



WESTON C OF E PRIMARY SCHOOL

LONG TERM MUSIC PLAN 2025-26



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 1/2	<p><i>Hands, Feet, Heart (South African Styles)</i></p> <p>Listen and Appraise the Hands, Feet, Heart a song that celebrates South African Music: ● Hands, Feet, Heart by Joanna Mangona</p> <ul style="list-style-type: none"> ● The Click Song sung by Miriam Makeba ● The Lion Sleeps Tonight sung by Soweto Gospel Choir ● Bring Him Back by Hugh Masekela ● You Can Call Me Al by Paul Simon ● Hiokolozza by Arthur Mofokate <p>Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. Warm-up Games (including vocal warm-ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song d. Play Instruments with the Song e. Improvise with the Song (and optional extension activities) f. Compose with the Song</p> <p>Perform the Song - perform and share your learning as you progress through the Unit of Work.</p>	<p><i>Rhythm in the way we walk and Banana Rap (Reggae and Hip Hop)</i></p> <p>Listen and Appraise</p> <ul style="list-style-type: none"> ● Rhythm In The Way We Walk by Joanna Mangona ● The Planets, Mars by Gustav Holst ● Tubular Bells by Mike Oldeld <p>Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. Flexible Games (see Activity Manual) b. Learn to Sing the Song: Vocal warm-ups and singing</p> <p>Perform the Song - perform and share your learning as you progress through the Unit of Work.</p>	<p><i>I wanna play in a band (Rock)</i></p> <p>Listen and Appraise the I Wanna Play In A Band a Rock song for children:</p> <ul style="list-style-type: none"> ● I Wanna Play In A Band by Joanna Mangona ● We Will Rock You by Queen ● Smoke On The Water by Deep Purple ● Rockin' All Over The World by Status Quo ● Johnny B.Goode by Chuck Berry ● I Saw Her Standing There by The Beatles <p>Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. Warm-up Games (including vocal warm-ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song d. Play Instruments with the Song e. Improvise with the Song (and optional extension activities) f. Compose with the Song</p> <p>Perform the Song - perform and share your learning as you progress through the Unit of Work.</p>	<p><i>Round and Round (Latin and Jazz)</i></p> <p>Listen and Appraise the song Round And Round and other songs in other styles:</p> <ul style="list-style-type: none"> ● Round And Round (Bossa Nova) by Joanna Mangona ● Livin' La Vida Loca (Latin/Pop) by Ricky Martin ● March Of The Empire (Film music) by John Williams ● It Had Better Be Tonight (Latin/Big Band Jazz) by Michael Bubl� ● Why Don't You (Big Band/Dance) by Gramophonedzie ● Oye Como Va (Latin/Jazz) by Santana <p>Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. Warm-up Games (including vocal warm-ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song d. Play Instruments with the Song e. Improvise with the Song</p> <p>Perform the Song - perform and share your learning as you progress through the Unit of Work.</p>	<p><i>Friendship song (Pop)</i></p> <p>Listen and Appraise the Friendship Song and other songs about friendship:</p> <ul style="list-style-type: none"> ● Friendship Song by Joanna Mangona and Pete Readman ● Count On Me by Bruno Mars ● We Go Together (from Grease soundtrack) ● You Give A Little Love from Bugsy Malone ● That's What Friends Are For by Gladys Knight, Stevie Wonder, Dionne Warwick with Elton John ● You've Got A Friend In Me by Randy Newman <p>Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. Warm-up Games (including vocal warm-ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song (there are 2 parts in the coda - the end section of the song, you will see it named on the screen) d. Option: Play Instruments with the Song (over the coda section) e. Option: Improvise with the Song (over the coda section) f. Option: Compose with the Song (over the coda section)</p> <p>Perform the Song - perform and share your learning as you progress through the Unit of Work.</p>	<p><i>Reflect, Rewind, Replay (Western Classical Music)</i></p> <p>Consolidate learning and perform</p> <p>Listen and Appraise classical music</p> <p>Embedding foundations of the interrelated dimensions of music using voices and instruments</p> <p>Singing</p> <p>Playing instruments within the song</p> <p>Improvising using voices and instruments</p> <p>Composition</p> <p>Share and Perform the learning that has taken place</p>
Vocabulary	<p>Tempo</p> <p>Melody</p> <p>Dynamics</p> <p>Pitch</p> <p>Keyboard</p> <p>Electric guitar</p>	<p>Reggae</p> <p>Keyboard</p> <p>Rap</p> <p>Rhythm</p> <p>Melody</p> <p>Pitch</p>	<p>Rock</p> <p>Audience</p> <p>Pulse</p> <p>Rhythm</p> <p>Pitch</p> <p>Drums</p>	<p>Bossa Nova</p> <p>Triangle</p> <p>Tempo</p> <p>Dynamics</p> <p>Instruments</p> <p>Tambourine</p>	<p>Melody</p> <p>Compose</p> <p>Improvise</p> <p>Perform/performance</p> <p>Agogo bell</p>	<p>Question and answer</p> <p>Glockenspiel</p> <p>Review</p> <p>Reflect</p> <p>Classical</p>

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 3/4	<p><i>Mamma Mia (70s and 80s)</i></p> <p>Listen and Appraise the song Mamma Mia and other Abba songs:</p> <ul style="list-style-type: none"> • Mamma Mia by Abba • Dancing Queen by Abba • The Winner Takes It All by Abba • Waterloo by Abba • Super Trouper by Abba • Thank You For The Music by Abba <p>Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. Warm Up Games (including vocal warm ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song d. Play Instruments with the Song e. Improvise with the Song (and optional extension activities) f. Compose with the Song</p> <p>Perform and share your learning as you go through the unit.</p>	<p><i>Glockenspiel Stage 1</i></p> <p>Exploring and developing playing skills through the glockenspiel.</p> <p>Perform and share learning.</p>	<p><i>Three little birds (Reggae)</i></p> <p>Listen and Appraise the song Three Little Birds and other songs:</p> <ul style="list-style-type: none"> • Three Little Birds by Bob Marley • Jamming by Bob Marley • Small People by Ziggy Marley • 54 - 46 Was My Number by Toots and The Maytals • Ram Goat Liver by Pluto Shervington • Our Day Will Come by Amy Winehouse <p>Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. Warm Up Games (including vocal warm ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song d. Play Instruments with the Song e. Improvise with the Song (and optional extension activities) f. Compose with the Song</p> <p>Perform the Song - perform and share your learning as you progress through the Unit of Work.</p>	<p><i>The Dragon Song (Funk Music from around the World)</i></p> <p>Listen and Appraise The Dragon Song and other traditional tunes/Folk melodies from around the world that Lesley might have listened to during her travels. The Dragon Song is a lengthy song so the more time singing along with it, the better.</p> <ul style="list-style-type: none"> • The Dragon Song by Joanna Mangona and Pete Readman • Birdsong - Chinese Folk Music • Vaishnava Java - A Hindu Song • A Turkish Traditional Tune • Aitutaki Drum Dance from Polynesia • Zebaidir Song from Sudan <p>Musical Activities - These activities are reduced and optional to give more singing time. Learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. Warm-up Games (including vocal warm-ups) b. Flexible Games c. Learn to Sing the Song - step-by-step manageable learning chunks spread over the 6 steps including the 2nd vocal part. Or, the whole song so you can decide when to learn each section during the 6 steps d. Option: Play Instruments with the Song (in the chorus only) - decide who will sing and who will play. Everybody can learn the parts but decide upon a group for performance or swap around each time you perform? e. Option: Improvise with the Song (in the chorus only) - decide if you want to include this and then decide upon a group for the performance f. Option: Compose with the Song</p> <p>3. Perform the Song - perform and share your learning as you progress through the Unit of Work.</p>	<p><i>Blackbird (Pop)</i></p> <p>Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. Warm-up Games (including vocal warm-ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song d. Play Instruments with the Song e. Improvise with the Song f. Compose with the Song</p> <p>Perform the Song - perform and share your learning as you progress through the Unit of Work.</p>	<p><i>Reflect, Rewind, Replay (Classical)</i></p> <p>Consolidate learning and perform</p> <p>Listen and Appraise classical music</p> <p>Embedding foundations of the interrelated dimensions of music using voices and instruments</p> <p>Singing</p> <p>Playing instruments within the song</p> <p>Improvising using voices and instruments</p> <p>Composition</p> <p>Share and Perform the learning that has taken place</p>
Vocabulary	<p>Abba</p> <p>Introduction</p> <p>Hook</p> <p>Xylophone</p> <p>Structure</p> <p>Bridge</p> <p>Texture</p> <p>Backing</p> <p>Ending</p>	<p>Texture</p> <p>Rhythm</p> <p>Dynamics</p> <p>Pulse</p> <p>Improvise</p> <p>Tempo</p>	<p>Structure</p> <p>Backing vocals</p> <p>Compose</p> <p>Introduction</p> <p>Verse</p> <p>Chorus</p>	<p>Dizi</p> <p>Listening</p> <p>Map</p> <p>Posture</p> <p>Tabla</p> <p>Zurna</p> <p>Rebahah</p>	<p>The Beatles</p> <p>Solo</p> <p>Influence</p> <p>Riff</p> <p>Glockenspiel</p> <p>Birdsong</p> <p>Acoustic guitar</p> <p>Percussion</p>	<p>Classical</p> <p>History</p> <p>Reflect</p> <p>Music style</p>

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YEAR 5/6	<p><i>Happy (Pop/Motown)</i></p> <p>Listen and Appraise the song Happy and other songs in different styles about being happy:</p> <ul style="list-style-type: none"> ● Happy by Pharrell Williams ● Top Of The World sung by The Carpenters ● Don't Worry, Be Happy sung by Bobby McFerrin ● Walking On Sunshine sung by Katrina And The Waves ● When You're Smiling sung by Frank Sinatra ● Love Will Save The Day sung by Brendan Reilly <p>Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. Warm-up Games b. Flexible Games (optional extension work) c. Learn to Sing the Song (and Extended) with vocal warm ups d. Play Instruments with the Song e. Improvise with the Song f. Compose with the Song</p> <p>Perform the Song - perform and share your learning as you progress through the Unit of Work.</p>	<p><i>Classroom Jazz 2 (Jazz/Latin)</i></p> <p>1. Listen and Appraise the two main tunes and other supporting tunes</p> <p>2. Musical Activities - learn about the interrelated dimensions of music through 1. Playing instruments and 2. Improvising</p> <p>3. Perform and share</p>	<p><i>Make you feel my love (Pop Ballard)</i></p> <p>Listen and Appraise the song Make You Feel My Love and other Pop Ballads:</p> <ul style="list-style-type: none"> ● Make You Feel My Love by Bob Dylan - Adele version ● Make You feel my Love - Bob Dylan version ● So Amazing by Luther Vandross ● Hello by Lionel Richie ● The Way You Look Tonight by Jerome Kern ● Love Me Tender by Elvis Presley <p>Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. Warm Up Games (including vocal warm ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song d. Play Instruments with the Song e. Improvise with the Song (and optional extension activities) f. Compose with the Song</p> <p>Perform the Song – perform and share your learning as you progress through the unit of work.</p>	<p><i>Dancing in the Street (Motown)</i></p> <p>Listen and Appraise :</p> <ul style="list-style-type: none"> ● Dancing In The Street by Martha And The Vandellas ● I Can't Help Myself (Sugar Pie Honey Bunch) sung by The Four Tops ● I Heard It Through The Grapevine sung by Marvin Gaye ● Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terrell ● You Are The Sunshine Of My Life sung by Stevie Wonder ● The Tracks Of My Tears sung by Smokey Robinson And The Miracles <p>Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. Warm Up Games (including vocal warm ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song d. Play Instruments with the Song e. Improvise with the Song (and optional extension activities) f. Compose with the Song</p> <p>Perform the Song - perform and share your learning as you progress through the Unit of Work.</p>	<p><i>Music and Me (Rap)</i></p> <p>Listen and Appraise - over the six steps/weeks you will listen to a selection of music from the four featured artists</p> <ul style="list-style-type: none"> ● Anna Meredith - Something Helpful ● Shiva Feshareki - O and V-A-C Moscow ● Eska - Heroes & Villains and Shades Of Blue ● Afrodeutsche - And! and The Middle Middle ● Option to listen to artists from the Inspirational Women timeline <p>About the Artists - Inspirational Women in the Music Industry Over the six steps/weeks, watch some or all of the videos and discuss together the key words and themes (see 'Guide to Writing Your Own Music') that arise.</p> <p>Create - in groups, the children will create their own music over the six steps/weeks.</p> <p>Perform, Share and Present - perform and share your learning as you progress through the Unit of Work. Work towards a performance at the end of the 6 steps/weeks, where you can showcase everything that has taken place and all the children can perform.</p>	<p><i>Reflect, Rewind, Replay (Western Classical Music)</i></p> <p>Consolidate learning and perform</p> <p>Listen and Appraise classical music</p> <p>Embedding foundations of the interrelated dimensions of music using voices and instruments</p> <p>Singing</p> <p>Playing instruments within the song</p> <p>Improvising using voices and instruments</p> <p>Composition</p> <p>Share and Perform the learning that has taken place</p>
Vocabulary	<p>Staff</p> <p>Melody</p> <p>Notation</p> <p>Treble</p> <p>Clef</p> <p>Stave</p> <p>Awareness</p> <p>Musical elements</p>	<p>Chord sequence</p> <p>C major scale</p> <p>Duke Ellington</p> <p>Big band</p> <p>Blues</p> <p>Spirituals</p> <p>Work songs</p>	<p>Ballad</p> <p>Cover</p> <p>Verse</p> <p>Piano</p> <p>Chorus</p> <p>Interlude</p> <p>Tag</p> <p>Ending</p> <p>Strings</p>	<p>Trombone</p> <p>Brass section</p> <p>Motown</p> <p>Conductor</p> <p>Soul</p>	<p>Gender</p> <p>DJing</p> <p>Racism</p> <p>Culture</p> <p>Rap Identity</p> <p>Lyrics</p> <p>Inspirational</p> <p>Turntablist</p> <p>Producer</p>	<p>Classical</p> <p>Composer</p> <p>Composition</p> <p>Reflect</p>