

Long Term Plan Music

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year One Vocab	Year 1 Vocabulary: Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.					
Year One Skills	To find their singing voice and use their voices confidently. Sing a melody accurately at their own pitch. Sing with a sense of awareness of pulse and control of rhythm. Recognise phrase lengths and know when to breathe Sing songs expressively. Follow pitch movements with their hands and use high, low and middle voices. Begin to sing with control of pitch (e.g. following the shape of the melody) Sing with an awareness of other performers.	Recall and remember short songs and sequences and patterns of sounds. Respond physically when performing, composing and appraising music. Identify different sound sources. Identify well-defined musical features.	Identify the pulse in different pieces of music Identify the pulse and join in getting faster and slower together. Identify long and short sounds in music. Perform a rhythm to a given pulse Begin to internalise and create rhythmic patterns. Accompany a chant or song by clapping or playing the pulse or rhythm.	Play instruments in different ways and create sound effects. Handle and play instruments with control. Identify different groups of instruments. Perform together and follow instructions that combine the musical elements. Choose sounds and instruments carefully and make improvements to their own and others' work.	To explore different sound sources Make sounds and recognise how they can give a message Identify and name classroom instruments Create and chose sounds in response to a given stimulus. Identify how sounds can be changed. Change sounds to reflect different stimuli.	Contribute to the creation of a class composition. Perform long and short sounds in response to symbols. Create long and short sounds on instruments. Play and sing phrase from dot notation Record their own ideas. Make their own symbols as part of a class score.
Year One Knowledge	Use their voices expressively and creatively by singing songs and speaking chants and rhymes Hey You! Singing Key: C Vocabulary: Crotchets, note, key Musically draws together listening/appraising, composing/improvising and performing skills	Use their voices expressively and creatively by singing songs and speaking chants and rhymes Christmas Presentation Unit for FS/KS1 Singing and performing All children from FS/KS1 involved in learning and performing a 30 minute presentation	Listen with concentration and understanding to a range of high-quality live and recorded music. Play tuned and untuned instruments musically. In the Groove Glockenspiel and percussion Key: C	Identify different groups of instruments. Perform together and follow instructions that combine the musical elements. Choose sounds and instruments carefully and make improvements to their own and others' work Round and Round Glockenspiel and percussion Key : D minor Vocab: Semibreves, crotchets and minims	Experiment with, create, select and combine sounds using the inter-related dimensions of music Your Imagination Singing Key: C Vocab: Semibreves, crotchets and minims Improvisation and composition: C, D – using instruments and/or clap and sing	Identify different groups of instruments. Perform together and follow instructions that combine the musical elements. Experiment with, create, select and combine sounds using the inter-related dimensions of music Ukulele Course Step – 1 to 4 Learn to hold a ukulele Learn to strum an open chord Learn to pluck open strings Learn the names of each string Learn chord: C

		which includes singing, optional instrumental parts, acting, movement and dance	Vocab: Crotchets, note, key Improvisation and Composition: Notes C,D and E	Improvisation and composition: D, E		
Year Two Vocab	Year 2 vocabulary: Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.					
Year Two Skills	To find their singing voice and use their voices confidently. Sing a melody accurately at their own pitch. Sing with a sense of awareness of pulse and control of rhythm. Recognise phrase lengths and know when to breathe Sing songs expressively. Follow pitch movements with their hands and use high, low and middle voices. Begin to sing with control of pitch (e.g. following the shape of the melody) Sing with an awareness of other performers	Recall and remember short songs and sequences and patterns of sounds. Respond physically when performing, composing and appraising music. Identify different sound sources. Identify well-defined musical features.	Identify the pulse in different pieces of music Identify the pulse and join in getting faster and slower together. Identify long and short sounds in music. Perform a rhythm to a given pulse Begin to internalise and create rhythmic patterns. Accompany a chant or song by clapping or playing the pulse or rhythm.	To explore different sound sources Make sounds and recognise how they can give a message Identify how sounds can be changed. Change sounds to reflect different stimuli. Identify the pulse in different pieces of music	Play instruments in different ways and create sound effects. Handle and play instruments with control. Choose sounds and instruments carefully and make improvements to their own and others' work. Identify and name classroom instruments Create and chose sounds in response to a given stimulus.	Contribute to the creation of a class composition. Perform long and short sounds in response to symbols. Create long and short sounds on instruments. Play and sing phrase from dot notation Record their own ideas. Make their own symbols as part of a class score.
Year Two Knowledge	Use their voices expressively and creatively by singing songs and speaking chants and rhymes Hands, Feet, Heart Singing South African Music. Key: C Note Values: Crotchets, minims	Use their voices expressively and creatively by singing songs and speaking chants and rhymes Christmas Presentation Unit for FS/KS1 Singing and performing All children from FS/KS1 involved in learning and	Play tuned and untuned instruments musically I wanna play in a band Glockenspiel & Percussion Key: F Note Values: Minims, quavers and crotchets	Listen with concentration and understanding to a range of high-quality live and recorded music Friendship Song Singing	Perform together and follow instructions that combine the musical elements. Experiment with, create, select and combine sounds Identify different groups of instruments. Ukulele Course Step – 1 to 4 – quick revisit	Experiment with, create, select and combine sounds using the inter-related dimensions of music Choose sounds and instruments carefully and make improvements to their own and others' work Zoo Time Reggae Glockenspiel & Percussion Key: C Note values: Crotchets & Quavers

		performing a 30 minute presentation which includes singing, optional instrumental parts, acting, movement and dance	Improvisation and composition notes: F,G,A		Step 5-8 - learn learn the chords: C, F, G7 and G	Improvisation and composition: C,D,E
Year Three Vocab	Year 3 Vocabulary: Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.					
Year Three Skills	<p>Sing with confidence using a wider vocal range.</p> <p>Sing in tune.</p> <p>Sing with awareness of pulse and control of rhythm.</p> <p>Recognise simple structures. (Phrases)</p> <p>Sing songs and create different vocal effects.</p> <p>Understand how mouth shapes can affect voice sounds.</p> <p>Internalise sounds by singing parts of a song 'in their heads.'</p>	<p>Identify ways sounds are used to accompany a song. Analyse and comment on how sounds are used to create different moods.</p> <p>Explore and perform different types of accompaniment</p> <p>Explore and select different melodic patterns.</p> <p>Play and sing phrase from dot notation</p> <p>Record their own ideas.</p>	<p>Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics</p> <p>Identify phrases that could be used as an introduction, interlude and ending.</p> <p>Recognise rhythmic patterns.</p> <p>Perform a repeated pattern to a steady pulse.</p> <p>Identify and recall rhythmic and melodic patterns.</p> <p>Identify repeated patterns used in a variety of music.</p>	<p>Create an accompaniment to a known song.</p> <p>Create descriptive music in pairs or small groups.</p> <p>Perform long and short sounds in response to symbols.</p>	<p>Recognise and explore different combinations of pitch sounds.</p> <p>Identify melodic phrases and play them by ear.</p> <p>Select instruments to describe visual images</p> <p>Choose instruments on the basis of internalised sounds.</p> <p>Create music that describes contrasting moods/emotions.</p> <p>Improvise simple tunes based on the pentatonic scale.</p> <p>Compose music in pairs and make improvements to their own work.</p>	<p>Make their own symbols as part of a class score.</p> <p>Perform in different ways, exploring the way the performers are a musical resource.</p> <p>Perform with awareness of different parts. Video</p> <p>Recognise how music can reflect different intentions</p> <p>Create long and short sounds on instruments.</p>
Year Three Knowledge	<p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Develop an understanding of the history of music</p> <p>Let your spirit fly R&B Glockenspiel</p> <p>Key: C</p>	<p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Glockenspiel Stage 1 course</p> <p>The learning is focused around</p>	<p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Ancient Egyptians Awesome Egyptians song</p>	<p>To use and understand staff and other musical notations</p> <p>The Dragon Song Glockenspiels/recorders /keyboards</p> <p>Key: G</p> <p>Note values: Crotchets and minims</p>	<p>To use and understand staff and other musical notations</p> <p>Bringing us together</p> <p>Using ipads/computers to compose to track</p>	<p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Ukulele Course</p> <p>Step 5-8 - revisit</p> <p>learn the chords: C, F, G7 and G</p>

	Note Values: Semibreves, rests and minims	exploring and developing playing skills through the glockenspiel. Start to use the scores provided in this unit.	Listen with attention to detail and recall sounds with increasing aural memory	Progression for improvisation and composition: C,D,E	using notation on charanga	Learn the 'extra beginner songs' -hot cross buns -London's burning
Year Four Vocab	Year 4 Vocabulary: Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.					
Year Four Skills	Sing with confidence using a wider vocal range. Sing in tune. Sing with awareness of pulse and control of rhythm. Recognise simple structures. (Phrases) Sing songs and create different vocal effects. Understand how mouth shapes can affect voice sounds. Internalise sounds by singing parts of a song 'in their heads.'	Identify ways sounds are used to accompany a song. Analyse and comment on how sounds are used to create different moods. Explore and perform different types of accompaniment Explore and select different melodic patterns. Create music that describes contrasting moods/emotions. Improvise simple tunes based on the pentatonic scale. Compose music in pairs and make improvements to their own work.	Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics Identify phrases that could be used as an introduction, interlude and ending. Recognise rhythmic patterns. Perform a repeated pattern to a steady pulse. Identify and recall rhythmic and melodic patterns. Identify repeated patterns used in a variety of music.	Create an accompaniment to a known song. Create descriptive music in pairs or small groups. Perform long and short sounds in response to symbols. Create long and short sounds on instruments.	Recognise and explore different combinations of pitch sounds. Identify melodic phrases and play them by ear. Select instruments to describe visual images Choose instruments on the basis of internalised sounds. Create textures by combining sounds in different ways. Identify melodic phrases and play them by ear. Create sequences of movements in response to sounds	Play and sing phrase from dot notation Record their own ideas. Make their own symbols as part of a class score. Perform in different ways, exploring the way the performers are a musical resource. Perform with awareness of different parts. Video Recognise how music can reflect different intentions
Year Four Knowledge	To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Mamma Mia	To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression #Glockenspiel stage 2 Rhythm and pitch	Listen with attention to detail and recall sounds with increasing aural memory Grime, Writing lyrics. Mixed styles:	To use and understand staff and other musical notations Blackbird Improvisation - after Step 3 Composition - after Step 4 Key: C Note Values: Dotted minims, semibreves	Develop an understanding of the history of music Listen with attention to detail and recall sounds with increasing aural memory	Improvise and compose music for a range of purposes using the interrelated dimensions of music Reflect, rewind and replay Revision and deciding what to perform. Listen to Western Classical Music. The language of music.

	<p>Listen & Appraise - begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music</p> <p>Key: G</p> <p>Note Values: Crotchets & Quavers</p> <p>Improvisation and composition: G,A,B</p>	<p>This unit builds on the previous unit, Glockenspiel Stage 1. If you wish, please do use the scores provided in other units once you have completed this one.</p>	<ul style="list-style-type: none"> ● Stop! By joanna mangona (Grime) ● Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop) ● Radetzky March by Strauss (Classical) 	<p>Improvisation and composition notes: C,D, E</p> <p>The Beatles and the development of pop music The Civil RightMovement. The Beatles songs:</p> <ul style="list-style-type: none"> ● Yellow Submarine by The Beatles ● Hey Jude by The Beatles 	<p>Lean on me Singing Composition – ipads</p> <p>Key: C</p> <p>Note values: Crotchets and minims</p> <p>Improvisation and composition notes: C,D, E</p>		
Year Five Vocab	<p>Year 5 Vocabulary: Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody</p>						
Year Five Skills	<p>Sing songs with increasing control of breathing, posture and sound projection.</p> <p>Sing songs in tune and with an awareness of other parts.</p> <p>Identify phrases through breathing in appropriate places.</p> <p>Sing with expression and rehearse with others.</p> <p>Sing a round in two parts and identify the melodic phrases and how they fit together.</p> <p>Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.</p> <p>Internalise short melodies and play these on pitched percussion (play by ear)</p> <p>Identify different moods and textures.</p> <p>Identify how a mood is created by music and lyrics</p> <p>Listen to longer pieces of music and identify features.</p> <p>Identify different speeds of pulse (tempo) by clapping and moving.</p> <p>Improvise rhythm patterns</p> <p>Perform an independent part keeping to a steady beat.</p> <p>Identify the metre of different songs through recognising the pattern of strong and weak beats.</p> <p>Subdivide the pulse while keeping to a steady beat</p>			<p>Identify and control different ways percussion instruments make sounds.</p> <p>Play accompaniments with control and accuracy</p> <p>Create different effects using combinations of pitched sounds</p> <p>Use ICT to change and manipulate sounds</p> <p>Identify different starting points or composing music</p> <p>Explore, select combine and exploit a range of different sounds to compose a soundscape – Dance e-jay.</p> <p>Write lyrics to a known song</p> <p>Compose a short song to own lyrics based on everyday phrases</p> <p>Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition</p> <p>Perform using notation as a support</p> <p>Sing songs with staff notation as support</p> <p>Present performances effectively with awareness of audience, venue and occasion. Video</p> <p>Improve their work through analysis, evaluation and comparison.</p>			
Year Five Knowledge	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Use and understand staff and other musical notations</p> <p>Develop an understanding of the history of music</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Use and understand staff and other musical notations</p>	

	<p>Livin' on a prayer Glockenspiel / keyboard</p> <p>Charanga - games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other classic rock songs.</p>	<p>Frankenstein Soundtrack</p> <p>Year 5 target ➤ (based on singing in a round)</p> <p>I can explain why I think music is successful or unsuccessful</p> <p>I can contrast the work of a famous composer and explain my preferences</p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Masters Of Space</p> <p>Jeff Wayne's 'The War of the World's' Discuss instruments and synthesizer sounds. Watch live performance. Rewrite lyrics for 'Brave New World'</p>	<p>Classroom Jazz 1 Recorder/glockenspiel /keyboard</p> <p>Three Note Bossa and Five Note Swing – charanga</p> <p>Sound sources Instruments around the world</p>	<p>The Fresh Prince of Bel Air Glockenspiel</p> <p>Old School Hip Hop</p> <p>Key: A minor</p> <p>Note Values: Minims, quavers & semibreves</p> <p>Improvisation & composition notes: D,E,F,G,A</p>	<p>Dancin' in the street</p> <p>Ipads – digital compositions</p> <p>Key: F Major</p> <p>Note values: Semibreves, crotchets and rests</p> <p>Improvisation and composition: F,G,A</p>
<p>Year Six Vocab</p>	<p>Year 6 Vocabulary: style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.</p>					
<p>Year Six Skills</p>	<p>Sing songs with increasing control of breathing, posture and sound projection. Sing songs in tune and with an awareness of other parts. Identify phrases through breathing in appropriate places. Sing with expression and rehearse with others. Sing a round in two parts and identify the melodic phrases and how they fit together. Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice. Internalise short melodies and play these on pitched percussion (play by ear) Identify different moods and textures. Identify how a mood is created by music and lyrics Listen to longer pieces of music and identify features. Identify different speeds of pulse (tempo) by clapping and moving. Improvise rhythm patterns Perform an independent part keeping to a steady beat. Identify the metre of different songs through recognising the pattern of strong and weak beats. Subdivide the pulse while keeping to a steady beat</p>			<p>Identify and control different ways percussion instruments make sounds. Play accompaniments with control and accuracy Create different effects using combinations of pitched sounds Use ICT to change and manipulate sounds Identify different starting points or composing music Explore, select combine and exploit a range of different sounds to compose a soundscape – Dance e-jay. Write lyrics to a known song Compose a short song to own lyrics based on everyday phrases Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition Perform using notation as a support Sing songs with staff notation as support</p> <p>Present performances effectively with awareness of audience, venue and occasion. Video</p> <p>Improve their work through analysis, evaluation and comparison.</p>		
<p>Year Six Knowledge</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>Improvise and compose music for a range of purposes</p>	<p>Play and perform in solo and ensemble contexts, using their voices and</p>	<p>Use and understand staff and other musical notations</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical</p>	

	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Classroom Jazz 2 – charanga</p> <p>Bacharach Anorak and Meet The Blues.</p>	<p>using the inter-related dimensions of music.</p> <p>A new year carol</p> <p>Unit of Work that builds on previous learning. All the learning is focused around one song from Benjamin Britten's Friday Afternoons: A New Year Carol.</p> <p>Key: G</p> <p>Note values: Minims and rests</p>	<p>playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Happy Glockenspiel</p> <p>Key: C Major Note Values: Minims and rests and semibreves</p> <p>Improvisation and composition notes: A,G,B</p>	<p>Develop an understanding of the history of music</p> <p>You've got a friend in me</p> <p>Ipads – digital compositions</p>	<p>instruments with increasing accuracy, fluency, control and expression</p> <p>Year 5/6 performance</p>
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