li>Use Kodaly language to aid counting.</li> <li>Play pieces in 4/4 time.</li> <li>Recognise simple rhythms from standard notation.</li> <li>Develop good playing technique.</li> <li>Sing and play all pieces.</li> <li>Awareness of the layout of a piece.</li> <li>Perform simple repertoire.</li> </ul>		<p><b>Strings Topic 4.2</b></p> <ul style="list-style-type: none"> <li>Sing, play and recognise D string notation, comprising of D, E F# and G.</li> <li>Begin to explore what a scale is.</li> <li>Recognise D string notes from their respective clefs.</li> <li>Use handy stave to find the notes D, E F# and G</li> <li>Play simple pieces.</li> <li>Explore high and low ascending/ descending pitch on D string.</li> <li>Introduce dynamics piano and forte.</li> <li>Texture and timbre using Rap and Rhyme.</li> <li>Recognise and play more complex rhythms from standard notation.</li> <li>Play pieces in 4/4 and 2/4 time.</li> <li>Continue to build on good playing technique.</li> <li>Sing at least one song each half term with the pitch range of D, E F# and G.</li> <li>Understand how the musical alphabet is structured.</li> <li>Perform more complex repertoire.</li> </ul>		<p><b>Strings Topic 4.3</b></p> <ul style="list-style-type: none"> <li>Sing, play and recognise D string notation comprising of D, E, F#, G, A, B, C# and high D.</li> <li>Can play a D major scale ascending and descending.</li> <li>Use handy stave to find the notes D, E F#, G, A, B C# and high D.</li> <li>Recognise more D and A string notes on instruments.</li> <li>Pulse, rhythm and pitch, dynamics, texture and timbre using Rap and Rhyme.</li> <li>Play and recognise more complex rhythms from standard notation.</li> <li>Continue to play pieces in 4/4 and 2/4.</li> <li>Consolidate good playing technique.</li> <li>Sing at least one song each half term with the pitch range of D, E F#, G, A, B, C# and high D.</li> <li>Continue developing understanding of dynamics forte and piano.</li> <li>Increase confidence in how the musical alphabet is structured.</li> <li>Perform more complex repertoire with additional pitch and rhythms.</li> </ul>	

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<b>5</b>	<b>Strings Topic 5.1</b> <ul style="list-style-type: none"> <li>• <b>Strings Topic 5.1</b></li> <li>• Review and consolidate open strings and One Octave D - D notation using A and D strings. Use of stave and handy stave.</li> <li>• Introduce the concept of leger lines for G and string and next term E string notation.</li> <li>• Sing, play and recognise G string notation, comprising of G, A, B and C.</li> <li>• Play G major Scale one Octave. Use Kodaly language to aid counting.</li> <li>• Play pieces in 4/4 and 3/4 time.</li> <li>• Recognise more complex rhythms from standard notation.</li> <li>• Develop good playing technique.</li> <li>• Awareness of the layout of a piece.</li> <li>• Perform more complex repertoire.</li> </ul>		<b>Strings Topic 5.2</b> <ul style="list-style-type: none"> <li>• <b>Strings Topic 5.2</b></li> <li>• Sing, play and recognise G string notation, comprising of G, A, B and C. as well as full Review leger lines for G string notation. Introduce E sting notation, E, F#, G# and high A with leger lines.</li> <li>• Use handy stave to find the notes G, A, B, and C, and E, F#.</li> <li>• Play simple pieces. Using E string notation and reinforce G string notation. start to include notes in more complex pieces using previously played notation, D – D.</li> <li>• Continue to use performance techniques such as Pizzicato and Arco and dynamics piano and forte.</li> <li>• Recognise and play more complex rhythms from standard notation.</li> <li>• Play pieces in 4/4 and 3/4 time.</li> <li>• Continue to build on good playing technique.</li> <li>• Sing at least one song each half term with the pitch range of a full Octave.</li> </ul>		<b>Strings Topic 5.3</b> <ul style="list-style-type: none"> <li>• Use handy stave to find/review the notes D, E F#, G, A, B C# and high D and also G string notes, G, A, B, and C.</li> <li>• Recognise notes on the stave and be able to Identify what string they are played on.</li> <li>• Play and recognise more complex rhythms from standard notation.</li> <li>• Continue to play pieces in 4/4 and 3/4.</li> <li>• Consolidate good playing technique.</li> <li>• Sing at least one song each half term with the pitch range of D, E F#, G, A, B, C# and high D.</li> <li>• Continue developing understanding of dynamics forte and piano.</li> <li>• Increase confidence in how the musical alphabet is structured.</li> <li>• Perform more complex repertoire with additional pitch and rhythms.</li> <li>•</li> </ul>	
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<b>6</b>	<b>Strings Topic 6.1</b> <ul style="list-style-type: none"> <li>• Year 6 Orchestra</li> </ul>		<b>Strings Topic 6.2</b> <ul style="list-style-type: none"> <li>• Year 6 Orchestra</li> </ul>		<b>Strings Topic 6.3</b> <ul style="list-style-type: none"> <li>• Year 6 Orchestra</li> </ul>	

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<ul style="list-style-type: none"> <li>• Violin, sectional and Cello- Viola Sectional.</li> <li>• Ensemble skills will be developed as all instruments come together in the whole Year 6 Orchestra.</li> <li>• Opportunities for performance will be from internal concerts and outside venues.</li> <li>• All prior learning with Musicianship /technique and practical application on instrument will be used.</li> <li>• Top level of children will either learn pieces for ABRSM Music Medal or ABRSM Grade 1 Performance exam.</li> <li>• Orchestra will include improvisation, not using notation, the performance of exam pieces with bespoke orchestral arrangements to include all children.</li> <li>• All pieces will be differentiated to be successfully performed by all ability levels.</li> <li>• All children will get the chance to play the melody line.</li> <li>• One exam piece to be learned each term alongside other repertoire, including seasonal music.</li> </ul>	<ul style="list-style-type: none"> <li>• Violin, sectional and Cello- Viola Sectional.</li> <li>• One exam piece introduced alongside seasonal repertoire.</li> </ul>	<ul style="list-style-type: none"> <li>• Violin, sectional and Cello- Viola Sectional.</li> <li>• Polishing all the exam pieces ready for end of year performance/ recording.</li> </ul>
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