

## Music Long Term Plan

Our whole-school Curriculum Development Leaders for music are Miss D Cavanagh and Mrs J Blake

### EYFS – Key Learning

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>Show attention to sounds and music.</p> <p>Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</p> <p>Listen and respond to what they hear Environmental Sounds (Phonics – Phase 1)</p> <p>Join in with simple songs – Nursery Rhymes</p> <p>Sing songs and say rhymes independently</p> <p>Explore a range of sound- makers and instruments Instrumental Sounds (Phonics – Phase 1)</p> <p>Improvise a song around one they know.</p>	<p>Know many rhymes.</p> <p>Create a range of sounds Phonics – Phase 1 Body Percussion</p> <p>Create a range of sounds Phonics – Phase 1 Vocal Sounds</p> <p>Listen and respond to what they hear – Scottish Music</p> <p>Join in with simple songs</p> <p>Play instruments</p> <p>Respond to what they have heard – Diwali Music</p> <p>Remember and sing entire songs – Nativity</p>	<p>Improvise a song around one they know.</p> <p>Join in with rhymes Phonics - Rhythm and Rhyme</p> <p>Fill in missing words in rhymes Phonics - Rhythm and Rhyme</p> <p>Respond to what they have heard – Chinese Music Play instruments with increasing control</p>	<p>Respond to what they hear: discussing thoughts and feelings.</p> <p>Play instruments to express their feelings and ideas.</p> <p>Respond to what they have heard – Welsh Music</p> <p>Respond to what they have heard – Irish Music</p> <p>Remember and sing entire songs</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p>	<p>Respond to what they have heard – English Music</p> <p>Respond to and represent loud noises.</p> <p>Create their own songs Play instruments with increasing control to express feelings and ideas. Remember and sing entire songs</p> <p>Respond to what they have heard - Eid Music</p>	<p>Sing melodic shape of familiar songs.</p> <p>Create their own songs, or improvise a song around one they know.</p> <p>Play instruments with increasing control to express feelings and ideas. Respond to what they have heard, expressing their thoughts and feelings.</p>

## Year R – Key Learning

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>Listening to and identifying sounds in the environments.</p> <p>Performing solo - Sing Favourite Songs in Talent Shows</p> <p>Know many rhymes,</p> <p>Sing a large repertoire of songs.</p>	<p>Listen carefully to music: Diwali Music Scottish Music Christmas Music</p> <p>Sing a large repertoire of songs - Nativity.</p> <p>Remember and sing entire songs</p>	<p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs</p> <p>Listen carefully to music: Chinese Music</p>	<p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Listen carefully to music: Welsh Music Irish Music</p> <p>Learn rhymes, poems and songs – Easter Songs (dependent on date)</p>	<p>Listen carefully to music: English Music</p> <p>Sing a range of well-known nursery rhymes and songs;</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> <p>Learn rhymes, poems and songs – Easter Songs (dependent on date)</p> <p>Listen carefully to music: Eid Music</p> <p>Learn rhymes, poems and songs – Sea Shanties</p>	<p>EAD - ELG: Being Imaginative and Expressive</p> <p>Sing a range of well-known nursery rhymes and songs;</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>

# Year 1 – Key Learning

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>Show the pulse using my body and instruments</p> <p>Learn a simple rap Begin to understand the difference between a rap and song</p> <p>Copy back a rhythm</p> <p>Increase understanding of pitch</p> <p>Investigate why instruments may have different sounds/timbre</p> <p>Music appreciation, how music makes us feel</p>	<p>Songs: Stories I know</p> <p>Continue to investigate pitch using visual representations</p> <p>Play the pulse and rhythms on a variety of percussion instruments</p> <p>Play/learn rhythms by words and or notation. Understanding dynamics (forte and piano) and apply when using body percussion/instruments</p> <p>Begin to investigate the structure of music, chorus and verse</p> <p>Music appreciation, how music makes us feel</p>	<p>Exploring different styles of music. Moving to music and using bodies to express</p> <p>Learning to start and stop when directed – ensemble skills</p> <p>Explore pitch</p>	<p>Introduction to timbre – different types of sound</p> <p>Easter and spring songs</p> <p>Further pitch exploration</p> <p>Rhythms – notation beginnings</p>	<p>To learn the vocabulary of the dimensions of music</p> <p>To review dynamics</p> <p>To play rhythms and pulse on percussion instruments with increased accuracy</p> <p>To sing increasingly difficult songs with accuracy</p> <p>To tell a story using songs</p> <p>To begin to understand the term timbre</p>	<p>To sing songs with increased accuracy</p> <p>To play/read rhythms clearly on percussion instruments</p> <p>To recognise pitch by listening and matching to a visual representation of it</p> <p>To add sound effects to stories</p>
<b>Assessment Criteria</b>					
<p>Play games, sing songs that show awareness of pulse and rhythm and tempo</p>	<p>Listens to, and decides if they liked/ disliked a piece of music</p> <p>Names school percussion instruments</p>	<p>Knows when to start or finish by watching the leader (adult or child)</p>	<p>Recognises and begins to name different instruments heard.</p>	<p>Plays instruments as a group, starting and finishing together</p>	<p>Reads and writes increasingly complicated symbols to write and record their own musical ideas</p>
<b>Singing Assembly</b>	<p>To sing in unison with confidence, showing an understanding and control of pitch and a sense of phrase and emotion</p> <p>To sing with an understanding of simple dynamics (loud and quiet), tempo (fast and slow) and be able to vocally explore getting louder (crescendo) and getting quieter (decrescendo/diminuendo)</p>				

	To begin singing in a round or using partner songs To show an enthusiasm for music through participating fully
<b>National Curriculum Covered</b>	Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music.

## Year 2 – Key Learning

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>Can find the pulse of music and can clap back a rhythm Knows the difference between pulse and rhythm Participates in singing using actions Plays instruments musically to a beat To remember the terms pulse, rhythm, dynamics and pitch and show understanding of the terms each clearly when performing To understand the term tempo To begin to read notation of crotchets, quavers and minims and the associated rests on a music stave. To sing accurately as a class</p>	<p>Can find the pulse of music and can clap back a rhythm Knows the difference between pulse and rhythm Participates in singing using actions Plays instruments musically to a beat To remember the terms pulse, rhythm, dynamics and pitch and show understanding of the terms each clearly when performing To understand the term tempo To begin to read notation of crotchets, quavers and minims and the associated rests on a music stave. To sing accurately as a class</p>	<p>To learn about rock music and rock bands  An introduction to ostinato patterns  To begin learning about the structure of pieces of music  Improvisation – an introduction  Notation, what the notes look like on the stave</p>	<p>Ensemble skills, playing in groups together  Understanding timbre, being able to recognise sounds  Composing – how do we create our own music</p>	<p>To play up to 3 notes on the glockenspiel (a pitched instrument) To begin to read notation on a stave To play as a group</p>	<p>To play up to 3 notes on a glockenspiel To play a well-known melody by ear. To play as a group in 3 parts on percussion instruments to a backing track To listen and discuss different Genres of music To compose and play a piece of music on percussion instruments</p>
<b>Assessment Criteria</b>					

<p>Finds the pulse within different songs/ pieces with ease Repeats/ copies back increasingly complicated rhythms</p>	<p>Sings songs in 2 parts Begins to understand the meaning of beat in relation to musical notation (minim, crotchet, quaver and equivalent rests)</p>	<p>Experiments with the different sounds their own voice and instruments can make</p>	<p>Performs with control and appreciates the importance of starting and finishing together. Experiments with the different sounds their own voice and instruments can make</p>	<p>Plays a tuned instrument following musical notation using at least 3 pitched notes <b>Has an understanding of the history of music – (remove from assessment criteria.)</b></p>	<p>Expresses an opinion on a piece of music explaining what they liked/ disliked about it, what it may represent.</p>
<p><b>Singing Assembly</b></p>	<p>To sing in unison with confidence, showing an understanding and control of pitch and a sense of phrase and emotion To sing with an understanding of simple dynamics (loud and quiet), tempo (fast and slow) and be able to vocally explore getting louder (crescendo) and getting quieter (decrescendo/diminuendo) To begin singing in a round or using partner songs To show an enthusiasm for music through participating fully</p>				
<p><b>National Curriculum Covered</b></p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and un tuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>				

## Year 3 – Key Learning

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>Tin Whistle</p> <p>An introduction to singing and playing the tin whistle of folk music of the British Isles with a focus on Ireland An introduction to controlling an instrument, learning melodies and riffs using copy back patterns</p>	<p>Tin Whistle</p> <p>Developing practical vocal and instrumental skills to perform several parts simultaneously within one Irish folk song</p> <p>More advanced use of the tin whistle to play a larger pitch range and more complex riffs and rhythms</p>	<p>Samba</p> <p>An introduction to the instruments, rhythm patterns and typical musical structures of Samba Battucada</p> <p>An introduction to the role of samba music in Latin American culture</p> <p>Ability to copy back rhythms and maintain own rhythmical line in a</p>	<p>Ukulele</p> <p>An introduction to playing the ukulele by picking and strumming simple chords in different rhythm patterns</p> <p>Develop increased awareness of rhythm, pulse and pitch using copy back patterns and tab and rhythm notation</p>	<p>Ukulele</p> <p>Develop skills when playing the ukulele by picking and strumming simple chords in different rhythm patterns Develop increased awareness of rhythm, pulse and pitch using copy back patterns and tab and rhythm notation</p>	<p>Ukulele</p> <p>Develop skills when playing the ukulele by picking and strumming simple chords in different rhythm patterns Develop increased awareness of rhythm, pulse and pitch using copy back patterns and tab and rhythm notation</p>

		complex texture as part of an ensemble	Use ideas from the music they have played to construct and perform their own compositions	Use ideas from the music they have played to construct and perform their own compositions	Use ideas from the music they have played to construct and perform their own compositions
<b>Assessment Criteria</b>					
Begins to see that songs/ music often have patterns: introduction, verse, chorus, coda etc Sings melodies musically (considering pitch, tempo, dynamics and rhythm)	Begins to understand the use of instruments and plays them, using the correct techniques, with increasing accuracy	Begins to understand the use of percussion and plays them, using the correct techniques, with increasing accuracy	Begins to understand the use of instruments and plays them, using the correct techniques, with increasing accuracy	Identifies different rhythms and reads musical notation for duration (and pitch)	Understands the effect of and incorporate the use of dynamics in a performance
<b>Singing Assembly</b>	<p>To sing a broad range of songs with confidence, showing an increasing accuracy and control of pitch, a sense of phrase, breath control and emotion To extend the range of pitch, singing more complex rhythms including using syncopation, and to sing with understanding and control of dynamics and tempo</p> <p>To sing rounds, partners songs and 2-part songs, also exploring songs from around the world and singing in other languages</p> <p>To show an enthusiasm for music through participating fully</p>				
<b>National Curriculum Covered</b>	<p>Play and perform confidently using their voices and instruments in a range of solo and ensemble contexts with increasing accuracy, fluency, control and expression</p> <p>Use and understand tab pitch and rhythmic musical notation</p> <p>Develop a deepening understanding of the music that they perform and to which they listen and its history</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p>				

# Year 4 – Key Learning

Oak National Academy

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>Pulse and Metre</p> <p>To experience and explore music with 2, 3, 4, 5 and 6 beats in a bar.</p> <p>To be introduced to Time Signatures and understand that these represent how many beats there are in a bar.</p>	<p>Pitch</p> <p>To understand the term "pitch".</p> <p>Following pitch when singing.</p> <p>Creating low and high sounds</p> <p>Pitch match when singing Christmas Songs</p>	<p>CHANGED</p> <p>Recorders</p>	<p>CHANGED</p> <p>Cup Song</p> <p>Exploring use of percussion and learning the cup song.</p>	<p>CHANGED</p> <p>Charanga – Lean on Me</p>	<p>CHANGED</p> <p>Charanga – Lean on Me</p>
<b>Assessment Criteria</b>					
<p>Begins to identify and name the different genres of music</p>	<p>Record and appraise performances to identify areas for improvement</p>	<p>Record and appraise performances to identify areas for improvement</p> <p>Beginning to understand the use of instruments/ percussion in relation to their timbre and texture</p>	<p>Begins to identify and name the different genres of music</p> <p>Record and appraise performances to identify areas for improvement</p>	<p>Performs songs, rounds in two parts</p>	<p>Understands the term improvise and uses voices and instruments to make up tunes within boundaries</p>
<b>Singing Assembly</b>	<p>To sing a broad range of songs with confidence, showing an increasing accuracy and control of pitch, a sense of phrase, breath control and emotion To extend the range of pitch, singing more complex rhythms including using syncopation, and to sing with understanding and control of dynamics and tempo</p> <p>To sing rounds, partners songs and 2-part songs, also exploring songs from around the world and singing in other languages</p> <p>To show an enthusiasm for music through participating fully</p>				
<b>National Curriculum Objectives - Year 4</b>					
<p>Begins to identify and name the different genres of music</p>	<p>Beginning to understand the use of instruments/ percussion</p>	<p>Beginning to understand the use of instruments/ percussion</p>	<p>Beginning to understand the use of instruments/ percussion</p>	<p>Understands the term improvise and uses voices and instruments to make up tunes within boundaries</p>	

Performs songs, rounds in two parts Record and appraise performances to identify areas for improvement	in relation to their timbre	in relation to their texture	
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## Year 5 – Key Learning

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p><b>CHANGED</b> HANSEL AND GRETEL ROH</p> <p>To find out about opera. To experiment with, create, select and combine sounds using the inter-related dimensions of music. To play and perform in solo and ensemble contexts To use their voices with increasing accuracy, fluency, control and expression. To listen with attention to detail and recall sounds with increasing aural memory To go to the ROH to experience a performance.</p> <p><b>Link to Christmas Songs</b></p>		<p>Timbre 3</p> <p>To classify instruments</p> <p>Imitate, understand and compose percussion rhythms Structure</p>	<p>Structure</p> <p>Binary Ternary Sonata Rondo</p>	<p>Rhythm 3</p> <p>West African Drumming Rhythmic cycles in Indian Music Characteristics/key elements of Samba Link to Carnival</p>	<p>Beat, Pulse, Rhythm and Structure</p> <p>Recitative and arias Gamelan Ghanaian rock games Djembe rhythms</p>
Assessment Criteria					
Plays easy/medium parts by ear and/or uses formal notation to read music	Sings as an ensemble producing a round sound with clear diction, control of pitch and awareness of their individual performance	Plays/ improvises with increasing confidence in groups or as a solo.	Understands the chronology of music and recognise music from each main era	Understands how pulse, pitch and rhythm work together to form a composition	Understands how pulse, pitch and rhythm work together to form a composition
<b>Singing Assembly</b>	<p>To sing a broad range of songs with confidence, showing an increasing accuracy and control of pitch, a sense of phrase, breath control and emotion To extend the range of pitch, singing more complex rhythms including using syncopation, and to sing with understanding and control of dynamics and tempo To sing rounds, partners songs and 2-part songs, also exploring songs from around the world and singing in other languages</p>				



	To show an enthusiasm for music through participating fully				
National Curriculum Objectives					
Understands the chronology of music and recognise music from each main era	Sings as an ensemble producing a round sound with clear diction, control of pitch and awareness of their individual performance	Plays easy/medium parts by ear and/or uses formal notation to read music Understands how pulse, pitch and rhythm work together to form a composition	Plays/ improvises with increasing confidence in groups or as a solo.	Understands how pulse, pitch and rhythm work together to form a composition	

## Year 6 – Keyboard

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Introduction to the keyboard. Continue learning how to read staff notation. Learn how to use the correct fingers of the right hand.	Continue to extend knowledge of notes on the keyboard Introduce the idea of chords in the left hand Continue learning how to read notation, including chord symbols above the stave.	Extend notation knowledge past the c hand position to include notes A and B Consolidate the notation reading for the right-hand initial hand position Continue to play with the left-hand and gradually put the hands together in the simplest form Learning to write simple 'too' 'ta' 'te te' notation Learning about the concept of chords, how chords work in songs, and how we create sequences	Recap notation knowledge past the c hand position to include notes A and B Consolidate the notation reading for the right-hand initial hand position Continue to play with the left-hand and gradually put the hands together in the simplest form Learning simple chord positions and sequences	Year 6: Summer 1 – Keyboard to explore the keyboard: voice, style, tempo to compose a class rap & piece of music to rehearse and perform a composition to know the position of and play the notes: C, D & E to develop listening skills to listen and appraise music to deepen understanding of different musical styles	Year 6: Summer 2 - Keyboards to develop aural skills to play some film music to know the notes C, D, E, F, G, A and B to rehearse, practise and improve to use both hands to develop listening skills to listen and appraise music to understand musical texture to identify different instruments

<b>Assessment Criteria</b>					
Confidently uses musical language to discuss feeling and emotions that are linked to listening to music	Reads and writes musical notation for duration and pitch considering the use of bar lines and time signature	Confidently performs their own rhythms, and melodies using their voice or an instrument	Uses and understands the effect of harmonies to perform in two (or more) parts	Confidently uses musical language to discuss feeling and emotions that are linked to listening to music	Plays a tuned instrument following musical notation using at least 5 pitched notes Appreciates the value of practice towards a final performance
<b>Singing Assembly</b>	<p>To sing a broad range of songs with confidence, showing an increasing accuracy and control of pitch, a sense of phrase, breath control and emotion</p> <p>To extend the range of pitch, singing more complex rhythms including using syncopation, and to sing with understanding and control of dynamics and tempo</p> <p>To sing rounds, partners songs and 2-part songs, also exploring songs from around the world and singing in other languages</p> <p>To show an enthusiasm for music through participating fully</p>				
<b>National Curriculum Covered</b>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>				