



## Landewednack School Music Long Term Plan Year A & B- 2025 to 2027

We follow the Sing Up Music Curriculum to ensure coverage of the national curriculum, sequenced lessons and teaching that enables children to develop disciplinary and substantive knowledge and skills. During their time at Landewednack, all pupils are taught how to play a string, wind and tuned percussion instrument- our lessons include units on the recorder, glockenspiel and the ukulele. We work with the Cornwall Music Service to expand opportunities for pupils and staff to work with professional musicians. Our music enrichment includes after school clubs, visits and visitors and the opportunity to perform in a range of venues for a range of audiences.

Year A- Autumn Term 2025		
	Autumn 1	Autumn 2
<b>Nursery</b>	<p><b>N1:</b> Enjoy songs and rhymes, tuning in and paying attention Show attention to sounds and music Join in with songs and rhymes, making some sounds</p> <p><b>N2:</b> Spot and suggest rhymes Listen with increased attention to sounds</p>	<p><b>N1:</b> Enjoy singing, music and toys that make sounds Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo Respond emotionally and physically to music when it changes</p> <p><b>N2:</b> Sing the melodic shape of familiar songs</p>
<b>Puffins YR</b>	<p><b>I've got a grumpy face</b></p> <ul style="list-style-type: none"> <li>Learn the song and think about how we show feelings and emotions in music</li> <li>Compose new lyrics and actions for the song</li> <li>Explore sounds (timbre) to create different feelings and emotions</li> </ul> <p><b>The sorcerer's apprentice</b></p> <ul style="list-style-type: none"> <li>Move to music</li> <li>Explore classroom percussion instruments</li> <li>Explore the story of Fantasia and create a new version as a class</li> </ul>	<p><b>Witch, Witch</b></p> <ul style="list-style-type: none"> <li>Listen and pitch match a call-and-response song</li> <li>Sing with a range of voices to adopt different roles and characters</li> <li>Improvise, compose and play a simple accompaniment using percussion instruments</li> </ul> <p><b>Row, Row, Row your boat</b></p> <ul style="list-style-type: none"> <li>Sing a tune with stepping and leaping notes</li> <li>Play a steady beat on percussion instruments</li> <li>Make up new lyrics for different kinds of transport</li> </ul>
<b>Puffins Y1 / 2</b>	<p><b>Tony Chestnut</b></p> <ul style="list-style-type: none"> <li>Get to know the song, learn the melody and add actions on the beat</li> <li>Improve phrasing and tuning. Track the shape of the melody with gesture</li> <li>(Progression snapshot) Make a video recording of the singing</li> <li>Play the song's melody on the <b>glocks</b></li> <li>Practice the melody of Tony Chestnut on the glocks and play along to a backing track</li> <li>Compose a call and response song using notes C and G</li> </ul>	<p><b>Carnival of the Animals</b></p> <ul style="list-style-type: none"> <li>Learn about Carnival of the Animals and listen to 'Aquarium'</li> <li>Know how a composer uses timbre to create character and respond to the music through art</li> <li>Know how a composer uses rhythm and articulation to create character and respond to the music through movement.</li> </ul> <p><b>Musical conversations</b></p> <ul style="list-style-type: none"> <li>Improvise question-and-answers conversations using percussion instruments and <b>glockenspiels</b></li> <li>Create a piece of music called The Phone Call</li> <li>Create and interpret graphic scores</li> </ul>
<b>Choughs Y3 / 4</b>	<p><b>This little light of mine (voice and <b>glocks</b>)</b></p> <ul style="list-style-type: none"> <li>Get to know the song 1</li> <li>Get to know the song 2</li> <li>(Progression snapshot) Video recording of the children singing the song</li> <li>Play bass notes and rhythms with the backing track</li> <li>Improvise on the notes of the pentatonic scale using the voice and instruments</li> <li>Create an arrangement of 'This Little Light of Mine'</li> </ul>	<p><b>My fantasy football team</b></p> <ul style="list-style-type: none"> <li>Get to know the song- learn about 'duration'</li> <li>Moving to and identifying duration</li> <li>Understand durations written as notation</li> <li>Create rhythm sequences and play them on percussion</li> <li>Translate rhythms onto instruments</li> <li>Rehearse and perform a whole class 'rondo'</li> </ul>
<b>Razorbills Y5/ Y6</b>	<p><b>Hey Mr Miller</b></p> <ul style="list-style-type: none"> <li>Explore and begin learning 'Hey Mr Miller'</li> <li>Learn Section 3 'Hay Mr Miller' and learn about swing music</li> <li>Progression snapshot: performance for a video recording</li> <li>Learn about scat singing and swing rhythms with Ella Fitzgerald and Duke Ellington</li> <li>Improvise syncopated melodies using notes of the C major scale</li> <li>Sing and play a class arrangement with a good sense of ensemble</li> </ul>	<p><b>Shadows</b></p> <ul style="list-style-type: none"> <li>Listen to and evaluate music: Who is Lindsey Stirling?</li> <li>Listen to and evaluate music: Who is Tokio Myers?</li> <li>Create a response to music using shadows.</li> </ul> <p><b>Composing for protest!</b></p> <p>To create music inspired by Ethel Smyth and a picture of the suffragettes. Composing using a non-musical stimulus. Lyrics, melody, steady beat, tempo, ostinato, coda.</p> <ul style="list-style-type: none"> <li>Protest words</li> <li>Protest song</li> <li>Protest!</li> </ul>

Year A- Spring Term 2026		
	Spring 1	Spring 2
<b>Nursery</b>	<b>N1:</b> Move and dance to music	<b>N1:</b> Repeat words and phrases from familiar songs and rhymes

	<p>Make rhythmical and repetitive sounds</p> <p><b>N2:</b> Sing the pitch of a tone sung by another person</p>	<p>Anticipate phrases and actions in rhymes and songs</p> <p>Enjoy and take part in action songs</p> <p><b>N2:</b> Respond to what they have heard, expressing their thoughts and feelings</p>
<b>Puffins YR</b>	<p><b>Bird spotting: cuckoo polka</b></p> <ul style="list-style-type: none"> <li>Imitate birdsong using vocal play and develop singing skills with a cuckoo singing game</li> <li>Active listening to 'Cuckoo Polka' by Johann Strauss II</li> <li>Free, imaginative movement to Ralph Vaughan Williams' 'The Lark Ascending'</li> </ul> <p><b>Shake my sillies out</b></p> <ul style="list-style-type: none"> <li>Sing and action song observing contrasting speeds</li> <li>Play a rhythmic accompaniment on percussion instruments</li> <li>Choose percussion instruments to represent the range of sounds in a story</li> </ul>	<p><b>Up and down</b></p> <p><b>Musical focus:</b> Pitch contour (rising and falling)</p> <ul style="list-style-type: none"> <li>Higher and lower</li> <li>Flying up and flying down</li> <li>Climbing up and rolling down</li> </ul> <p><b>Five fine bumblebees</b></p> <p><b>Musical focus:</b> Timbre, tempo, structure (call-and-response), active listening</p> <ul style="list-style-type: none"> <li>Sing a call-and-response section and change voices to make a buzzing sound.</li> <li>Play an accompaniment using tuned and untuned percussion, and recognise a change in tempo.</li> <li>Listen to a piece of classical music and respond through dance and improvise a vocal/physical soundscape</li> </ul>
<b>Puffins Y1 / 2</b>	<p><b>Grandma rap</b></p> <p><b>Musical focus:</b> Duration (crotchet, quavers, crotchet rest), unison, round</p> <ul style="list-style-type: none"> <li>Explore the song – mark the pulse, learn the actions, and recap <i>Hi lo chicka lo</i></li> <li>Learn <i>Grandma rap</i> words and actions, practise pitch pencils, discover the 'walk' duration (action and notation).</li> <li>Progression snapshot. Make a video recording of children singing.</li> <li>Rehearse the rap, introduce the 'jogging' duration and practise 'walk' duration with notation.</li> <li>Create 4-beat rhythms featuring 'walk' and 'jogging' durations using a rhythm grid.</li> <li>Create a looped backing (or body percussion accompaniment) to perform <i>Grandma rap</i> to.</li> </ul>	<p><b>Swing along with Shostokovich</b></p> <p><b>Musical focus:</b> 2- and 3-time, beat, beat groupings, 20th century Classical music</p> <ul style="list-style-type: none"> <li>Get moving and swing to the beat!</li> <li>Feel the beat using body percussion.</li> <li>Be creative on the beat</li> </ul> <p><b>Charlie Chaplin</b></p> <p><b>Musical focus:</b> To create music to accompany a short film featuring Charlie Chaplin, pitch (high and low), duration (long and short), dynamics/volume (loud and soft)</p> <ul style="list-style-type: none"> <li>Duration – short and long.</li> <li>Pitch – high and low.</li> <li>Dynamics – loud and soft</li> </ul>
<b>Choughs Y3 / 4</b>	<p><b>Play recorder- Earth light</b></p> <p><b>Musical Focus:</b> Explore pentatonic and major scales (G pentatonic and D major). Play and recognise notes from the score with increasing fluency</p> <ul style="list-style-type: none"> <li>To develop and extend recorder playing skills, including a focus on the right hand low notes.</li> <li>To practise slurred and <i>staccato</i> articulation.</li> <li>To support learning and practice of notes in the D major scale and the G pentatonic scale.</li> <li>To support note reading on staff notation.</li> <li>As an ensemble performance piece.</li> <li>To explore improvisation.</li> <li>As the inspiration for creative composition.</li> <li>To demonstrate that the recorder is a versatile and exciting instrument, which can be used by solo and ensemble performers, and in conjunction with other instruments.</li> </ul>	<p><b>Fanfare for the common man</b></p> <p><b>Musical focus:</b> Fanfare, timbre, dynamics, texture, silence</p> <ul style="list-style-type: none"> <li>Explore the features of Aaron Copland's <i>Fanfare for the common man</i>.</li> <li>Improvise fanfare melodies based around three notes and repeated rhythms.</li> <li>Compose a short fanfare piece for a special occasion using melody, rhythm, texture, and silence</li> </ul> <p><b>Spain</b></p> <p><b>Musical focus:</b> To create music inspired by Spain, habanera rhythm, triplet rhythm, fitting two rhythms together, count musically, structure ideas</p> <ul style="list-style-type: none"> <li>Play repeating rhythmic patterns.</li> <li>Count musically.</li> <li>Invent a melody.</li> <li>Fit two patterns together.</li> <li>Structure musical ideas into their own compositions.</li> </ul>
<b>Razorbills Y5/ Y6</b>	<p><b>Dona Nobis Pacem</b></p> <p><b>Musical focus:</b> Texture (3-part round/polyphonic texture), monophonic, homophonic, 3/4 time, durations: crotchet, rest, quavers, minim, dotted minim, dotted crotchet, sacred vocal music, singing in harmony, progression snapshot</p> <ul style="list-style-type: none"> <li>Find out about texture, sing scales and arpeggios, and learn Section 3 of <i>Dona nobis pacem</i>.</li> <li>Practise Section 3 and learn Section 2 of the round. Compare music with different textures.</li> <li>Progression snapshot 2. Make a video recording of children singing.</li> <li>Learn Section 1 of the round, play a notation game, find out about sacred music in Latin.</li> <li>Practise singing different sections of the music together. Compose Part 1.</li> <li>Put the round together. Compose Part 2</li> </ul>	<p><b>Ain't gonna let nobody</b></p> <p><b>Musical focus:</b> Civil rights movement in the USA, compare musical styles (gospel, rhythm and blues, choral), spiritual turned protest song, vocal improvisation, chords C minor and G7</p> <ul style="list-style-type: none"> <li>Develop knowledge and understanding of the origins, history, and social context of a song used in the civil rights movement in the USA. Play chords to accompany a song.</li> <li>Improvise conversations.</li> <li>Create a rhythmic backing.</li> <li>Organise and rehearse for a final performance.</li> <li>Final performance</li> </ul>

Year A- Summer Term 2026		
	Summer 1	Summer 2
<b>Nursery</b>	<p><b>N1:</b> Sing songs and say rhymes independently, for example, singing whilst playing</p> <p>Explore their voices and enjoy making sounds</p> <p><b>N2:</b> Play instruments with increasing control to express their feelings and ideas</p>	<p><b>N1:</b> Explore a range of sound makers and instruments and play them in different ways</p> <p><b>N2:</b> Know many rhymes</p> <p>Create their own songs or improvise a song around one they know</p> <p>Remember and sing entire songs</p>

		Sing a large repertoire of songs
<b>Puffins YR</b>	<b>Down there under the sea</b> <b>Musical focus:</b> Timbre, structure, active listening, tune moving in step (stepping notes), soundscape. <ul style="list-style-type: none"> <li>Develop a song by composing new words and adding movements and props.</li> <li>Sing a song using a call-and-response structure.</li> <li>Play sea sound effects on percussion instruments.</li> <li>With some support, play a call-and-response phrase comprising a short stepping tune (C-D-E).</li> <li>Listen to a range of sea-related pieces of music and respond with movement.</li> </ul> <b>It's oh so quiet</b> <b>Musical focus:</b> Dynamics, timbre, musical storytelling, improvising and composing, exploring instruments <ul style="list-style-type: none"> <li>Move to the music and understand dynamics.</li> <li>Explore dynamics through instruments.</li> <li>Create characters and stories related to dynamics</li> </ul>	<b>Slap, clap, clap</b> <b>Musical focus:</b> Music in 3-time, beat, composing and playing <ul style="list-style-type: none"> <li>Listen actively to music in 3/4 time.</li> <li>Compose a three-beat body percussion pattern and perform it to a steady beat.</li> <li>Sing a melody in waltz time and perform the actions.</li> <li>Transfer actions to sounds played on percussion instruments.</li> </ul> <b>Bow bow bow Belinda</b> <b>Musical focus:</b> Beat, active listening, instrumental accompaniment <ul style="list-style-type: none"> <li>Learn the song <i>Bow, bow, bow Belinda</i> and the partner dance.</li> <li>Invent and perform new actions.</li> <li>Play an instrumental accompaniment</li> </ul>
<b>Puffins Y1 / 2</b>	<b>The Rockpool Rock</b> <b>Musical focus:</b> 2-part singing, rock 'n' roll, structure, timbre <ul style="list-style-type: none"> <li>Introduction to the song and style of music – rock 'n' roll.</li> <li>Learn the Chorus in two parts.</li> <li>Learn Verse 3 and practise the Chorus.</li> <li>Learn an instrumental introduction.</li> <li>Practise the instrumental introduction and the song.</li> <li>Put it all together</li> </ul>	<b>Tanczymy labada</b>
<b>Choughs Y3 / 4</b>	<b>Global Pentatonics</b> <b>The horse in motion</b>	<b>Favourite song (Classroom percussion)</b>
<b>Razorbills Y5/ Y6</b>	<b>Play Ukulele- The Doot Doot Song</b>	<b>Ame sau vala tara bal</b>

Year B- Autumn Term 2026		
	Autumn 1	Autumn 2
<b>Nursery</b>	<b>N1:</b> Enjoy songs and rhymes, tuning in and paying attention Show attention to sounds and music Join in with songs and rhymes, making some sounds  <b>N2:</b> Spot and suggest rhymes Listen with increased attention to sounds	<b>N1:</b> Enjoy singing, music and toys that make sounds Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo Respond emotionally and physically to music when it changes  <b>N2:</b> Sing the melodic shape of familiar songs
<b>Puffins YR</b>	<b>I've got a grumpy face</b> <b>The sorcerer's apprentice</b>	<b>Witch witch</b> <b>Row, Row, Row your boat</b>
<b>Puffins Y1 / 2</b>	<b>Play Percussion- Time 2</b>	<b>Colonel Haiti's March</b> <b>Magical Musical Aquarium</b>
<b>Choughs Y3 / 4</b>	<b>I've been to Harlem</b>	<b>Chilled-out clap, wrap</b>
<b>Razorbills Y5/ Y6</b>	<b>What shall we do with the drunken sailor?</b>	<b>Why we sing</b> <b>Introduction to songwriting</b>

Year B- Spring Term 2027		
	Spring 1	Spring 2
<b>Nursery</b>	<b>N1:</b> Move and dance to music Make rhythmical and repetitive sounds  <b>N2:</b> Sing the pitch of a tone sung by another person	<b>N1:</b> Repeat words and phrases from familiar songs and rhymes Anticipate phrases and actions in rhymes and songs Enjoy and take part in action songs  <b>N2:</b> Respond to what they have heard, expressing their thoughts and feelings

Puffins YR	Bird spotting: cuckoo polka Shake my sillies out	Up and down Five fine bumblebees
Puffins Y1 / 2	Football	Who stole my chickens and my hens?
Choughs Y3 / 4	Play recorder- Enchanted forest	March from the Nutcracker From a railway carriage
Razorbills Y5/ Y6	Madina Tun Nabi	Building a groove Epoca

Year B- Summer Term 2027		
	Summer 1	Summer 2
Nursery	<p><b>N1:</b> Sing songs and say rhymes independently, for example, singing whilst playing Explore their voices and enjoy making sounds</p> <p><b>N2:</b> Play instruments with increasing control to express their feelings and ideas</p>	<p><b>N1:</b> Explore a range of sound makers and instruments and play them in different ways</p> <p><b>N2:</b> Know many rhymes Create their own songs or improvise a song around one they know Remember and sing entire songs Sing a large repertoire of songs</p>
Puffins YR	Down there under the sea It's oh so quiet	Slap, clap, clap Bow bow bow Belinda
Puffins Y1 / 2	Dancing and drawing to Nautilus Cat and Mouse	Come dance with me
Choughs Y3 / 4	Just Three Notes Samba with Sergio	Fly with the stars (classroom percussion)
Razorbills Y5/ Y6	Baloo Baleerie	Play Ukulele (Latin Dance)