

# Year 1 Music Long Term Plan

## Reconnecting with Prior Learning


























































To be able to represent their own thoughts and ideas through music.

To be able to sing songs, make music and dance, experiment with different ways of changing them.

|   | Objectives to be taught   | Sticky knowledge, <b>key vocabulary</b> and <b>(chosen songs)</b>   |   |   |        |        |        |   |   |   |  |  |
|---|---|---|---|---|--------|--------|--------|---|---|---|--|--|
| Listening and Appraising                        | <ul style="list-style-type: none"> <li>Be able to listen to and express an opinion about a piece of music</li> <li>Be able to tap along to the pulse (repeated beats) in a piece of music</li> </ul> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th colspan="3">Listening and Appraising Focus</th> </tr> <tr> <th>Autumn</th> <th>Spring</th> <th>Summer</th> </tr> </thead> <tbody> <tr> <td>'Mars from The Planets'- Holst <b>Classical</b></td> <td>'Runaway Blues'- Ma Rainey <b>Blues</b></td> <td>'Fanfarra- Cabua-Le-Le'- Sergio Mendes <b>Samba</b></td> </tr> </tbody> </table> | Listening and Appraising Focus  |   |   | Autumn | Spring | Summer | 'Mars from The Planets'- Holst <b>Classical</b> | 'Runaway Blues'- Ma Rainey <b>Blues</b> | 'Fanfarra- Cabua-Le-Le'- Sergio Mendes <b>Samba</b> | <ul style="list-style-type: none"> <li>Know and be able to identify different sounds when listening to a piece of music – e.g. banging drums/ringing bells</li> <li>Know and be able to tap along to the <b>pulse</b> of a piece of music</li> <li>Know and be able to use musical terms to discuss a piece of music, talking about the <b>pulse, beat and volume</b></li> </ul> |  |
| Listening and Appraising Focus                  |   |   |   |   |        |        |        |   |   |   |  |  |
| Autumn  | Spring  | Summer  |   |   |        |        |        |   |   |   |  |  |
| 'Mars from The Planets'- Holst <b>Classical</b> | 'Runaway Blues'- Ma Rainey <b>Blues</b>   | 'Fanfarra- Cabua-Le-Le'- Sergio Mendes <b>Samba</b>   |   |   |        |        |        |   |   |   |  |  |
| Singing   | <ul style="list-style-type: none"> <li>Be able to alter the sounds made with their voice, making these: longer and shorter (duration), higher and lower (pitch), louder and quieter (volume)</li> <li>Be able to sing a range of chants, songs or rhymes from memory.</li> </ul>  | <ul style="list-style-type: none"> <li>Know and be able to alter voice sounds using knowledge of <b>pitch</b> and <b>duration</b></li> <li>Know and be able to sing and chant simple songs at the same pitch (<b>Boom Chicka Boom</b>)</li> <li>Know and be able to sing songs with a very small range (<b>Hello, How are You</b>) and pentatonic songs with a slightly wider range (<b>Dr Knickerbocker</b>)</li> <li>Know and be able to sing call and response songs (<b>Pretty Trees Around the World</b>)</li> </ul>   |   |   |        |        |        |   |   |   |  |  |
| Composing                                       | <ul style="list-style-type: none"> <li>Be able to compose a short sequence of sounds on untuned instruments, body percussion or with their voice, making decisions about beat, pitch and duration</li> <li>Begin to choose different sounds or instruments to represent different things or to create a specific effect</li> <li>Begin to record simple compositions using symbols on simple non-standard notational grids</li> </ul>   | <ul style="list-style-type: none"> <li>Know and be able to use <b>untuned</b> instruments, body <b>percussion</b> or voices to <b>compose</b> a short sequence of sounds making decisions about <b>beat, pitch and duration</b></li> <li>Know and be able to invent, retain, recall and perform, short <b>pitch/rhythm</b> patterns</li> <li>Know and begin to record simple compositions using <b>symbols</b> and a simple 4 beats to a bar grid</li> </ul> <div style="text-align: center;"> <p>Child 1</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> </tr> <tr> <td></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> </tr> </table> </div> <ul style="list-style-type: none"> <li>Know and be able to create musical sound effects and short sequences of sounds in response to stimuli (rainstorm/train journey)</li> </ul> |   | 1 | 2      | 3      | 4      |   |   |   |  |  |
|   | 1   | 2   | 3 | 4 |        |        |        |   |   |   |  |  |
|   |   |   |   |   |        |        |        |   |   |   |  |  |
| Musicianship                                    | <ul style="list-style-type: none"> <li>Be able to maintain a steady pulse when clapping/walking a rhythm.</li> <li>Be able to perform, using untuned instruments</li> <li>Be able to follow and repeat simple patterns, led by a teacher</li> </ul>   | <ul style="list-style-type: none"> <li>Know and be able to follow instructions when <b>performing</b></li> <li>Know and be able to use <b>musical instruments</b>, body <b>percussion or voice</b> to perform together</li> <li>Know and be able to respond to pulse in music through movement- Stepping (<b>Mattachins from Capriol Suite</b>); Jumping (<b>Trepak from The Nutcracker</b>); Tiptoes (<b>Scherzo from The Firebird Suite</b>)</li> <li>Know and be able to perform word pattern chants</li> </ul> <div style="text-align: center;"> <p>Ca-ter- pil- lar crawl</p> </div> <ul style="list-style-type: none"> <li>Know and be able to follow pictures and symbols to guide playing- 4 dots equals 4 taps on the drum</li> </ul> <div style="text-align: center;"> </div>   |   |   |        |        |        |   |   |   |  |  |

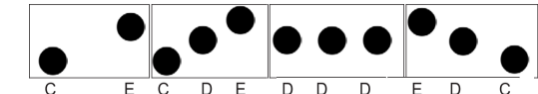
# Year 2 Music Long Term Plan

| Reconnecting with Prior Learning                                       |  |
|--|--|
| To be able to listen to and express an opinion about a piece of music. |  |
| To be able to follow and repeat simple patterns.                       |  |

|  | Objectives to be taught  | Sticky knowledge, <b>key vocabulary</b> and <b>(chosen songs)</b>  |   |   |        |        |        |  |  |   |  |  |         |   |   |   |   |         |   |   |   |   |
|--|--|--|---|---|--------|--------|--------|--|--|---|--|--|---------|---|---|---|---|---------|---|---|---|---|
| <b>Listening and Appraising</b>                | <ul style="list-style-type: none"> <li>Be able to listen to a piece of music, identify and represent the pulse</li> <li>Be able to listen to a piece of music and describe some of the changes e.g. loud/quiet/fast/slow</li> <li>Be able to discuss how they feel when listening to a piece of music, beginning to recognise that different pieces of music create different moods</li> </ul> <table border="1" style="margin-top: 10px;"> <thead> <tr> <th colspan="3">Listening and Appraising Focus</th> </tr> <tr> <th>Autumn</th> <th>Spring</th> <th>Summer</th> </tr> </thead> <tbody> <tr> <td>'Bolero'- Ravel <b>20<sup>th</sup> Century</b></td> <td>'With a Little Help From My Friends'- The Beatles <b>Pop</b></td> <td>'Baris'- Gong Kebyar of Peliatan <b>Gamelan</b></td> </tr> </tbody> </table> | Listening and Appraising Focus   |   |   | Autumn | Spring | Summer | 'Bolero'- Ravel <b>20<sup>th</sup> Century</b> | 'With a Little Help From My Friends'- The Beatles <b>Pop</b>                         | 'Baris'- Gong Kebyar of Peliatan <b>Gamelan</b> | <ul style="list-style-type: none"> <li>Know and use the following musical terms: <b>rhythm, beat, pulse, pitch</b> when describing a piece of music</li> <li>Know and be able to use musical terms to discuss a piece of music, talking about the <b>pitch</b> (high/low sounds) and <b>tempo</b> (fast and slow)</li> <li><b>Rhythm, beat, pulse, pitch, mood, long, short</b></li> </ul> |  |         |   |   |   |   |         |   |   |   |   |
| Listening and Appraising Focus                 |  |  |   |   |        |        |        |  |  |   |  |  |         |   |   |   |   |         |   |   |   |   |
| Autumn   | Spring   | Summer   |   |   |        |        |        |  |  |   |  |  |         |   |   |   |   |         |   |   |   |   |
| 'Bolero'- Ravel <b>20<sup>th</sup> Century</b> | 'With a Little Help From My Friends'- The Beatles <b>Pop</b>   | 'Baris'- Gong Kebyar of Peliatan <b>Gamelan</b>  |   |   |        |        |        |  |  |   |  |  |         |   |   |   |   |         |   |   |   |   |
| <b>Singing</b>                                 | <ul style="list-style-type: none"> <li>Be able to sing a variety of songs following the melody accurately (some by memory)</li> <li>Be able to sing songs with clear diction and expression</li> </ul>   | <ul style="list-style-type: none"> <li>Know and be able to use the voice to copy a <b>melody</b> when singing (<b>Rain, Rain Go Away</b>)</li> <li>Know and be able to use <b>dynamics (loud/quiet)</b> and <b>tempo (fast/slow)</b> (<b>I Got Kicked By a Kangaroo</b>)</li> <li>Know how to sing by responding to symbols (<b>crescendo/decrescendo/pause</b>) and directions of a leader (<b>I Got Kicked By a Kangaroo</b>)</li> </ul>   |   |   |        |        |        |  |  |   |  |  |         |   |   |   |   |         |   |   |   |   |
| <b>Composing</b>                               | <ul style="list-style-type: none"> <li>Be able to compose a short sequence of sounds on tuned or untuned instruments or with their voice</li> <li>Be able to make decisions about beat, pitch, duration, rhythm and tempo when composing a short sequence of sounds independently or in small groups</li> <li>Be able to choose different sounds or instruments to represent different things or to create a specific effect</li> <li>Be able to create scores to represent simple compositions using symbols on simple non-standard notational grids</li> </ul>   | <ul style="list-style-type: none"> <li>Know and be able to use <b>tuned/untuned</b> instruments or voices to <b>compose</b> a short sequence of sounds making decisions about <b>beat, pitch, duration, rhythm and tempo</b> (<b>Hey, Hey Look at Me</b>)</li> <li>Know and be able to record simple <b>compositions</b> using <b>symbols, dots and stick notations</b> and a simple 4 beats to a bar grid, including for a group (<b>Hey, Hey Look at Me</b>)</li> <li>Know and be able to create an <b>improvised</b> musical conversation (<b>Hey, Hey Look at Me</b>)</li> </ul> <table border="1" style="margin-top: 10px;"> <thead> <tr> <th></th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> </tr> </thead> <tbody> <tr> <td>Child 1</td> <td></td> <td></td> <td> </td> <td></td> </tr> <tr> <td>Child 2</td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td>Child 3</td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> |   | 1   | 2      | 3      | 4      | Child 1  |  |   |    |  | Child 2 |   |   |   |   | Child 3 |   |   |   |   |
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| Child 1  |    |  |     |   |        |        |        |  |  |   |  |  |         |   |   |   |   |         |   |   |   |   |
| Child 2  |    |    |   |   |        |        |        |  |  |   |  |  |         |   |   |   |   |         |   |   |   |   |
| Child 3  |    |    |   |   |        |        |        |  |  |   |  |  |         |   |   |   |   |         |   |   |   |   |
| <b>Musicianship</b>                            | <ul style="list-style-type: none"> <li>Be able to follow instructions about when and how to sing/play</li> <li>Be able to play tuned/untuned instruments, following simple non-standard notation</li> <li>Be able to perform in a group and/or on their own</li> </ul>   | <ul style="list-style-type: none"> <li>Know and be able to follow a simple <b>notation</b> when performing</li> <li>Know and be able to mark the beat of a listening piece by tapping or clapping along, recognising changes in tempo (<b>The Elephant from Carnival of the Animals- Saint-Saens</b>)</li> </ul>   |   |   |        |        |        |  |  |   |  |  |         |   |   |   |   |         |   |   |   |   |

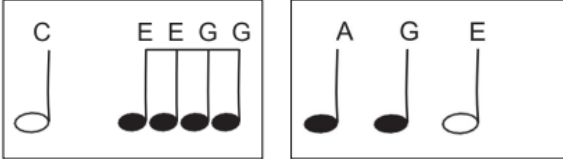
# Year 3 Music Long Term Plan

| Reconnecting with Prior Learning   |  |
|--|--|
| To be able to listen to a piece of music and describe some of the changes e.g. loud/quiet/fast/slow. |  |
| To be able to play tuned/untuned instruments, following simple non-standard notation.                |  |


|  | Objectives to be taught  | Sticky knowledge, <b>key vocabulary</b> and ( <b>chosen songs</b> )   |    |    |        |        |        |  |  |  |   |   |         |    |    |    |    |         |   |    |   |    |
|--|--|---|----|----|--------|--------|--------|--|--|--|---|---|---------|----|----|----|----|---------|---|----|---|----|
| Listening and Appraising                         | <ul style="list-style-type: none"> <li>Be able to discuss a piece of music using some musical terms to describe its features. (melody/dynamics)</li> <li>Be able to listen to a piece of music, and begin to identify how the different sounds within a piece of music</li> <li>Be able to listen to a piece of music and discuss the mood created</li> <li>Begin to show a preference for the genre of music they prefer</li> </ul> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th colspan="3">Listening and Appraising Focus</th> </tr> <tr> <th>Autumn</th> <th>Spring</th> <th>Summer</th> </tr> </thead> <tbody> <tr> <td>'Hallelujah from Messiah'- Handel <b>Baroque</b></td> <td>'I Got You (I Feel Good)'- James Brown <b>Funk</b></td> <td>'Sahela Re'- Kishori Amonkar <b>Indian Classical</b></td> </tr> </tbody> </table> | Listening and Appraising Focus  |    |    | Autumn | Spring | Summer | 'Hallelujah from Messiah'- Handel <b>Baroque</b> | 'I Got You (I Feel Good)'- James Brown <b>Funk</b> | 'Sahela Re'- Kishori Amonkar <b>Indian Classical</b> | <ul style="list-style-type: none"> <li>Know and begin to recognise that some music has a <b>melody</b> (a tune)</li> <li>Know and be able to use musical terms to discuss a piece of music, talking about the <b>dynamics</b> (level of sounds from soft to loud).</li> <li>Know and be able to identify how the dynamics change to affect <b>mood</b></li> </ul> |   |         |    |    |    |    |         |   |    |   |    |
| Listening and Appraising Focus                   |  |   |    |    |        |        |        |  |  |  |   |   |         |    |    |    |    |         |   |    |   |    |
| Autumn   | Spring   | Summer  |    |    |        |        |        |  |  |  |   |   |         |    |    |    |    |         |   |    |   |    |
| 'Hallelujah from Messiah'- Handel <b>Baroque</b> | 'I Got You (I Feel Good)'- James Brown <b>Funk</b>   | 'Sahela Re'- Kishori Amonkar <b>Indian Classical</b>  |    |    |        |        |        |  |  |  |   |   |         |    |    |    |    |         |   |    |   |    |
| Singing  | <ul style="list-style-type: none"> <li>Be able to sing with increasing accuracy, fluency, control and expression.</li> <li>Be able to sing in time with peers, with some degree of accuracy and awareness of their part in the performance</li> </ul>  | <ul style="list-style-type: none"> <li>Know and be able to use the voice accurately, fluently with control and expression when singing (<b>Skye Boat Song</b>)</li> <li>Know and be able to sing a widening range of <b>unison</b> songs with a range of <b>do-so</b> (<b>To Stop the Train</b>)</li> <li>Perform <b>forte</b> and <b>piano (loud and soft)</b> (<b>Listen to the Rain</b>)</li> </ul>  |    |    |        |        |        |  |  |  |   |   |         |    |    |    |    |         |   |    |   |    |
| Composing  | <ul style="list-style-type: none"> <li>Be able to compose a sequence of sounds on tuned or untuned instruments or voices</li> <li>Be able to make decisions about beat, pitch, duration, rhythm, tempo and dynamics when composing a short sequence of sounds in order to produce a simple melody</li> <li>Be able to improvise, using a range of instruments to create a specific mood/feeling from a given stimulus.</li> <li>Be able to create scores to represent simple composition using non-standard notation and some standard notation( crochets and quavers) on a structured 4:4 timing grid</li> </ul>  | <ul style="list-style-type: none"> <li>Know and be able to use <b>tuned/untuned</b> instruments or voices to <b>compose</b> a simple melody making decisions about <b>beat, pitch, duration, rhythm, tempo and dynamics</b></li> <li>Know that a <b>crochet</b> equates to 1 beat and a <b>quaver</b> equates to half a beat</li> <li>Know and be able to record simple <b>compositions</b> using <b>standard crochets/quavers</b>) and <b>non-standard notation</b></li> </ul> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th></th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> </tr> </thead> <tbody> <tr> <td>Child 1</td> <td style="text-align: center;">♪</td> <td></td> <td></td> <td style="text-align: center;">♪</td> </tr> <tr> <td>Child 2</td> <td style="text-align: center;">♪♪</td> <td style="text-align: center;">♪♪</td> <td style="text-align: center;">♪♪</td> <td style="text-align: center;">♪♪</td> </tr> <tr> <td>Child 3</td> <td style="text-align: center;">♪</td> <td style="text-align: center;">♪♪</td> <td style="text-align: center;">♪</td> <td style="text-align: center;">♪♪</td> </tr> </tbody> </table> |    | 1  | 2      | 3      | 4      | Child 1  | ♪  |  |   | ♪ | Child 2 | ♪♪ | ♪♪ | ♪♪ | ♪♪ | Child 3 | ♪ | ♪♪ | ♪ | ♪♪ |
|  | 1  | 2   | 3  | 4  |        |        |        |  |  |  |   |   |         |    |    |    |    |         |   |    |   |    |
| Child 1  | ♪  |   |    | ♪  |        |        |        |  |  |  |   |   |         |    |    |    |    |         |   |    |   |    |
| Child 2  | ♪♪   | ♪♪  | ♪♪ | ♪♪ |        |        |        |  |  |  |   |   |         |    |    |    |    |         |   |    |   |    |
| Child 3  | ♪  | ♪♪  | ♪  | ♪♪ |        |        |        |  |  |  |   |   |         |    |    |    |    |         |   |    |   |    |
| Musicianship                                     | <ul style="list-style-type: none"> <li>Be able to play in time with peers, with some degree of accuracy and awareness of their part in the performance</li> <li>Be able to play tuned/untuned instruments, following non-standard notation and some standard notation (crochets and quavers) on a structured 4:4 timing grid</li> </ul>  | <ul style="list-style-type: none"> <li>Know that a <b>crochet equates to 1 beat</b> and a <b>quaver equates to half a beat</b></li> <li>Know and be able to follow a <b>varied notation</b> (non-standard notation and some standard notation i.e. <b>crochets and quavers</b>) when performing, using a small range (C to E)</li> </ul>   |    |    |        |        |        |  |  |  |   |   |         |    |    |    |    |         |   |    |   |    |

# Year 4 Music Long Term Plan

| Reconnecting with prior learning   |
|--|
| Be able to create scores to represent simple composition using non-standard notation and some standard notation( crochets and quavers) on a structured 4:4 timing grid |
| Be able to listen to a piece of music and discuss the mood created   |

|   | Objectives to be taught   | Sticky knowledge, <b>key vocabulary</b> and <b>(chosen songs)</b>  |     |     |        |        |        |   |                                      |  |  |     |         |     |  |     |     |
|---|---|--|-----|-----|--------|--------|--------|---|--------------------------------------|--|--|-----|---------|-----|--|-----|-----|
| <b>Listening and Appraising</b>                 | <ul style="list-style-type: none"> <li>Begin to identify instruments within the music they are listening to.</li> <li>Be able to discuss a piece of music and its features (including silence), using some musical terms</li> <li>Be able to discuss how music often has a purpose or intent,</li> </ul> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th colspan="3">Listening and Appraising Focus</th> </tr> <tr> <th>Autumn</th> <th>Spring</th> <th>Summer</th> </tr> </thead> <tbody> <tr> <td>'Symphony No. 5'- Beethoven<br/><b>Classical</b></td> <td>'Wonderwall'-Oasis <b>90's Indie</b></td> <td>'Tropical Bird'- Trinidad Steel Band<br/><b>Calypso</b></td> </tr> </tbody> </table> | Listening and Appraising Focus   |     |     | Autumn | Spring | Summer | 'Symphony No. 5'- Beethoven<br><b>Classical</b> | 'Wonderwall'-Oasis <b>90's Indie</b> | 'Tropical Bird'- Trinidad Steel Band<br><b>Calypso</b> | <ul style="list-style-type: none"> <li>Know and use a range of music terms (<b>rhythm, pulse, pitch, dynamics, tempo</b>), and be able to use them when describing a piece of music.<br/><b>style, mood, effect</b></li> </ul> |     |         |     |  |     |     |
| Listening and Appraising Focus                  |   |  |     |     |        |        |        |   |                                      |  |  |     |         |     |  |     |     |
| Autumn  | Spring  | Summer   |     |     |        |        |        |   |                                      |  |  |     |         |     |  |     |     |
| 'Symphony No. 5'- Beethoven<br><b>Classical</b> | 'Wonderwall'-Oasis <b>90's Indie</b>  | 'Tropical Bird'- Trinidad Steel Band<br><b>Calypso</b>   |     |     |        |        |        |   |                                      |  |  |     |         |     |  |     |     |
| <b>Singing</b>                                  | <ul style="list-style-type: none"> <li>Be able to sing a variety of known and new songs, developing an understanding of musical terms: pitch, pulse, rhythm, tempo, dynamics.</li> </ul>  | <ul style="list-style-type: none"> <li>Know and be able to sing <b>rounds</b> and partner songs (<b>Hear the Wind, Just Like a Roman, Happy Birthday</b>)</li> <li>Perform in a duet (<b>Hear the Wind</b>)</li> </ul>   |     |     |        |        |        |   |                                      |  |  |     |         |     |  |     |     |
| <b>Composing</b>                                | <ul style="list-style-type: none"> <li>Be able to compose simple melodies using simple standard and non-standard notation in groups and/or individually.</li> <li>Be able to add correct musical terms (dynamics, tempo) to their composition to create the mood intended.</li> <li>Be able to create scores to represent compositions using non-standard notation and some standard notation( crochets and quavers) on a structured 4:4 timing grid</li> <li>Begin to practise compositions in readiness to perform: focussing on accuracy, fluency, control and expression.</li> </ul>                                     | <ul style="list-style-type: none"> <li>Know and be able to use <b>tuned/untuned</b> instruments or voices to <b>compose</b> a simple <b>melody</b> annotating scores with musical terms: dynamics/tempo)</li> <li>Know and be able to use the correct symbol for a musical rest</li> <li>Know and be able to record <b>compositions</b> using <b>standard crotchets/quavers) and non-standard notation</b></li> <li>Know and be able to use smooth (<b>legato</b>) and detached (<b>staccato</b>) sounds on familiar instruments</li> </ul> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th></th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> </tr> </thead> <tbody> <tr> <td>Child 1</td> <td>♪ A</td> <td>♪ A</td> <td>→</td> <td>♪ G</td> </tr> <tr> <td>Child 2</td> <td>♪ A</td> <td></td> <td>♪ G</td> <td>♪ G</td> </tr> </tbody> </table> |     | 1   | 2      | 3      | 4      | Child 1   | ♪ A                                  | ♪ A  | →  | ♪ G | Child 2 | ♪ A |  | ♪ G | ♪ G |
|   | 1   | 2  | 3   | 4   |        |        |        |   |                                      |  |  |     |         |     |  |     |     |
| Child 1   | ♪ A   | ♪ A  | →   | ♪ G |        |        |        |   |                                      |  |  |     |         |     |  |     |     |
| Child 2   | ♪ A   |  | ♪ G | ♪ G |        |        |        |   |                                      |  |  |     |         |     |  |     |     |
| <b>Musicianship</b>                             | <ul style="list-style-type: none"> <li>Be able to play a variety of known and new songs, developing an understanding of musical terms: pitch, pulse, rhythm, tempo, dynamics.</li> <li>Be able to play a range a stringed instrument with increasing control and accuracy</li> <li>Be able to read some notes in music from a musical stave</li> <li>Be able to play some notes accurately on a stringed instrument.</li> <li>Be able to perform on own, or in a group, to an audience.</li> </ul>  | <ul style="list-style-type: none"> <li>Know and be able to hold a stringed instrument correctly</li> <li>Know and be able to make a musical sound using a stringed instrument</li> <li>Know, and be able to play, some notes accurately using a stringed instrument</li> <li>Know how to play melodies, using staff notation, using a small range (Middle C-G/do-so)</li> <li>Perform in two or more parts (e.g. <b>accompaniment</b>)</li> </ul>  |     |     |        |        |        |   |                                      |  |  |     |         |     |  |     |     |


# Year 5 Music Long Term Plan

|  | Objectives to be taught   | Sticky knowledge, key vocabulary and (chosen songs)  |  |  |        |        |        |  |   |  |   |
|--|---|--|--|--|--------|--------|--------|--|---|--|---|
| Listening and Appraising   | <ul style="list-style-type: none"> <li><input type="checkbox"/> To know that an orchestra is made up of a variety of instrument families</li> <li><input type="checkbox"/> Begin to identify the instruments/family playing in a piece of music.</li> <li><input type="checkbox"/> Be able to use musical terms to discuss a piece of music</li> <li><input type="checkbox"/> Be able to discuss the purpose of a piece of music and if the composer's intentions have been met.</li> <li><input type="checkbox"/> Be able to identify similarities and differences between contrasting pieces of music</li> </ul> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="3">Listening and Appraising Focus</th> </tr> <tr> <th>Autumn</th> <th>Spring</th> <th>Summer</th> </tr> </thead> <tbody> <tr> <td>'English Folk Song Suite'-<br/>Vaughan Williams <b>20th Century</b></td> <td>'PlayDead'-<br/>Bjork <b>90s Singer/Songwriter</b><br/>'Smalltown Boy'- Bronski Beat <b>80s Synth/Pop</b></td> <td>'InkanyeziNezazi" Ladysmith<br/>Black Mambazo <b>Choral</b></td> </tr> </tbody> </table> | Listening and Appraising Focus   |  |  | Autumn | Spring | Summer | 'English Folk Song Suite'-<br>Vaughan Williams <b>20th Century</b> | 'PlayDead'-<br>Bjork <b>90s Singer/Songwriter</b><br>'Smalltown Boy'- Bronski Beat <b>80s Synth/Pop</b> | 'InkanyeziNezazi" Ladysmith<br>Black Mambazo <b>Choral</b> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Know and use a wider range of musical terms from previous years when describing music</li> <li><input type="checkbox"/> Know that <b>texture</b> refers to the <b>layering of music</b></li> <li><input type="checkbox"/> Know that different <b>genres</b>/pieces of music often have a different purpose and can create different moods.</li> </ul> |
| Listening and Appraising Focus                                     |   |  |  |  |        |        |        |  |   |  |   |
| Autumn   | Spring  | Summer   |  |  |        |        |        |  |   |  |   |
| 'English Folk Song Suite'-<br>Vaughan Williams <b>20th Century</b> | 'PlayDead'-<br>Bjork <b>90s Singer/Songwriter</b><br>'Smalltown Boy'- Bronski Beat <b>80s Synth/Pop</b>   | 'InkanyeziNezazi" Ladysmith<br>Black Mambazo <b>Choral</b>   |  |  |        |        |        |  |   |  |   |
| Singin <sub>g</sub>  | <ul style="list-style-type: none"> <li>• Be able to sing songs in two or more parts (<b>a round</b>) from memory with accuracy, fluency, control and expression</li> </ul>  | <ul style="list-style-type: none"> <li>• Know and be able to use the voice accurately, fluently and with control when singing a song with verse and chorus (<b>Four White Horses, High Low Chickalo, Dipidu</b>)</li> <li>• Know and be able to sing songs with three-part rounds (<b>Row, Row, Row Your Boat</b>)</li> </ul>  |  |  |        |        |        |  |   |  |   |
| Composing  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Be able to explore and record musical ideas in response to a stimulus in a variety of ways.</li> <li><input type="checkbox"/> Begin to use simple stave notation to record composition ideas (crochets/quavers/rests)</li> <li><input type="checkbox"/> Be able to add musical vocabulary to their composition to help others achieve the desired musical intention</li> <li><input type="checkbox"/> Be able to practise compositions in readiness to perform: focussing on accuracy, fluency, control and expression</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Know and be able to make deliberate choices to create a musical piece with the intent in mind</li> <li><input type="checkbox"/> Know and be able to use simple stave notation to record compositional ideas (crochets/quavers/rests)</li> <li>• Know and be able to add a variety of terms, previously taught, to compositions</li> <li>• Know how to improvise freely over a <b>drone</b></li> <li>• Know and be able to improvise over a wider range of <b>dynamics</b> including very loud (<b>fortissimo</b>), very quiet (<b>pianissimo</b>), moderately loud (<b>mezzo forte</b>) and moderately quiet (<b>mezzo piano</b>).</li> <li>• Know how to compose music to evoke atmosphere or environment (e.g. <b>'La Mer' by Debussy</b> and <b>'The River Flows in You' by Yiruma</b> evoke water).</li> </ul> |  |  |        |        |        |  |   |  |   |
| Musicianship   | <ul style="list-style-type: none"> <li>• Be able to perform with accuracy and fluency from graphic and simple stave notation</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Know and be able to follow a graphic and simple stave notation (<b>crochets/quavers/rests</b>) when performing</li> <li><input type="checkbox"/> Know the difference between <b>semibreves, minims, crotchets, crotchet rests, paired quavers and semiquavers</b>)</li> <li><input type="checkbox"/> Know and be able to perform simple accompaniments to familiar songs (<b>Yellow Submarine by The Beatles</b>).</li> </ul>  |  |  |        |        |        |  |   |  |   |

# Year 6 Music Long Term Plan

To begin to identify the instruments/family playing in a piece of music.

To be able to perform with accuracy and fluency from graphic and simple staff notation

|   | Objectives to be taught  | Sticky knowledge, key vocabulary and (chosen songs)   |  |  |        |        |        |   |   |   |   |
|---|--|---|--|--|--------|--------|--------|---|---|---|---|
| Listening and Appraising                        | <ul style="list-style-type: none"> <li>Begin to understand how some music survives the test of time to become iconic pieces</li> <li>Be able to identify similarities and differences between the works of different artists.</li> <li>Begin to recognise a musical era and how they have influenced each other and the impact on the development of musical styles</li> </ul> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th colspan="3">Listening and Appraising Focus</th> </tr> <tr> <th>Autumn</th> <th>Spring</th> <th>Summer</th> </tr> </thead> <tbody> <tr> <td>'1812 Overture'- Tchaikovsky<br/><b>Romantic</b></td> <td>'Say My Name'- Destiny's Child <b>90s</b><br/><b>RnB</b></td> <td>'Sprinting Gazelle'- Reem Kelani<br/><b>Folk</b></td> </tr> </tbody> </table> | Listening and Appraising Focus  |  |  | Autumn | Spring | Summer | '1812 Overture'- Tchaikovsky<br><b>Romantic</b> | 'Say My Name'- Destiny's Child <b>90s</b><br><b>RnB</b> | 'Sprinting Gazelle'- Reem Kelani<br><b>Folk</b> | <ul style="list-style-type: none"> <li>Know and begin to discuss how sounds are <b>layered</b> in pieces of music (<b>texture</b>)</li> <li>Know and name some pieces of music that are <b>iconic</b></li> <li>Know that musical artists are influenced by the work of others.</li> </ul> |
| Listening and Appraising Focus                  |  |   |  |  |        |        |        |   |   |   |   |
| Autumn  | Spring   | Summer  |  |  |        |        |        |   |   |   |   |
| '1812 Overture'- Tchaikovsky<br><b>Romantic</b> | 'Say My Name'- Destiny's Child <b>90s</b><br><b>RnB</b>  | 'Sprinting Gazelle'- Reem Kelani<br><b>Folk</b>   |  |  |        |        |        |   |   |   |   |
| Singing   | <ul style="list-style-type: none"> <li>Be able to sing songs using instruments/voices in solo or ensemble context, in a way that communicates their meaning and occasion</li> </ul>  | <ul style="list-style-type: none"> <li>Know and be able to use the voice accurately, fluently and with control when singing a song as part of a large group</li> </ul>  |  |  |        |        |        |   |   |   |   |
| Composing                                       | <ul style="list-style-type: none"> <li>Be able to create compositions based on musical influences</li> <li>Be able to use simple staff notation to record composition ideas (crotchets/quavers/rests/semi-breves/minims)</li> <li>Be able to add musical vocabulary to their composition in order to make their intention explicit</li> <li>Be able to refine compositions in readiness to perform: focussing on accuracy, fluency, control and expression</li> </ul>  | <ul style="list-style-type: none"> <li>Know that a minim equate 2 beats and a semi-breve equates to 4 beats</li> <li>Know and be able to record using a staff notation (crotchets/quavers/rests/minims/semi-breves) when composing</li> </ul> <p>Manipulate, refine, edit, <b>composition</b></p>  |  |  |        |        |        |   |   |   |   |
| Musicianship                                    | <ul style="list-style-type: none"> <li>Be able to perform songs/tunes using instruments/voices in solo or ensemble context, in a way that communicates their meaning and occasion</li> <li>Begin to read a musical staff to perform a simple melody on a tuned instrument</li> </ul>   | <ul style="list-style-type: none"> <li>Know that a <b>minim equates to 2 beats</b> and a <b>semi-breve equates to 4 beats</b></li> <li>Know and be able to follow a <b>staff notation</b> (crotchets/quavers/rests/minims/semi-breves) when performing</li> </ul>   |  |  |        |        |        |   |   |   |   |