

MUSIC LONG TERM PLAN

Term	Autumn 1 <i>Block A 1</i>	Autumn 2 <i>Block A 2</i>	Spring 1 <i>Block B 1</i>	Spring 2 <i>Block B 2</i>	Summer 1 <i>Block C 1</i>	Summer 2 <i>Block C 2</i>
Year 1	NC Skills 1, use their voices expressively and creatively by singing songs and speaking chants and rhymes 2, play tuned and untuned instruments musically 3, listen with concentration and understanding to a range of high-quality live and recorded music 4, experiment with, create, select and combine sounds using the interrelated dimensions of music <u>Keeping the Pulse (Theme: All about me - My favourite things)</u> <u>Outcomes:</u> Clap the rhythm of their name in time to the pulse. Sway or tap in time to the pulse. Sing a rhythm in time with the pulse. Copy rhythms based on word patterns using an instrument. Keep the pulse while playing a rhythm on an instrument.	NC Skills 1, use their voices expressively and creatively by singing songs and speaking chants and rhymes 2, play tuned and untuned instruments musically 3, listen with concentration and understanding to a range of high-quality live and recorded music 4, experiment with, create, select and combine sounds using the interrelated dimensions of music <u>Classical music, dynamics and tempo (Theme: Animals - snail and the mouse)</u> <u>Christmas production</u> <u>Outcomes:</u> Demonstrate slow and fast with their bodies and voices. Demonstrate slow and fast beats while saying a rhyme and using an instrument. Perform a song using a singing voice. Perform with an instrument. Observe others and move, speak, sing and play	NC Skills 1, use their voices expressively and creatively by singing songs and speaking chants and rhymes 2, play tuned and untuned instruments musically 3, listen with concentration and understanding to a range of high-quality live and recorded music 4, experiment with, create, select and combine sounds using the interrelated dimensions of music <u>Musical symbols and vocabulary (Theme: Under the sea) Swap with: By the sea?</u> <u>Outcomes:</u> Move to reflect a character. Create sounds to reflect a character. Move at a speed that reflects the tempo of the audio. Respond to dynamic changes without	NC Skills 1, use their voices expressively and creatively by singing songs and speaking chants and rhymes 2, play tuned and untuned instruments musically 3, listen with concentration and understanding to a range of high-quality live and recorded music 4, experiment with, create, select and combine sounds using the interrelated dimensions of music <u>Timbre and sound patterns (Theme: Fairy tales)</u> <u>Outcomes:</u> Chant in time with others. Make changes to the dynamics (volume) of their voice to represent a character. Respond to hand signals when playing an instrument. Choose a suitable sound to represent a point in the story. Read simple rhythmic patterns comprising one beat sounds and one beat rests. Clap or play a rhythmic pattern along with spoken words.	NC Skills 1, use their voices expressively and creatively by singing songs and speaking chants and rhymes 2, play tuned and untuned instruments musically 3, listen with concentration and understanding to a range of high-quality live and recorded music 4, experiment with, create, select and combine sounds using the interrelated dimensions of music <u>Pitch and tempo (Theme: Superheroes)</u> <u>Outcomes:</u> Identify high and low notes. Perform high and low notes. Create and perform a two-note and three-note pattern. Identify and perform changes in tempo. Contribute musical ideas and cooperate within a group. Prepare and perform a musical piece. Demonstrate a music an understanding of tempo	NC Skills 1, use their voices expressively and creatively by singing songs and speaking chants and rhymes 2, play tuned and untuned instruments musically 3, listen with concentration and understanding to a range of high-quality live and recorded music 4, experiment with, create, select and combine sounds using the interrelated dimensions of music <u>Vocal and body sounds. Dynamics: (Theme: By the sea) Swap with: Under the sea?</u> <u>Outcomes:</u> Use appropriate, justified movements to represent dynamics. Identify sounds within the music and describe them using adjectives. Recreate sounds using voice or body and extend ideas by adding dynamics. Create appropriate, original sounds with their voice and body. Use instruments to create loud and soft sounds. Justify instrument and sound choices. Follow instructions during a performance. Create and play a musical score that showcases understanding by using dynamic symbols.

MUSIC LONG TERM PLAN

	Follow instructions during a performance. Key vocabulary: rhythm, puls, beat, pattern, tempo, 'in time' Key knowledge: To know that rhythm means a pattern of long and short notes. To know that pulse is the regular beat that goes through music. To understand that the pulse of music can get faster or slower. To know that a piece of music can have more than one section, e.g. a verse and a chorus.	appropriately. Sing in time from memory, with some accuracy. Keep a steady pulse. Move, speak, sing and play demonstrating slow and fast beats. Key vocabulary: chant, a round, dynamics, tempo, rhythm, percussion instruments, untuned and tuned, classical, orchestra, composer Key Knowledge: To understand that sounds can be adapted to change their mood, e.g. through dynamics or tempo. To know that sounds can help tell a story. To know that tempo is the speed of the music. To know that dynamics means how loud or soft a sound is.	prompting. Demonstrate a sound pattern correctly to a pulse. Sing and play high and low sounds. Read symbols representing high and low sounds correctly. Demonstrate an awareness of pitch, rhythm and dynamics within a performance and recognise the symbols representing these. Key vocabulary: pulse, dynamics, tempo, timbre, pitch, rhythm, instruments tuned and untuned Key knowledge: To understand that pitch means how high or low a note sounds. To know that 'timbre' means the quality of a sound; e.g. that different instruments would sound different playing a note of the same pitch. To know that music has layers called 'texture'.	Play given sound patterns in time with the pulse. Follow instructions during a performance. Join in with repeated phrases using a character voice. Key vocabulary: pitch, tempo, mood, accelerando, compose, instruments tuned and untuned Key knowledge: To know that an instrument or rhythm pattern can represent a character in a story. To know that my voice can create different timbres to help tell a story. To know that Sergei Prokofiev wrote 'Peter and the Wolf' for children in 1936.	and pitch. Participate in discussions about pitch and tempo. Offer feedback to groups on their performance. Follow instructions during a performance. Key vocabulary: symphony, orchestra, composer, timbre, pulse, rhythm, orchestral instruments, mood Key knowledge: To understand that tempo can be used to represent mood or help tell a story. To understand that 'tuned' instruments play more than one pitch of notes. To know that following a leader when we perform helps everyone play together accurately.	Key vocabulary: pitch, timbre, vocal sounds, percussion instruments, body percussion, dynamics, tempo, graphic score, tuned and untuned percussion Key knowledge: To know that dynamics can change how someone listening feels about music. To know that your voice can be used as a musical instrument. To know that body percussion means making sounds with your body not your voice, eg clapping or slapping knees. To understand that music can be represented by pictures or symbols.
--	---	---	---	---	--	---

MUSIC LONG TERM PLAN

Year 2	NC Skills 1, use their voices expressively and creatively by singing songs and speaking chants and rhymes 2, play tuned and untuned instruments musically 3, listen with concentration and understanding to a range of high-quality live and recorded music 4, experiment with, create, select and combine sounds using the interrelated dimensions of music West African call and response song/instrumental response Outcomes: Use dynamics when creating sound. Play in time with a group. Experiment with different sounds on the same instrument. Clap the animal sound patterns mostly accurately. Clap the sound patterns in time with the pulse of the backing track. Demonstrate both a call and response. Copy a sound pattern using an instrument. Playing either a call and/or response role in time with	NC Skills 1, use their voices expressively and creatively by singing songs and speaking chants and rhymes 2, play tuned and untuned instruments musically 3, listen with concentration and understanding to a range of high-quality live and recorded music 4, experiment with, create, select and combine sounds using the interrelated dimensions of music Orchestral instruments/musical storytelling (Theme: Traditional western stories) Christmas production Outcomes: Identify sections of the music where the tempo changes. Correctly describe sections of music as fast or slow. Point out moments in the music where the dynamics change. Accurately describe dynamic changes as soft or loud. Give specific examples of how the music corresponds to actions in the story. Provide clear and specific examples of how music supports the story.	NC Skills 1, use their voices expressively and creatively by singing songs and speaking chants and rhymes 2, play tuned and untuned instruments musically 3, listen with concentration and understanding to a range of high-quality live and recorded music 4, experiment with, create, select and combine sounds using the interrelated dimensions of music Musical me: Letter notation, making a melody/pitch Swap with: On this island? Outcomes: Move their eyes from left to right to read pitch patterns. Sing high and low notes including the notes in between. Play a pattern of high and low notes on an instrument. Read notation from left to right. Draw high and low sounds using dots at the top and bottom of a	NC Skills 1, use their voices expressively and creatively by singing songs and speaking chants and rhymes 2, play tuned and untuned instruments musically 3, listen with concentration and understanding to a range of high-quality live and recorded music 4, listen with concentration and understanding to a range of high-quality live and recorded music Contrasting dynamics, timbre, tempo and simple motifs (Theme: Space) Outcomes: Use their voice to create a variety of sounds. Use dynamics to create an atmosphere. Collaborate with peers to contribute to a group soundscape. Correctly identify changes in dynamics. Show changes in dynamics using bodies and vocals. Compare two pieces of music using musical vocabulary to describe the changes in dynamics. Interpret music in a visual form. Identify and discuss patterns in different pieces of music.	NC Skills 1, use their voices expressively and creatively by singing songs and speaking chants and rhymes 2, play tuned and untuned instruments musically 3, listen with concentration and understanding to a range of high-quality live and recorded music 4, experiment with, create, select and combine sounds using the interrelated dimensions of music On this island: British songs and sounds, creating a soundscape/singing Swap with: Musical me? Outcomes: Breathe after each phrase in a song when singing. Sing a song from memory. Use different pitches while singing (high and low notes). Sing lyrics accurately. Perform actions that match lyrics. Collaborate and communicate within a group. Use sounds creatively to represent a chosen environment. Perform a composition. Apply pitch and dynamics to enhance a composition.	NC Skills 1, use their voices expressively and creatively by singing songs and speaking chants and rhymes 2, play tuned and untuned instruments musically 3, listen with concentration and understanding to a range of high-quality live and recorded music 4, experiment with, create, select and combine sounds using the interrelated dimensions of music Myths and legends: Musical language, graphic scores/structure Outcomes: Recognise, play and write rhythms with one beats and paired half beats. Show a rest beat using a silent movement. Read and follow a structure from left to right. Add rhythms to a structure to create a beginning, middle and end. Work well as part of a group, listening to others and respecting their ideas. Maintain a steady beat. Use a thinking voice to play rhythms on an instrument. Key vocabulary: graphic score, structure, notation, texture, chorus, verse, instrumental, layers, rhythm, melody, timbre, pitch, Key Knowledge: To know that a graphic score can show a picture of the structure of music. To know that a graphic score can show a picture of the layers, or
-----------	---	---	---	---	--	--

MUSIC LONG TERM PLAN

	another pupil. Perform a composition. Key vocabulary: timbre, dynamics, tempo, call and response, rhythm, structure Key knowledge: To know that dynamics can change the effect a sound has on the audience. To know that the long and short sounds of a spoken phrase can be represented by a rhythm. To understand that structure means the organisation of sounds within music, e.g. a chorus and verse pattern in a song. To understand that the tempo of a musical phrase can be changed to achieve a different effect. To understand that an instrument can be matched to an animal noise based on its timbre.	Justify tempo and dynamic choices made to represent a character, event or feeling. Suggest appropriate musical dynamics and tempo changes for different scenes of the story. Work as part of a group to rehearse a performance. Perform confidently using appropriate instrumental sounds. Play their part at appropriate tempo and dynamics. Key vocabulary: orchestra, classical, composer, conductor, orchestral instruments, vocals Key knowledge: To know that musical instruments can be used to create 'real life' sound effects. To know that woodwind instruments, like flutes, are played by blowing air into or across a mouthpiece. To know that stringed instruments, like violins, make a sound when their strings vibrate. To know that a brass instrument is played by vibrating your lips against the mouthpiece. To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches.	page, respectively. Recognise when notes stay the same. Recognise missing notes on a stave. Key vocabulary: folk music, composition, composer, pulse, melody, timbre, dynamics, rhythm, instruments, notation, stave, cleff Key knowledge: To understand that 'melody' means a tune. To know that 'notation' means writing music down so that someone else can play it. To understand that 'accompaniment' can mean playing instruments along with a song. To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.	Successfully create and play patterns, notating them. Create and play a simple pitch pattern accurately. Key vocabulary: orchestral instruments, classical, film music, composition, composer, motif, soundscapes, timbre, structure, dynamics Key knowledge: To know that a 'soundscape' is a landscape created using only sounds. To know that a composer is someone who creates music and writes it down. To understand that a motif is a 'sound idea' that can be repeated throughout a piece of music.	Read notation from left to right. Key vocabulary: folk music, inspiration, motif, soundscapes, vocal sounds, body percussion, duration, pitch, dynamics, timbre, structure, texture, tempo Key knowledge: To know that folk music represents the traditions or culture of a place and is often passed on by being played rather than written down. To know that 'duration' means how long a note, phrase or whole piece of music lasts. To know that a composition is a collection of musical elements, like the melody, percussion, dynamics etc that together make a piece of music.	'texture', of a piece of music. To know that 'Tintagel' is an example of a 'symphonic poem' written by Arthur Bax in 1917.
--	--	--	---	--	---	---

MUSIC LONG TERM PLAN

Year 3	NC Skills 5, play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 6,improvise and compose music for a range of purposes using the interrelated dimensions of music 7,listen with attention to detail and recall sounds with increasing aural memory 8,use and understand staff and other musical notations 9,appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians 10, develop an understanding of the history of music <u>Creating compositions for an animation (Theme: Mountains)</u> <u>Outcomes:</u> Verbalise how the music makes them feel. Create actions or	NC Skills 5, play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 6,improvise and compose music for a range of purposes using the interrelated dimensions of music 7,listen with attention to detail and recall sounds with increasing aural memory 8,use and understand staff and other musical notations 9,appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians 10, develop an understanding of the history of music <u>Ballads</u> <u>Christmas</u> <u>Outcomes:</u> Identify the key features of a ballad. Perform a ballad using	NC Skills 5, play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 6,improvise and compose music for a range of purposes using the interrelated dimensions of music 7,listen with attention to detail and recall sounds with increasing aural memory 8,use and understand staff and other musical notations 9,appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians 10, develop an understanding of the history of music <u>Pentatonic melodies and composition - Chinese New Year</u>	NC Skills 5, play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 6,improvise and compose music for a range of purposes using the interrelated dimensions of music 7,listen with attention to detail and recall sounds with increasing aural memory 8,use and understand staff and other musical notations 9,appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians 10, develop an understanding of the history of music <u>Traditional Instruments and Improvisation (India)</u> <u>Outcomes:</u> Verbalise feelings about music and identify likes and dislikes. Read musical notation and play the correct notes of the rag. Improvise along to a drone and tal.	NC Skills 5, play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 6,improvise and compose music for a range of purposes using the interrelated dimensions of music 7,listen with attention to detail and recall sounds with increasing aural memory 8,use and understand staff and other musical notations 9,appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians 10, develop an understanding of the history of music <u>Adapting and transposing motifs (Theme Romans)</u> <u>Outcomes:</u> Learn a new song, singing in time and in tune while following the lyrics.	NC Skills 5, play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 6,improvise and compose music for a range of purposes using the interrelated dimensions of music 7,listen with attention to detail and recall sounds with increasing aural memory 8,use and understand staff and other musical notations 9,appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians 10, develop an understanding of the history of music <u>Jazz music</u> <u>Outcomes:</u> Explain what ragtime music is. Play on the 'off beat' and sing a syncopated rhythm. Play a call and then improvise a response. Improvise or compose a scat singing performance with sounds and words. Compose and play a jazz motif fluently, using swung quavers. Play a swung rhythm using a tuned percussion instrument.

MUSIC LONG TERM PLAN

	movements appropriate to each section of a piece of music. Play in time and with an awareness of other pupils' parts, giving some thought to dynamics. Play melodies and rhythms which represent the section of animation they are accompanying. Key vocabulary: compose, notation, graphic score, ensemble, melody, soundscape, Rhythm, composition, layers Key knowledge: To understand that the timbre of instruments played affect the mood and style of a piece of music. To know that an ensemble is a group of musicians who perform together. To know that to perform well, it is important to listen to the other members of your ensemble.	actions. Sing in time and in tune with a song and incorporate actions. Retell a summary of an animation's story. Write a verse with rhyming words which tell part of a story. Perform their lyrics fluently and with actions. Key vocabulary: ballad, style, pop, musical theatre, compose, stanza, solo, ensemble, expression, lyrics, chorus, nonsense words, climax, Key knowledge: To know that a ballad tells a story through song. To know that lyrics are the words of a song. To know that in a ballad, a 'stanza' is a verse.	Outcomes: Match their movements to the music, explaining why they chose these movements. Accurately notate and play a pentatonic melody. Play their part in a composition confidently. Work as a group to perform a piece of music. Key vocabulary: tempo, dynamics, crescendo, timbre, duration, notation, pentatonic, scale Key knowledge: To know that the word 'crescendo' means a sound getting gradually louder. To know that some traditional music around the world is based on five notes called a 'pentatonic' scale. To understand that a pentatonic melody uses only the five notes C D E G A.	Play a rag and a tal accurately alongside a drone. Sing accurately from musical notation and lyrics. Sing and play in time with others with some degree of accuracy and awareness of each other's parts. Key vocabulary: traditional indian instruments, improvisation, Bollywood, notation, stave and letter notation, tal, rag, drone, Key knowledge: To know that Indian music uses all of the sounds in between the 12 'notes' that we are used to in western music. To know that a 'tala' is a set rhythm that is repeated over and over, usually on the drums called 'tabla'. To know that a 'rag' is the tune in traditional Indian music, and is often played on a stringed instrument called a 'sitar'. To know that a 'drone' in music is a note that goes on and on, staying the same, a bit like someone humming a long-held note. To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music.	Identify motifs aurally and play a repeated pattern on a tuned instrument. Create and perform a motif, notating it with reasonable accuracy. Transpose their motif, using sharp or flat notes where necessary and change the rhythm. Combine different versions of a musical motif and perform as a group using musical notation. Key vocabulary: motif, transposing, ostinato, riff, rhythm, backing track, sharp notes, flat notes, notation, graphic score, rhythmic notation, keys, pitch Key knowledge: To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music, for example, Beethoven's fifth symphony (dah dah dah dum!). To know that 'transposing' a melody means changing its key, making it higher or lower pitched. To know that a motif can be adapted by changing the notes, the rhythm or the order of notes.	Key vocabulary: call and response, ragtime, scatsinging, swung quaver, dixieland, motif, rhythm, straight quaver, syncopation, off beat, Key knowledge: To understand that 'syncopation' means a rhythm that is played off the natural beat. To know that Ragtime is piano music that uses syncopation and a fast tempo. To know that jazz is a type of music that originated in the African-American communities of the USA about 120 years ago. To know that 'scat singing' is using made-up words to create the sound of an instrument playing.
--	---	---	---	---	---	---

MUSIC LONG TERM PLAN

Year 4	NC Skills	NC Skills	NC Skills	NC Skills	NC Skills	NC Skills
	5, play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 6,improvise and compose music for a range of purposes using the interrelated dimensions of music 7,listen with attention to detail and recall sounds with increasing aural memory 8,use and understand staff and other musical notations 9,appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians 10, develop an understanding of the history of music <u>Developing singing techniques (Theme: Vikings)</u> <u>Outcomes:</u> Move and sing as a team, following the lyrics on the screen. Recognise minims, crotchets and quavers often by ear	5, play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 6,improvise and compose music for a range of purposes using the interrelated dimensions of music 7,listen with attention to detail and recall sounds with increasing aural memory 8,use and understand staff and other musical notations 9,appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians 10, develop an understanding of the history of music <u>Samba and carnival sounds and Instruments (South America)</u> <u>Christmas</u> <u>Ukulele</u>	5, play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 6,improvise and compose music for a range of purposes using the interrelated dimensions of music 7,listen with attention to detail and recall sounds with increasing aural memory 8,use and understand staff and other musical notations 9,appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians 10, develop an understanding of the history of music <u>Haiku, music and performance (Theme Hanami festival)</u> <i>Swap with Rock and roll?</i>	5, play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 6,improvise and compose music for a range of purposes using the interrelated dimensions of music 7,listen with attention to detail and recall sounds with increasing aural memory 8,use and understand staff and other musical notations 9,appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians 10, develop an understanding of the history of music <u>Rock and roll music (how it came to England)</u> <i>Swap with Haiku?</i> <u>Outcomes:</u> Perform the hand jive hand actions in sequence and in time with the music. Sing in tune and perform their actions in time. Play the notes of the walking bass in the correct sequence. Independently play their part	5, play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 6,improvise and compose music for a range of purposes using the interrelated dimensions of music 7,listen with attention to detail and recall sounds with increasing aural memory 8,use and understand staff and other musical notations 9,appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians 10, develop an understanding of the history of music <u>Changes in pitch, tempo and dynamics (Theme: Rivers)</u> <u>Outcomes:</u> Sing in tune and in harmony with others, with developing breath control.	5, play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 6,improvise and compose music for a range of purposes using the interrelated dimensions of music 7,listen with attention to detail and recall sounds with increasing aural memory 8,use and understand staff and other musical notations 9,appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians 10, develop an understanding of the history of music <u>South and West Africa - Shosholozo</u> <u>Outcomes:</u> Play a chord with two notes, remaining in time. Maintain their part in a performance with accuracy. Play the more complicated rhythms in time and with rests. Create an eight beat break and play this in the correct place. <u>Key vocabulary:</u> chord, chord progression, major chords, minor chords, break, call and response, acapella, soloist, duo, ostinato, polyrhythms, syncopation, rest, metronome, fluency, accuracy,

MUSIC LONG TERM PLAN

	and reliably by sight. Perform rhythms accurately from notation and layer them to create a composition. Add appropriate sound effects to their performances using untuned percussion. Join in with the performances confidently, and reasonably in time and tune. Make suggestions for improving their performance. Key knowledge: To know the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad. To know that different notes have different durations and crotchets are worth one whole beat. To know that 'reading' music means using how the written note symbols look and their position to know what notes to play. That written music tells you how long to play a note for. Key vocabulary: accuracy, backing track, beat, body percussion, call and response, composition, co-ordinated, crotchet, discipline, duration, melody, in-time, in-tune, dynamics, key change, major key, minim, minor key, notation,	Outcomes: Explain what samba music is and that it is mainly percussion instruments used in celebrations such as Carnival in Brazil. Clap on the off-beat (the and of each beat) and be able to play a syncopated rhythm. Play their rhythm in time with the rest of their group (even if they are not always successfully playing in time with the rest of the class). Play their break in time with the rest of their group and play in the correct place in the piece. Play in time and with confidence; accurately playing their break. Key vocabulary: syncopation, off beat, break, rhythm, timbre, texture, agogo, bateria, caixa, chocalho, composition, crescendo, cowbell, ensemble, features, ganza, metronome, pulse, repique, surdo, tamborim, texture Key knowledge: To know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms. To understand that the 'on beat' is the pulse of a piece of music, and the 'off beat' is beats that fall in between	Outcomes: Suggest suitable words to describe their time outdoors, changing the sounds of their words to match their meanings. Recognise, name and describe the effect of the interrelated dimensions of music. Select instruments and sounds which match their vocabulary. Work as a group to create a piece of music. Perform a piece of music as part of a group. Key vocabulary: col legno, pizzicato, glissando, staccato, haiku, improvising, melody, inspiration Key knowledge: To know that a glissando in music means a sliding effect played on instruments or made by your voice. To know that expressive language (like a poem) can be used as inspiration for composing music. To understand that both instruments and voices can create audio effects that describe something you can see. To know that grouping instruments according to their timbre can create contrasting 'textures' in music.	with some awareness of the other performers. Key vocabulary: jazz, gospel, blues, structure, vocals, rock music, bass line, in time, hand jive, tempo, dynamics, pitch, rock and roll instruments, flat notes, sharp notes Key knowledge: To know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals. It was created after the second world war and it was intended to represent happiness. To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll. To know that playing in time means all performers playing together at the same speed. To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.	Explain how a piece of music makes them feel with some use of musical terminology. Perform a vocal ostinato in time. Listen to other members of their group as they perform. Create an ostinato and represent it on paper so that they can remember it. Create and perform a piece with a variety of ostinatos. Key vocabulary: classical music, ostinato, acapella, rounds, harmony, cue, duration, pitch, dynamics, timbre, structure, texture, tempo, composer, composition Key knowledge: To know that when you sing without accompaniment it is called 'a cappella'. To know that harmony means playing two notes at the same time that usually sound good together. To know that ostinato is a musical pattern that is repeated over and over and that vocal ostinato is a pattern created with your voice. To know that 'performance directions' are words added to musical notation to tell the performers how to play.	control, expression, african instruments Key knowledge: To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language. To know that 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings. To understand that major chords create a bright, happy sound. To know that poly-rhythms means many rhythms played at once.
--	--	--	---	--	--	--

MUSIC LONG TERM PLAN

	tempo, pulse, quaver, rehearse, rhythm	these. To understand that a rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms				
Year 5	NC Skills 5, play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 6,improvise and compose music for a range of purposes using the interrelated dimensions of music 7,listen with attention to detail and recall sounds with increasing aural memory 8,use and understand staff and other musical notations 9,appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians	NC Skills 5, play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 6,improvise and compose music for a range of purposes using the interrelated dimensions of music 7,listen with attention to detail and recall sounds with increasing aural memory 8,use and understand staff and other musical notations 9,appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians	NC Skills 5, play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 6,improvise and compose music for a range of purposes using the interrelated dimensions of music 7,listen with attention to detail and recall sounds with increasing aural memory 8,use and understand staff and other musical notations 9,appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians	NC Skills 5, play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 6,improvise and compose music for a range of purposes using the interrelated dimensions of music 7,listen with attention to detail and recall sounds with increasing aural memory 8,use and understand staff and other musical notations 9,appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians 10, develop an understanding of the history of music <u>Composition - Holi</u> <u>Outcomes:</u> Suggest a colour to match a piece of music.	NC Skills 5, play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 6,improvise and compose music for a range of purposes using the interrelated dimensions of music 7,listen with attention to detail and recall sounds with increasing aural memory 8,use and understand staff and other musical notations 9,appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians 10, develop an understanding of the history of music <u>North America - minimalistic music</u> <u>Outcomes:</u> Name the key features of minimalism. Share their opinions of the music they hear in the lesson. Name the key features of minimalism	NC Skills 5, play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 6,improvise and compose music for a range of purposes using the interrelated dimensions of music 7,listen with attention to detail and recall sounds with increasing aural memory 8,use and understand staff and other musical notations 9,appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians 10, develop an understanding of the history of music <u>North America - minimalistic music</u> <u>Outcomes:</u> Name the key features of minimalism. Share their opinions of the music they hear in the lesson. Name the key features of minimalism

MUSIC LONG TERM PLAN

10, develop an understanding of the history of music <u>Greek Theatre - the oldest form of drama. Greek music and dance</u> Outcomes: Perform a Greek circle dance. Explain what the three dramatic genres of ancient Greek theatre are. Perform a group improvisation based on the Greek story of King Midas. Use Greek theatre masks demonstrating character emotions physically. Key vocabulary: gesture, physicality, Dyonisia, Dionysus, tragedy, comedy, satyr, Midas, amphitheatre, chorus, theatron, dran, myths, Byzantine, aulos, pandura, kanonaki, lyre, sirtaki, kalamatiano, Key knowledge: To know that Music was an important part of education in ancient Greece, and boys were taught music starting at the age of six. To know that Greek music eventually became the basis for Eastern and Western religious music and classical music. To recognise some of the Greek instruments by ear.	10, develop an understanding of the history of music <u>Looping and remixing, body percussion</u> <u>Christamas</u> Outcomes: Perform a looped body percussion rhythm; keeping in time with their group. Use loops to create a whole piece of music, ensuring that the different aspects of music work together. Play the first section of 'Somewhere Over the Rainbow' with accuracy. Choose a suitable fragment of music and be able to play it along to the backbeat. Perform a piece with some structure and two different loops. Key vocabulary: electronic dance music, layers, loop, remix, fragment, melody line, structure, backbeat, ostinato Key knowledge: To know that dance music is usually produced using electronic percussion sounds, and recordings of the music are played by DJs in clubs or at festivals. To know that a loop is a repeated rhythm or melody, and is another word for ostinato.	10, develop an understanding of the history of music <u>Musical Theatre and Music Hall - Victorians</u> Outcomes: Explain what musical theatre is and be able to recall at least three features of this kind of music. Categorise songs as action songs or character songs. Select appropriate existing music for their scene to tell the story of a journey. Perform in time with their groups, ensuring smooth transitions between spoken dialogue, singing and dancing. Key vocabulary: opera, operetta, film musicals, book musicals, jukebox musicals, composer, libretto, librettist, lyricist, director, musical director, choreographer, designer, performer, character song, action song, transition, score, script, music hall, Key knowledge: To understand that musical theatre includes both character and action songs, which explain	Create a graphic score and describe how this matches the general structure of a piece of music. Create a vocal composition in response to a picture and justify their choices using musical terms. Create a vocal composition in response to a colour. Record their compositions in written form. Work as a group to perform a piece of music. Key vocabulary: graphic score, synaesthesia, major, layering and all of the interrelated dimensions of music. Key knowledge: To know that a vocal composition is a piece of music created only using voices. To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sound made. To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways. To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.	10, develop an understanding of the history of music <u>South America - Blues</u> Outcomes: Name three key features of blues music. Sing in tune, using vocal expression to convey meaning. Explain what a chord is and play the chord of C sixteen times. Play the 12-bar blues correctly. Play the notes of the blues scale in the correct order, ascending and descending. Play a selection of blues scale notes out of order in their own improvisation. Key vocabulary: sharps, flats, chords, bars, ascending scale, descending scale, blues scale, improvisation, bent notes, quaver. Key knowledge: To understand that a chord is the layering of several pitches played at the same time. To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords. To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry.	and work out the pitches to play from staff notation of the piece 'Interlocking patterns'. Play their part accurately in isolation, and fairly accurately when combined with the other part. Play their part confidently in the final performance. Confidently answer questions in the quiz. Play with correct technique. Play most pieces accurately, fluently and expressively. Key vocabulary: harmony, melody, ostinato, layered textures, interlocking phrases, electronic dance music, synthesiser, repetition, minimalist. Key knowledge: To know the key features of minimalist music. To know that Interlocking patterns are rhythms that are superimposed. on each other so that they share the same orientation as the regulative beat. To know that Steve Reich is an American composer who is known for his contribution to the development of minimal music. To understand the connection between minimalist and electronic dance music. To know that EDM stands for electronic dance music. To know that Gamelan is the traditional ensemble music of Indonesia made up predominantly of percussive instruments.
--	--	---	---	---	---

MUSIC LONG TERM PLAN

		To know that remix is music that has been changed, usually so it is suitable for dancing to.	what is going on and how characters feel. To know that choreography means the organisation of steps or moves in a dance. To know that musical theatre uses transitions, which are short passages of music used to move between sections of the musical action. To know that 'music hall' is a type of British theatrical entertainment that was most popular from the early Victorian era. To know that most 'music hall' songs were comic in nature.		To know that a 'bent note' is a note that varies in its pitch, e.g. the pitch may slide up or down. To understand that a chord is the layering of several pitches played at the same time.	
Year 6	NC Skills 5, play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 6,improvise and compose music for a range of purposes using the interrelated dimensions of music 7,listen with attention to detail and recall sounds	NC Skills 5, play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 6,improvise and compose music for a range of purposes using the interrelated dimensions of music 7,listen with attention to detail and recall sounds	NC Skills 5, play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 6,improvise and compose music for a range of purposes using the interrelated dimensions of music	NC Skills 5, play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 6,improvise and compose music for a range of purposes using the interrelated dimensions of music 7,listen with attention to detail and recall sounds with increasing aural memory	NC Skills 5, play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 6,improvise and compose music for a range of purposes using the interrelated dimensions of music 7,listen with attention to detail and recall sounds with increasing aural memory 8,use and understand staff and other musical notations	

MUSIC LONG TERM PLAN

with increasing aural memory 8,use and understand staff and other musical notations 9,appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians 10, develop an understanding of the history of music <u>Composition notation (Theme: Ancient Egypt)</u> Outcomes: Sing in time and in tune with other people and the backing track. Remember the lyrics to a song. Identify the structure of a piece of music and match this to non-standard notation. Improvise their own piece of music. Play a melody with reasonable accuracy. Perform with confidence and in time with others. Compose and play a melody using stave notation. Contribute meaningfully to the group performance and composition. Use hieroglyphic notation to	with increasing aural memory 8,use and understand staff and other musical notations 9,appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians 10, develop an understanding of the history of music <u>Christmas Performance</u> <u>Advanced rhythms, body and tuned percussion Theme: Rainforests)</u> Outcomes: Identify the structure of a piece of music. Identify when there is one layer in a piece of music and when there are two. Play a sequence in the correct order in time with their partner. Have two contrasting rhythms being played together. Have two different melodies being played together. Have a complete piece of music with four different layers with an appropriate structure.	7,listen with attention to detail and recall sounds with increasing aural memory 8,use and understand staff and other musical notations 9,appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians 10, develop an understanding of the history of music <u>Film Music</u> Outcomes: Identify how different styles of music contribute to the feel of a film. Participate in discussions, sharing their views and justifying their answers. Use the terms 'major' and 'minor'. Identify different instruments to describe how music evokes different emotions. Identify pitch, tempo and dynamics, and use these to explain and justify their answers. Give reasonable and thought-out suggestions	8,use and understand staff and other musical notations 9,appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians 10, develop an understanding of the history of music <u>Theme and variations (Theme: Pop Art)</u> Outcomes: Performing rhythms confidently either on their own or in a group. Identify the sounds of different instruments and discuss what they sound like. Make reasonable suggestions for which instruments can be matched to which art pieces. Recall the names of several instruments according to their orchestra sections. Keep the pulse using body percussion. Sing with control and confidence. Name rhythms correctly. Copy rhythms accurately with a good sense of pulse. Draw rhythms accurately. Show a difference between musical variations. Show creativity in a finished musical product. Key vocabulary: 3/4 time, 4/4 time, accidentals, body percussion, diaphragm, legato,	with increasing aural memory 8,use and understand staff and other musical notations 9,appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians 10, develop an understanding of the history of music <u>Songs of WW2</u> Outcomes: Use musical and comparative language in discussion. Follow the melody line. Follow the scores with a good sense of timing, showing that they understand which section of pitch they are singing. Sing the correct words at the correct time. Recall the counter-melody line. Key vocabulary: pitch, octave, accuracy, compare, contrast, era, features, graphic score, harmony, expression, dynamics, diaphragm, melody, counter melody, pitch, score, graphic score.	9,appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians 10, develop an understanding of the history of music <u>Dynamics, pitch and tempo (Theme: Fingal's Cave)</u> <u>Leavers Assembly - preparation and performance</u> <u>Our Coast</u> Outcomes: Engage in discussion about the sounds of an orchestral piece. Have a selection of varied vocabulary in response to what they hear. Change dynamics and pitch, differentiating between the two. Take the role of conductor or follow a conductor. Change texture within their group improvisation and talk about its effect. Create a graphic score to represent sounds. Follow the conductor to show changes in pitch, dynamics and texture. Key vocabulary: depict, composition, conductor, graphic score, improvise, notate, ensemble, classical, pitch, tempo, texture, classical, characterise, composition, conductor depict, dynamics, ensemble, graphic score, improvisation, notation, orchestra
---	--	---	---	---	---

MUSIC LONG TERM PLAN

	show the structure of their piece. Key vocabulary: features, notation, repeating, unison, composition, structure, repetition, melody, tempo, compose, ensemble, minor key, harp, flute, nay, oud, pharaonic, Key knowledge: To know that simple pictures can be used to represent the structure (organisation) of music. To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad. To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note. To read simple notation. To use hieroglyphs and stave notation to write a piece of music To read simple pitch notation. To know note names and their length.	Key vocabulary: body percussion, combine, compose, contrast, contrasting rhythms, dynamics, layers, loop, melody line, organisation, pitch, record, repeated melodies Key Knowledge: To know that deciding the structure of music when composing can help us create interesting music with contrasting sections. To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'. To know that a 'loop' in music is a repeated melody or rhythm. To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.	for what different graphic scores represent. Use their body, voice and instruments to create sounds to represent a given theme. Create a musical score to represent a composition. Interpret their graphic score and perform their composition appropriately with their group. Create sounds that relate to the scene of a film. Key vocabulary: crescendo, descending, dynamics, emotion, imagery, improvise, interpret, interval, major, melody, minor, modulate, orchestral, pitch, sequence, solo, soundtrack, symbol, timpani, tension, texture, tremolo, unison, accelerando, body percussion, brass,, characteristics, chords, chromatics, clashing, composition, convey Key Knowledge: To know that a film soundtrack includes the background music and any songs in a film. To understand that 'major' key signatures use note pitches that sound cheerful and	motif, orchestra, percussion, phrases, pitch, pizzicato, pulse, quaver Key Knowledge: To know that a 'theme' is a main melody in a piece of music. To know that 'variations' in music are when a main melody is changed in some way throughout the piece. To know that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten. To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.	Key Knowledge: To know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2. To know that the Solfa syllables represent the pitches in an octave. To know that a 'counter-subject' or 'counter-melody' provides contrast to the main melody. To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.	Key Knowledge: To know that the conductor beats time to help the performers work well together. To understand that improvisation means making up music 'on the spot'. To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. To know that timbre can also be thought of as 'tone colour' and can be described in many ways e.g. warm or cold, rich or bright.
--	--	--	--	---	---	--

MUSIC LONG TERM PLAN

			upbeat. To understand that 'minor' key signatures use note pitches that can suggest sadness and tension. To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'.			
--	--	--	--	--	--	--