

Aspiring to inspire others towards excellence, developing as individuals together in a distinctively Christian environment.

I Corinthians, 12:14 “For the body is not one member, but many”.



Music Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p>Communication and Language</p> <ul style="list-style-type: none"> Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. <p>Physical Development</p> <ul style="list-style-type: none"> Combine different movements with ease and fluency. <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. 					
ELG	<p>Expressive Arts and Design: Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 					
<p>Year 1</p> <p><u>Listen and appraise:</u> To identify pulse in music To identify different sounds To identify how different sounds are made</p>	<p>Hey You – <i>Hip hop style, focus on differences between pulse,</i></p>	<p>Rhythm in the way we walk and banana rap – <i>Reggae and hip hop, focus on</i></p>	<p>In the Groove – <i>focus on different styles of music: Blues, Baroque, Latin, Bhangra, Folk and funk.</i></p>	<p>Round and Round- <i>Latin, focus on pulse, rhythm, pitch, singing and playing instruments.</i></p>	<p>Your imagination – <i>Composition and performance skills.</i></p>	<p>Reflect, rewind and replay – <i>Consolidate all learning objectives throughout the year.</i></p>

<p>To recognise changes in tempo and dynamics To discuss how a piece of music makes them feel</p> <p><u>Music Performance</u> To repeat short rhythmic phrases confidently To control changes in pitch To control a variety of sounds on musical instruments with confidence To make and control long and short sounds using voices and instruments To perform as part on an ensemble</p> <p><u>Music Composition</u> To create short melodic patterns To identify different ways sounds can be changed To make a sequence of long and short sounds</p>	<p><i>rhythm and pitch.</i></p>	<p><i>listening and appraisal skills.</i></p>				
<p>Year 2 <u>Listen and appraise:</u> To identify pulse in music To identify different sounds To identify how different sounds are made To recognise changes in tempo and dynamics To discuss how a piece of music makes them feel</p> <p><u>Music Performance</u> To repeat short rhythmic phrases confidently To control changes in pitch To control a variety of sounds on musical instruments with confidence To make and control long and short sounds using voices and instruments To perform as part on an ensemble</p>		<p>Ho Ho Ho- <i>Christmas song, listening and appraisal, singing and playing instruments.</i></p>	<p>Hands, Feet, Heart- <i>South African Music, focus on pulse, rhythm, pitch, improvisation.</i></p>	<p>Zootime- <i>Reggae song, focus on pulse, rhythm and pitch.</i></p>	<p>Friendship song- <i>improvisation and composition.</i></p>	<p>Reflect Rewind and Replay- <i>Consolidate all learning objectives throughout the year.</i></p>

<p><u>Music Composition</u> To create short melodic patterns To identify different ways sounds can be changed To make a sequence of long and short sounds</p>						
<p>Year 3 <u>Listen and appraise:</u> To recognise rhythmic patterns To recognise repeated musical patterns To identify voices in a piece of music To describe different types of music using basic musical vocabulary To recognise changes in timbre, tempo, pitch and dynamics <u>Music Performance</u> To perform simple melodies in solo contexts To maintain a simple part with an ensemble To perform with control of pace and awareness of others To perform songs expressively to reflect their meaning To sing and play a range of singing activities <u>Music Composition</u> To create simple melodies To create repeated musical patterns To recognise how musical elements can be used together to compose descriptive music To create simple accompaniments for tunes</p>	<p>Let your spirit Fly- <i>R&B song, focus on all dimensions of music: pulse, rhythm and pitch.</i></p>	<p>Glockenspiel Stage 1- <i>focus on the language of music through playing the glockenspiel.</i></p>	<p>Three Little Birds- <i>Reggae song, singing and playing with all elements of music: pulse, rhythm and pitch. Listening and appraisal skills to other Reggae songs.</i></p>	<p>The Dragon Song- <i>Listening and appraisal, improvisation and composition focus.</i></p>	<p>Bringing us together- <i>improvisation and composition.</i></p>	<p>Reflect Rewind and Replay- <i>Consolidate all learning objectives throughout the year.</i></p>
<p>Year 4 <u>Listen and appraise:</u> To recognise rhythmic patterns</p>	<p>Mamma Mia- <i>pop genre, singing,</i></p>	<p>Glockenspiel Stage 2- <i>understand the language of music</i></p>	<p>Stop- <i>rap, understanding of pulse and rhythm.</i></p>	<p>Lean on Me- <i>Soul/ gospel song. Interrelated</i></p>	<p>Black bird- <i>Link singing, playing with pulse rhythm and pitch.</i></p>	<p>Reflect Rewind and Replay- <i>Consolidate all</i></p>

<p>To recognise repeated musical patterns To identify voices in a piece of music To describe different types of music using basic musical vocabulary To recognise changes in timbre, tempo, pitch and dynamics <u>Music Performance</u> To perform simple melodies in solo contexts To maintain a simple part with an ensemble To perform with control of pace and awareness of others To perform songs expressively to reflect their meaning To sing and play a range of singing activities <u>Music Composition</u> To create simple melodies To create repeated musical patterns To recognise how musical elements can be used together to compose descriptive music To create simple accompaniments for tunes</p>	<p><i>playing, improvising and composition</i></p>	<p><i>through playing the glockenspiel, building on previous knowledge from section 1.</i></p>	<p><i>Singing and composing.</i></p>	<p><i>dimensions of music: pulse, rhythm and pitch. Singing and playing.</i></p>		<p><i>learning objectives throughout the year.</i></p>
<p>Year 5 <u>Listen and appraise:</u> To describe the structure of a song To identify instruments and voices To talk about the musical dimensions used To examine the relevance of when, where and why a piece of music was written To describe and compare different kinds of music using musical vocabulary <u>Musical Performance</u> To perform in solo contexts</p>	<p>Livin' On a Prayer- Rock song, listen and appraise other classic rock songs. All dimensions of music: pulse, rhythm and pitch. Improve and compose with this song.</p>	<p>Classroom Jazz 1- Jazz, focus on three note bossa and five note swing. Learning focussed around two tunes and improvising.</p>	<p>Make You feel my love- Pop Ballad, focus on singing, playing, improvising and composing. Listen and appraise other pop ballads.</p>	<p>The Fresh Prince of Bel Air- Hip hop, focus on singing, playing and all dimensions of music: pulse, rhythm and pitch.</p>	<p>Dancing in The Street- Singing, playing, all dimension of music: pulse, rhythm and pitch.</p>	<p>Reflect Rewind and replay - Consolidate all learning objectives throughout the year.</p>

<p>To perform in ensemble contexts To sing confidently and expressively with attention to dynamics and phrasing To perform songs in a way which reflects their meaning To perform with a strong sense of pulse and rhythmic understanding To play simpler accompaniment parts on percussion instruments</p> <p><u>Music Composition</u></p> <p>To create my own simple songs To create rhythmic patterns with an awareness of timbre and duration To understand the relationships between lyrics and melodies in song writing</p>						
<p>Year 6</p> <p><u>Listen and appraise:</u> To describe the structure of a song To identify instruments and voices To talk about the musical dimensions used To examine the relevance of when, where and why a piece of music was written To describe and compare different kinds of music using musical vocabulary</p> <p><u>Musical Performance</u> To perform in solo contexts To perform in ensemble contexts To sing confidently and expressively with attention to dynamics and phrasing To perform songs in a way which reflects their meaning To perform with a strong sense of pulse and rhythmic understanding To play simpler accompaniment parts on percussion instruments</p> <p><u>Music Composition</u></p>	<p>Happy- <i>Focus on all dimensions of music: rhythm, pulse and pitch. Singing, playing and composing.</i></p>	<p>Classroom Jazz 2- <i>Freestyle, focus on two tunes and improvisation.</i></p>	<p>A New Year Carol- <i>Benjamin Britten. Listening and appraisal.</i></p>	<p>Music and Identity</p>	<p>You've Got a Friend- <i>Focus on all dimensions of music: rhythm, pulse and pitch. Singing, playing and composing.</i></p>	<p>Reflect Rewind and replay- <i>Consolidate all learning objectives throughout the year.</i></p>

To create my own simple songs To create rhythmic patterns with an awareness of timbre and duration To understand the relationships between lyrics and melodies in song writing						
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Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; • improvise and compose music for a range of purposes using the inter-related dimensions of music; • listen with attention to detail and recall sounds with increasing aural memory; • use and understand staff and other musical notations; • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; • develop an understanding of the history of music.

Singing	Year One	Year Two
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions and counting in. • Begin with simple songs with a very small range, mi-so and then slightly wider. • Sing a wide range of call and response songs, control vocal pitch and match pitch with accuracy. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Sing songs regularly with a pitch range of do-so with increasing vocal control. • Sing songs with a small pitch range, pitching accurately. • Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause).

Listening	<p>Teachers should develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.</p>	<p>Teachers should develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.</p>

Composing	Year One	Year Two
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Improvise simple vocal chants, using question and answer phrases. • Create musical sound effects and short sequences of sounds in response to stimuli. Combine sounds to make a story, choosing and playing instruments or sound-makers. • Understand the difference between creating a rhythm pattern and a pitch pattern. • Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns. • Use music technology, if available, to capture, change and combine sounds. • Recognise how graphic notation can represent created sounds. Explore and invent own symbols. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Create music in response to a non-musical stimulus. • Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation. • Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. • Use music technology, if available, to capture, change and combine sounds.

Musicianship - Pulse/Beat	Year One	Year Two
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. • Use body percussion, (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat. • Respond to the pulse in recorded/live music through movement and dance. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Understand that the speed of the beat can change, creating a faster or slower pace (tempo). • Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. • Walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and shared movement with others. • Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. • Identify the beat groupings in familiar music that they sing regularly and listen to.

Musicianship - Rhythm	Year One	Year Two
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Perform short copycat rhythm patterns accurately, led by the teacher. • Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat. • Perform word-pattern chants; create, retain and perform their own rhythm patterns. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. • Create rhythms using word phrases as a starting point. • Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests. • Create and perform their own chanted rhythm patterns with the same stick notation.

Musicianship - Pitch	Year One	Year Two
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Listen to sounds in the local school environment, comparing high and low sounds. • Sing familiar songs in both low and high voices and talk about the difference in sound. • Explore percussion sounds to enhance storytelling. • Follow pictures and symbols to guide singing and playing. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Play a range of singing games based on the cuckoo interval matching voices accurately, supported by a leader playing the melody. • Sing short phrases independently within a singing game or short song. • Respond independently to pitch changes heard in short melodic phrases, indicating with actions. • Recognise dot notation and match it to 3-note tunes played on tuned percussion.

Singing	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> • Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so, tunefully and with expression. Perform forte and piano, loud and soft. • Perform actions confidently and in time to a range of action songs. • Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. • Perform as a choir in school assemblies. 	<ul style="list-style-type: none"> • Continue to sing a broad range of unison songs with the range of an octave (do–do) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo). • Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony. • Perform a range of songs in school assemblies. 	<ul style="list-style-type: none"> • Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style. • Sing three-part rounds, partner songs and songs with a verse and a chorus. • Perform a range of songs in school assemblies and in school performance opportunities. 	<ul style="list-style-type: none"> • Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. • Continue to sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence. • Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.

Listening	Year 3	Year 4	Year 5	Year 6
	Teachers should develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.	Teachers should develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.	Teachers should develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.	Teachers should develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.
Composing- Improvise	Year 3	Year 4	Year 5	Year 6
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole-class/ group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range. • Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato). • Begin to make compositional decisions about the overall structure of improvisations. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments. • Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). 	<p>Pupils should extend their improvisation skills through working in small groups to:</p> <ul style="list-style-type: none"> • Create music with multiple sections that include repetition and contrast. • Use chord changes as part of an improvised sequence. • Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.

Year 3	Year 4	Year 5	Year 6
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi). Compose song accompaniment on untuned percussion using known rhythms and note values. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions. Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars. Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip. Introduce major and minor chords. Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work. Capture and record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation or 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment. Working in pairs, compose a short ternary piece. Use chords to compose music to evoke a specific atmosphere, mood or environment. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book. Capture and record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation or technology. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Plan and compose an 8- or 16- beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available untuned percussion and/or orchestral instruments. Notate this melody. Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen. Either of these melodies can be enhanced with rhythmic or chordal accompaniment. Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.



technology.

Year 3	Year 4	Year 5	Year 6
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Develop facility in playing tuned percussion or a melodic instrument, such as violin or recorder. Play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups (e.g. trios and quartets). • Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi. • Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Develop facility in the basic skills of a selected musical instrument over a sustained learning period. • Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups. • Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts. • Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A). 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one staff and using notes within the Middle C–C'/do–do range. • Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs. • Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra. • Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Play a melody following staff notation written on one staff and using notes within an octave range (do–do); make decisions about dynamic range, including very loud, very quiet, moderately loud and moderately quiet. • Accompany this same melody, and others, using block chords or a bass line. • Engage with others through ensemble playing with pupils taking on melody or accompaniment roles.

Performing - Reading Notation	Year 3	Year 4	Year 5	Year 6
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Understand the staff, lines and spaces, and clef. Use dot notation to show higher or lower pitch. • Understand the differences between crotchets and paired quavers. • Apply word chants to rhythms, understanding how to link each syllable to one musical note. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Understand the differences between minims, crotchets, paired quavers and rests. • Read and perform pitch notation within a defined range (e.g. C–G/do–so). • Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. • Understand the differences between 2/4, 3/4 and 4/4 time signatures. • Read and perform pitch notation within an octave (e.g. C–C'/do–do). • Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests. • Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do). • Read and play confidently from rhythm notation cards and rhythmic scores in up to four parts that contain known rhythms and note durations. • Read and play from notation a four-bar phrase, confidently identifying note names and durations.