



# Longsight Community Primary School

## Music Long Term Plan – Junior Jam

|                   | Autumn                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                            | Spring                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                      | Summer                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                            |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                   | Autumn 1                                                                                                                                                                                                                                                                            | Autumn 2                                                                                                                                                                                                                                                                                                                   | Spring 1                                                                                                                                                                                                                                                 | Spring 2                                                                                                                                                                                                                                                                                             | Summer 1                                                                                                                                                                                                                                                                                                                  | Summer 2                                                                                                                                                                                                                                                                   |
| <b>Reception</b>  | <b>Singing - Lite<br/>L1 R - EYFS</b>                                                                                                                                                                                                                                               | Glockenspiels - Lite<br>L1 R - EYFS                                                                                                                                                                                                                                                                                        | Music Theory Lite with<br>Instruments<br>L1 R - EYFS                                                                                                                                                                                                     | Singing Lite                                                                                                                                                                                                                                                                                         | <b>Class Jam - Lite<br/>L1 R - EYFS</b>                                                                                                                                                                                                                                                                                   | African Drumming<br>Lite - L1 R - EYFS                                                                                                                                                                                                                                     |
| <b>Objectives</b> | Reception will learn the importance of warming up their voices, how to stand, projecting instead of shouting and how much breath they need to sing. Pupils will also learn what call and response is and create their own call and response to be sung over an instrumental.        | Pupils will learn simple songs on the Glockenspiels, as well as how to play together as a group. This course hits many of the Early Learning Goals including listening and attention, self-confidence and self-awareness, making relationships, moving and handling, and being imaginative                                 | Pupils will explore a wide range of music from different genres, cultures, and styles. Pupils will look at how music can be used to help tell stories and convey feelings. Pupils will learn about performances and how to share music with each other.  | Pupils will focus on listening to the music and each other when singing. Pupils will sing songs with dynamic and tempo changes and learn to adapt to those changes. Pupils will learn the essential steps towards good diction and learn why it is important when people are trying to learn a song. | Pupils will learn to play different instruments across the half term. For this course they will have the opportunity to play a mixture of five different percussive and melodic instruments. Throughout the course the class will work on listening to each other to create a better performance and confidence building. | Pupils will be introduced to the Djembe drum. Lessons will focus on timing, providing pupils the opportunity to play the Djembe drum solo and as part of a larger ensemble. Tempo and pulse will be explored, and pupils will gain valuable teamwork skills in the process |
| <b>Year 1</b>     | Singing - Lite<br>L1 - KS1                                                                                                                                                                                                                                                          | Songwriting with<br>Glockenspiels - Lite<br>Lite - L1 - KS1                                                                                                                                                                                                                                                                | Music Theory Lite with<br>Keyboards<br>Lite - L1 - KS1                                                                                                                                                                                                   | Keyboards Lite<br>L1 - KS1                                                                                                                                                                                                                                                                           | Class Jam - Lite<br>Lite - L1 - KS1                                                                                                                                                                                                                                                                                       | African Drumming<br>Lite - L1 - KS1                                                                                                                                                                                                                                        |
| <b>Objectives</b> | Pupils will learn the importance of warming up and cooling down before and after singing. They will learn how to breathe within a song without 'snatching' breath and how posture can help with our breathing. Pupils will also learn the keyword diction and see how useful it is. | Focus on how they can create sound with their bodies, their voices and with instruments using ostinati. They will learn the difference between lyrics and instrumentals and look into the sounds of different instruments before creating soundscapes. Investigate body percussion and begin composing using these sounds. | Pupils will become familiar with pitch and tuned instrumentation through the use of keyboard through the course. Pupils will be encouraged to develop the musical ear through practicing aural skills and thinking critically about the music they hear. | Pupils will learn the notes of the keyboard in order to play a variety of songs and nursery rhymes.                                                                                                                                                                                                  | Builds pupils' confidence in reading and following music as well as learning the important skill of listening to others when playing.                                                                                                                                                                                     | To introduce young people to the music of a different culture. Teach the children a little bit of history of the Djembe and how the drums are made, information about the countries themselves and how to play the basic hits and rhythms.                                 |
| <b>Year 2</b>     | Singing - Lite<br>L2 - KS1                                                                                                                                                                                                                                                          | Songwriting with<br>Glockenspiels - Lite<br>L2 - KS1                                                                                                                                                                                                                                                                       | Music Theory Lite with<br>Keyboards<br>L2 - KS1                                                                                                                                                                                                          | Keyboards Lite<br>L1 - KS1                                                                                                                                                                                                                                                                           | Class Jam - Lite<br>Lite - L1 - KS1                                                                                                                                                                                                                                                                                       | African Drumming<br>Lite - L1 - KS1                                                                                                                                                                                                                                        |

|                   |                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                              |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Objectives</b> | Pupils will focus on musical phrasing. Pupils will perform vocal exercises to build on their pitch matching skills and their responses to changes in dynamics and tempo within a song.                                                                                                                                                              | Begin to compose with purpose following briefs and guidance. In this advanced level, year 2 will begin to look at writing lyrics using rhyming words; these words will be added to word boards and be used to help create lyrics in future tasks.                                                                                      | Pupils will analyse a specific genre of music relating to an alternative score to Fantasia, learning about instrumentation, the working parts of popular instruments as well as being given the chance to improvise using a keyboard in a specific style.                                                       | Pupils to begin exploring improvisation and composition on the keyboards and will explore how keyboards can be used in different genres of music. This course encompasses new elements of music theory such as rest notes and octaves                                                                                        | Builds pupils' confidence in reading and following music as well as learning the important skill of listening to others when playing.                                                                                | To introduce young people to the music of a different culture. Teach the children a little bit of history of the Djembe and how the drums are made, information about the countries themselves and how to play the basic hits and rhythms.                                                                                                                                                   |
| <b>Year 3</b>     | Singing L1-KS2                                                                                                                                                                                                                                                                                                                                      | Songwriting with Glockenspiels L1 - KS2                                                                                                                                                                                                                                                                                                | Music Theory with Keyboards L1 - KS2                                                                                                                                                                                                                                                                            | Keyboards L1 - KS2                                                                                                                                                                                                                                                                                                           | Class Jam L1 - KS2                                                                                                                                                                                                   | African Drumming L1 - KS2                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Objectives</b> | Pupils will be taught how the keywords link together to help with the overall sound and precision of singing. Pupils will learn about different techniques that songs use to keep them interesting such as verses, choruses, and call and response                                                                                                  | Classes will learn lots of different techniques to make writing a song a simple process. They will choose their own theme and target market and will compose a song to a brief of their own creation. Alongside this the class will look at building their musical lexicon with a musical dictionary that they will add to every week. | Pupils will explore key foundational skills such as composition and improvisation. Pupils will begin to learn to read and play music using western standard notation. They will use electronic keyboards to explore scales, rhythm, stepwise motion, expression, and melodic structure.                         | Pupils will improve their keyboard skills gaining further knowledge and confidence in reading written notation as well as improving their ability to play solo and as a duo. This course encompasses new elements of music theory and aims to get pupils comfortable with reading music and playing with two hands together. | With custom-made backing tracks to play along to, pupils will be able to swap instruments and experiment with playing melody, rhythm and accompaniment whilst improving their ability to perform within an ensemble. | To introduce young people to the music of a different culture. Teach the children a little bit of history of the Djembe and how the drums are made, information about the countries themselves and how to play the basic hits and rhythms. KS2 sessions will also concentrate on advanced performance techniques that will enhance their playing as well as building stamina and confidence. |
| <b>Year 4</b>     | Singing L2 - KS2                                                                                                                                                                                                                                                                                                                                    | Songwriting with Glockenspiels L2 - KS2                                                                                                                                                                                                                                                                                                | Music Theory with Keyboards L2 - KS2                                                                                                                                                                                                                                                                            | Keyboards L1 - KS2                                                                                                                                                                                                                                                                                                           | Class Jam L1 - KS2                                                                                                                                                                                                   | African Drumming L1 - KS2                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Objectives</b> | Pupils will learn to listen to each other when they are singing but must also learn the hard skill of singing something different to the group next to them. This may sound simple, but it is a hard skill to master. Pupils will learn about harmonies and listen to some examples before trying a simple three-part harmony within their classes. | Pupils will explore musical components by composing music to create a specific mood – this will be done through composing to a short, animated clip. Pupils will create music using graphic scores and create their own graphic scores for others to play                                                                              | Pupils will further develop their compositional skills and develop their ability to improvise. Pupils will understand rhythmic notation and will develop this further to explore notating pitches using stave notation They will use the keyboards to explore pentatonic and diatonic scales, rhythm, major and | Pupils will improve their keyboard skills gaining further knowledge and confidence in reading written notation as well as improving their ability to play solo and as a duo. This course encompasses new elements of music theory and aims to get pupils comfortable with reading music and playing with two hands together. | With custom-made backing tracks to play along to, pupils will be able to swap instruments and experiment with playing melody, rhythm and accompaniment whilst improving their ability to perform within an ensemble. | To introduce young people to the music of a different culture. Teach the children a little bit of history of the Djembe and how the drums are made, information about the countries themselves and how to play the basic hits and rhythms. KS2 sessions will also concentrate on advanced performance techniques that will enhance their playing as well as building stamina and confidence  |

|                   |                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                         |                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                              |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                   |                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                           | minor tonalities, and expression.                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                         |                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Year 5</b>     | Singing L3 - KS2                                                                                                                                                                                                                                                                                                                             | Songwriting with Glockenspiels L3 - KS2                                                                                                                                                                                                                                                                                                                   | Music Theory with Keyboards L3 - KS2                                                                                                                                                                                                                                                                                                                                                   | Keyboards L2 - KS2                                                                                                                                                                                                                                                      | Class Jam L2 - KS2                                                                                                                                                        | African Drumming L1 - KS2                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Objectives</b> | Pupils singing pieces from different genres following a musical timeline. Singing songs from different musical periods will give pupils an insight into music popular at that time and different characteristics that were utilised within that musical era.                                                                                 | Pupils will focus on how to write lyrics to existing music. Pupils will write lyrics to a piece of music 'The Lark Ascending' without knowing any information about the piece other than what it sounds like. When finished, pupils will look at the poem that inspired the music to see if they interpreted the themes the same way.                     | Pupils will develop their understanding of musical notation, exploring stave notation within the octave and looking at more complex rhythmic notation and time signatures. Pupils will also develop and practice using their aural skills through investigating major and minor tonality and learning how to play music by ear.                                                        | Pupils will continue developing their performance skills and confidence in reading written notation. Pupils will focus on exploring how keyboards can be used in different genres. Pupils will learn about popular music chord structures and Bass lines in Jazz music  | Pupils will learn how dynamics, harmony and melody are used to convey emotions and become confident in performing on multiple instruments within an ensemble performance. | To introduce young people to the music of a different culture. Teach the children a little bit of history of the Djembe and how the drums are made, information about the countries themselves and how to play the basic hits and rhythms. KS2 sessions will also concentrate on advanced performance techniques that will enhance their playing as well as building stamina and confidence. |
| <b>Year 6</b>     | Singing L4 - KS2                                                                                                                                                                                                                                                                                                                             | Songwriting with Glockenspiels L4 - KS2                                                                                                                                                                                                                                                                                                                   | Music Theory with Keyboards L4 - KS2                                                                                                                                                                                                                                                                                                                                                   | Keyboards L2 - KS2                                                                                                                                                                                                                                                      | Class Jam L2 - KS2                                                                                                                                                        | African Drumming L1 - KS2                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Objectives</b> | The focus will be on pupils' stage etiquette, singing as a group, the roles within a choir and singing in parts. This will be the first time the pupils will be singing in harmony. Pupils will practise singing in parts together and singing out of parts to get them used to listening to others whilst focusing on their own melody line | Pupils will take a look at the music industry and what happens when a song has been written. Pupils will be given a brief at the beginning of the course to write a single for their new EP. Pupils will be taught what an EP is, be asked to create a band name, name their song, think of a theme for their EP and song and learn about press releases. | Pupils develop confidence in reading and understanding music, though composition, improvisation and reading stave notation. During the course, pupils will use keyboards to understand how music can be broken down into melodies and accompaniments, and ensemble performance. The pupils will also touch on the history of music to provide context for their musical understanding. | Pupils will continue developing their performance skills and confidence in reading written notation. Pupils will focus on exploring how keyboards can be used in different genres. Pupils will learn about popular music chord structures and Bass lines in Jazz music. | Pupils will learn how dynamics, harmony and melody are used to convey emotions and become confident in performing on multiple instruments within an ensemble performance  | To introduce young people to the music of a different culture. Teach the children a little bit of history of the Djembe and how the drums are made, information about the countries themselves and how to play the basic hits and rhythms. KS2 sessions will also concentrate on advanced performance techniques that will enhance their playing as well as building stamina and confidence  |