**Music Long Term Planning 2023**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Sumer 1** | **Summer 2** |
| **Nursery** |  | |  | |  | |
| **End points** | Listen carefully and talk about what I hear.  Remember and sing songs.  Voices and instruments can imitate sounds from the world around us (eg. vehicles).  Moving to music can be part of a celebration  Sounds can be copied by my voice, body percussion and instruments  Sing the pitch of a tone sung by another person (‘pitch match’).  Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.  Create their own songs or improvise a song around one they know.  Play instruments with increasing control to express their feelings and ideas. | | | | | |
| **Reception** | Exploring Sound, Celebration music | | Music and Movement, Musical stories | | Transport, Big Bands | |
| **End Points** | Sing a range of nursery rhymes and songs  The beat is the steady pulse of a song.  Listen to, move to and talk about music – expressing feelings  An orchestra is a big group of people playing a variety of instruments together.  Understand that my voice or an instrument can match an action in a song.  Music can be fast or slow, recognise music that is fast or slow  Know that different instruments can sound like a particular character  Know that music often has more than one instrument being played at a time.  Instruments can be played loudly or softly.  Match our body movements to the speed (tempo) or pulse (beat) of music.  Understand what 'high' and 'low' notes are  Perform songs, rhymes etc with others and try to move in time with the music  Sing in a group or on their own – matching pitch and following melody  Recognise that different sounds can be long or short.  Know that signals can tell us when to start or stop playing. | | | | | |
|  | **Threads**  singing  listening  performance- pulse and beat  composing  rhythm and pitch  {inter related dimensions of music} | | | | | |
| **Year 1/ 2**  **Cycle A** | **Pulse and Rhythm**  **Musical me** | | **Pitch and tempo**  **British songs and sounds** | | **African call and response**  **timbre, tempo and motifs** | |
| **End points**  **Year 1**  **Year 2** | Know how sounds are made and changed.  Make a simple melody  I can use my voice as a musical instrument. (making different sounds)  Rhythm means a pattern of long and short notes.  Copy and repeat simple rhythmic patterns.  pulse is the steady beat through a piece of music .  Use a graphical score.  Experiment, create and select sounds for improvisations using voices and instruments.  Pulse of music can change.  Play a rhythmic pattern.  Keep a steady pulse.  A melody has many notes  use notation so a partner can play. | | Play tuned and un tuned instruments.  Use instruments to accompany a melody.  I can treat instruments with respect.  Know tempo is the speed of music.  Combine vocal and instrumental sounds in a structure.  Pitch is high and low sounds.  Respond to a piece of music in words/pictures or movement.  Make a melody with high/low pitch notes to make a tune.  Know that Folk music represents traditions/cultures that is passed on by being played not written down.  Make a melody using a few notes.  Respond to a piece of music in words/pictures or movement explaining my response. | | listen to music across genres  Recognize musical elements of dynamics and tempo.  Use different dynamics  Create a short rhythmic pattern.  Learn that music has layers called Textures.  Use different tempos  Create and select sounds using elements of Dynamics, Tempo and Pitch.  Use dynamics to change the effect sound has on an audience.  Use tempo of a musical phrase to achieve a different effect. | |
| **Threads** | **Threads**  singing  listening  performance- pulse and beat  composing  rhythm and pitch  {inter related dimensions of music} | | | | | |
| **Year 1/ 2**  **Cycle B** | **Vocal and body sounds**  **timbre and rhythmic pattern** | | **Orchestral instruments**  **tempo** | | **Myths and Legends** | |
| **End points**  **Year 1**  **Year 2** | Create sounds for stories using instruments  Use body percussion  Use pictures/symbols to represent music.  Use my voice to create different timbres.  Use voice for good effect.  Use voices expressively including basic dynamics  .  Keep a steady pulse.  Use letter name and graphic notation to represent the details of their composition.    Understand the importance of starting and ending together when singing.    Play instruments along with a song. | | Listen for different types of sounds.  Identify 4 types of instruments  Tempo is the speed of music.  Know that the tempo can be changed to create different moods.  Use long and short sounds.  Identify and classify instruments (string, woodwind,and brass.  Know and identify the pulse of a piece of music and it can change.  Listen and respond to a variety of live and recorded music**.**  Identify 6 different instruments in a piece of music.  A composer is someone who create music and writes it down.  Know that tuned instruments have a range of pitches.  Make a motif a sound and represent it in a piece of music.  Know a graphical score shows the structure of the music.  know stringed instruments make a sound when their strings vibrate.  Know that woodwind instrument (flutes) are played by blowing air across or into a mouthpiece.  Know a brass instrument is played by vibrating your lips against the mouthpiece. | | Invent symbols to represent sounds.  Music is in sections verse/chorus  Use a simple graphic score to represent a composition.  Create and select sounds using elements of Dynamics, Tempo and Pitch.  The organisation of sounds within music, e.g chorus and verse pattern.  Use duration to mean how long a note, phrase or piece of music lasts. | |
| **Year 3 /4**  **Cycle A** | **Autumn 1 Adapting and transposing motifs (Romans)**  **Autumn 2 Developing singing technique & Christmas** | | **Spring 1 Instrumental lessons Edsential Y3**  **Pentatonic melodies Y4** | | **Summer 1 Jazz**  **Summer 2 Traditional instruments and composition, India** | |
| **End points**  **Year 3**  **Year 4** | A pentatonic melody uses only the five notes C D E G A  A group of pitches in a song is called its 'key' and is used to decide whether a song sounds happy or sad.  Know different notes have different durations. Crotchets are worth one beat  Know written music tells you the notes to play and how long they are  Performance directions tell the performers how to play and use the notation  Play ‘in time’ by playing the notes for the correct duration as well as at the correct speed  A bass line is the lowest pitched notes in a piece of music  Musical motifs are repeating patterns that can be changed  Transposing a melody means changing its key, making it higher or lower pitched.  Use letter name, graphic and rhythmic notation and key musical vocabulary to label a composition | | Perform from basic staff notation and identify symbols using musical terminology  Sing and play in time with peers, with some degree of accuracy and awareness of their part in the group performance  Play a pentatonic melody  Write and perform a pentatonic melody  Perform a group composition  Perform a piece of music as a group  Play melody parts on tuned instruments  Begin to improvise musically | | Know syncopation means a rhythm that is played off the natural beat.  Know what jazz and ragtime music is  Know that scat singing is using made-up words to create the sound of an instrument playing.  Use musical vocabulary to talk about types of music  Know that an ostinato is a musical pattern that is repeated over and over  To be able to improvise using given notes  To create a piece of music using a drone, rag and tal  To perform a piece of music using musical notation | |
| **Thread** | singing  listening  performance- pulse and beat  composing  rhythm and pitch {inter related dimensions of music}  **history of music** | | | | | |
| **Year 3 /4**  **Cycle B** | **Autumn 1 Creating composition in response to an animation (mountains)**  **Autumn 2 Rock & Roll** | | **Spring 1 Ballads**  **Spring 2 Haiku, music & performance (Hanami festival)** | | **Summer 2 Changes in pitch, tempo & dymanics (rivers)**  **Summer 2 Samba and carnival sounds & instruments (America)** | |
| **End points** | To understand that the timbre of instruments played affect the mood and style of a piece of music  Know that an ensemble is a group of musicians who perform together  Music from different times has different features  Music has different structures  Sing and play in time with peers  Use harmony -playing two notes at the same time, which usually sound good together  Rock and roll music uses blues chord structures, with a fast tempo and strong vocals.  Be able to group instruments according to their timbre to create contrasting ‘textures’ in music. | | A ballad tells a story through song. A stanza is a verse  Lyrics are the words of a song  The timbre of instruments played affect the mood and style of a piece of music  Know that a glissando in music means a sliding effect played on instruments or made by your voice.  Expressive language (like a poem) can be used as inspiration for composing music.  Know that instruments and voices can create audio effects that describe something you can see | | Sing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique with peers  Know that music from different places often has different structural features  Know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythm  Understand that the 'on beat' is the pulse of a piece of music, and the 'off beat' is beats that fall in between these  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  Know that when you sing without accompaniment it is called 'A Capella' | |
| **Thread** | singing  listening  performance- pulse and beat  composing  rhythm and pitch {inter related dimensions of music}  **history of music** | | | | | |
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| **Year 5 /6**  **Cycle A** | **Autumn 1 Film Music**  **Autumn 2 Composition notation (Egypt – adapt for Greece)** | | **Spring 1 Musical Theatre**  **Spring 2 Theme and Variations (pop art)** | | **Summer 1 Songs of world war 2**  **Summer 2 Composing & performing a leavers song** | |
| **Thread** |  | | singing  listening  performance- pulse and beat  composing  rhythm and pitch  **history of music** | |  | |
|  | Understand that varying effects can be created using only your voice, by changing the pitch, dynamic or tempo of the sounds made  Understand that a chord is the layering of several pitches played at the same time  A slow tempo and a minor key (pitch) can be used to make music sound sad. Major key signatures use note pitches that sound cheerful and upbeat  In written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.  Know that a film soundtrack includes the background music and any songs in a film  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'.  Know that a melody can be adapted by changing its dynamics | | Know that choreography means the organisation of steps or moves in a dance  Musical theatre uses transitions, which are short passages of music used to move between sections of the musical action.  Compare, discuss and evaluate music using detailed musical vocabulary  Musical theatre includes both character and action songs, which explain what is going on and how characters feel.  A ‘theme’ in music is the main melody and that ‘variations’ are when this melody has been changed in some way  Rests in written music helps us play rhythms correctly | | Understand that a chord is the layering of several pitches played at the same time.  Know that poly-rhythms means many rhythms played at once  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.  Know that a 'counter-melody' provides contrast to the main melody. It is different to harmony because it uses a different rhythm as well as complementary notes  Know that the Solfa syllables represent the pitches in an octave  Know that a chord progression is a sequence of chords that repeats throughout a song.  Know that chord progressions are represented in music by Roman numerals | |
| **Year 5 /6**  **Cycle B** | **Autumn 1 Looping & re-mixing**  **Autumn 2 Blues** | | **Spring 1 Dynamics, beats and texture (Fingals Cave)**  **Spring 2 Composition to represent the festival of colour (Holi)** | | **Summer 1 South & west Africa**  **Summer 2 Composing & performing a leavers song** | |
| **End points** | A loop is a repeated rhythm or melody, and is another word for ostinato  Know that remix is music that has been changed, usually so it is suitable for dancing to.  Know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.  'Blues' music aims to share feelings they tend to be about sadness or worry  A 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down  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  Understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change  Recognise and confidently discuss the stylistic features of music | | Improvisation means making up music 'on the spot'  Be able to compose a piece of music from a given stimulus  Human voices have their own individual timbre, and that this can be adapted by using the voice in different ways  Know that vocal composition is a piece of music created only using voices.  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  Timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright.  The conductor beats time to help the performers work well together  Be able to improvise coherently within a given style  Perform a solo or take a leadership role within a performance.  Sing songs in two or more secure parts from memory, with accuracy, fluency, control and expression  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  Types and numbers of instruments in a piece and can create the effect of dynamic change | | Know that the Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings.  Understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made  Understand that a chord is the layering of several pitches played at the same time.  Know that a ‘polyphonic’ texture means lots of individual melodies layered together, like in a canon.  Know that a chord progression is a sequence of chords that repeats throughout a song.  Be able to discuss musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. | |