# Music
## Long Term Plan 2026-27

| Year | 1 | 2 | 3 | 4 | 5 | 6 |
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| **Reception** | **Charanga – Me!** | **Charanga – My Stories** | **Charanga – Everyone!** | **Charanga – Our World** | **Charanga – Big Bear Funk** | **Charanga – Reflect, Rewind and Replay** |
| | *Nursery Rhymes, All about me, family Repeating familiar songs and using voices.* | *Space, Christmas Repeating familiar songs and using voices and body percussion to explore the pulse* | *Superheroes (real life and fiction), Chinese New Year Repeating familiar songs and using voices, body percussion and percussion instruments to explore the pulse* | *Learning to sing and preform 'Old MacDonald' with voices and glockenspiels, using the note G* | *Listening and appraising Funk music, embedding foundations of the interrelated dimensions of music using voices and instruments.* | *This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music* |
| **Year 1*** | **Liverpool Cathedral Schools Singing Programme** | | | | | |
| | **Nativity Worship** | | **Extraordinary Worship** | | **End of year service** | |
| | *Children will begin to explore dynamics and tempo including introduction to pulse, tempo and simple articulation. Children will do this through songs written for a nativity, learning to sing with other year groups who may be singing separate parts.* | | *Songs: inc. Eucharistic Prayer & others: Children will continue explore repeated patterns and begin to sing these confidently with little support. They will begin contributing to the writing of a piece of music, and learn about how to notate this using graphic notation. We will begin to explore song structure. They will continue to develop vocal precision in the vocal range of an octave.* | | *Children will begin to explore note values through clapping and body percussion. They will consolidate their learning of all of the musical areas to allow for more confident use in all music sessions. This will culminate in a whole school service.* | |

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| **Year 2** | **Liverpool Cathedral Schools Singing Programme** | | |
| | Children will begin to explore dynamics and tempo including introduction to pulse, tempo and simple articulation. Children will do this through songs written for a nativity, learning to sing with other year groups who may be singing separate parts. Children will also begin to explore song structures as well as some value notation. | Songs: inc. (as example) 10,000 reasons & others: Children will explore dynamics further, and implement these with increasing confidence. They will begin contributing to the writing of a piece of music, and learn about how to notate this using graphic notation. Children will be begin to learn about note values and pulse. We will begin to explore tonality and tempo with more precision. | Songs: inc. examples like The Owls (Jenkyns), The Last Dinosaur (Marsh): The children will perform songs in different metres, from different settings, including songs significant to Liverpool, or written by people from Liverpool. This will culminate in a performance at Liverpool Cathedral. Musical ideas will be consolidated this term to allow for more confident use in sessions. |
| **Year 3** | **Liverpool Cathedral Schools Singing Programme** | | |
| | **Expanding core musical skills**<br>During Autumn term children will be expanding upon their core musical knowledge. They will continue to develop their note value reading, song structure and core term knowledge including articulation, dynamics and composing musical ideas. Songs include: 'It's a quarter to nine' (Wallen), 'Silent Night' and 'Gaudete!'. Children will also explore more accuracy and understanding on the glockenspiel. | **Music reading and Musical Form**<br>Children will start to read musical scores, including pitch notation alongside value notation. Children will continue to develop an understanding for musical form, beginning to work through more complex musical language. Songs include: Oliver Cromwell lay buried and dead, Allunde, Ferry me across the water (Finzi) and Here comes the Sun (The Beatles). | **Large Scale Performance**<br>Children will prepare for a large scale performance at Liverpool Cathedral based on the theme for the year. This years theme is "Space: Looking up and looking out" and will include songs such as 'Spaceman' (Sam Ryder), Himmelflught (Hoybye) and Astronaut (Zawadzki). Children will continue to reconcile and put into practice musical ideas and language. |
| **Year 4** | **Whole Class Brass**<br>The children will learn to play brass instruments, read notation, improvise, and compose using their instruments and voices. They will explore ensemble skills and listening practice while developing their individual knowledge as practical musicians. | | |
| | **Notation**<br>Children will learn the notes of the treble stave and basic note values. They will learn the correct posture, hand position and embouchure formation | **Extending the range**<br>The children will add to their 3-note range (F, G, and notes below the stave) they will explore the | **Dynamics and Tricky Patterns**<br>As well as continuing to strengthen their sound production to support their range (and extend to A-the octave where possible) the children will also |

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| | *to produce a sound and will learn notes C-E and to play pieces that utilise them.* | *clearer production of sound as their embouchure and muscle memory develops.* | *explore using dynamics in their playing and will explore more complex rhythms (repeated quavers and dotted rhythms)* |
| **Year 5** | ***Whole Class Brass.*** *The children will continue to learn to play brass instruments, read notation, improvise, and compose using their instruments and voices. They will further explore ensemble skills and listening practice through part-playing while developing their individual knowledge as practical musicians.* | | |
| | ***Recap and develop notation*** *Children will revisit notes on the treble stave and look at more complex elements of written music. They will explore new time signatures, performance directions and musical geography.* | ***Developing the range*** *Children will add to their range beyond the notes used in year 4. They will explore key signatures and playing music with 1 sharp or flat. More work in composition and improvisation using a bigger range of notes.* | ***Introduction to Ensemble and Part playing*** *Children will begin to explore elements of stagecraft and skills in playing as part of an ensemble. They will explore music written in simultaneous parts not just in unison.* |
| **Year 6** | ***Whole Class Brass.*** *The children will continue to learn to play brass instruments, read notation, improvise, and compose using their instruments and voices. They will further explore ensemble skills and listening practice through part-playing while developing their individual knowledge as practical musicians.* | | |
| | ***Recap and develop notation*** *Children will revisit notes on the treble stave and look at more complex elements of written music. They will explore new time signatures, performance directions and musical geography.* | ***Recap and develop notation*** *Children will revisit notes on the treble stave and look at more complex elements of written music. They will explore new time signatures, performance directions and musical geography.* | ***Recap and develop notation*** *Children will revisit notes on the treble stave and look at more complex elements of written music. They will explore new time signatures, performance directions and musical geography.* |