

## Music Long term Plan 2024–2025

Unit 2–Voice 30 minutes Singing weekly					
Y1	Y2	Y3	Y4	Y5	Y6
<p>Recognise when the pitch of a song gets higher or lower Comment on own and other people's performances using Yr 1 vocabulary learnt</p> <p>Sing and perform songs, which contain a small range of notes (3 - 5 notes), with growing confidence Follow simple musical directions for faster, slower, stopping and starting Use actions and dynamics to enhance performance</p>	<p>Recognise and demonstrate the link between pitch and shape using graphic notation Comment on own and other people's performances using Yr 2 vocabulary learnt</p> <p>Sing, with accuracy, within a range of notes Follow and use performance instructions, including, starting, stopping, dynamics and tempo</p>	<p>Comment on own and other people's performances using Yr 3 vocabulary learnt</p> <p>Sing fluently in unison and pitch match accurately. Maintain own part when singing a song with more than one part, following performance directions. Use expression, dynamics and actions to enhance my vocal performance</p>	<p>Comment on own and other people's performances using Yr 4 vocabulary learnt</p> <p>Sing fluently in unison or parts and pitch match accurately Maintain own part when singing in multiple parts, accurately following performance directions. Use graphic notation to create a melody Sing with an awareness of breathing and pronunciation.</p>	<p>Comment on own and other people's performances using Yr 5 vocabulary learnt</p> <p>Maintain an independent part with increasing awareness of other parts Experiment and perform sounds made by voice. Follow and perform a vocal piece using a graphic / notated score.</p>	<p>Comment on own and other people's performances using Yr 6 vocabulary learnt</p> <p>Maintain an independent part with good awareness of other parts Experiment with, perform and refine sounds made by voice. Create and perform a vocal piece by following a graphic / notated score.</p>
Unit 4–Pitch 30 minutes Singing weekly					
Y1	Y2	Y3	Y4	Y5	Y6
Identify and explain the difference	Comment on own and other people's	Comment on own and other people's	Comment on own and other people's	Comment on my own and other people's	Comment on own and other people's

<p>between high and low pitched sounds Recognise changes in pitch when singing and listening to musical sounds Comment on own and other people's performances using Yr 1 vocabulary learnt</p> <p>Use pitch and timbre to create own composition Represent a sound using graphic notation</p>	<p>performances using Yr 2 vocabulary learnt</p> <p>Demonstrate increased understanding of basic musical features such as pitch, rhythm and dynamics through performance Respond to the musical stimulus, considering appropriate pitch choices for composition. Demonstrate awareness of a link between shape, pitch and rhythm using graphic notation.</p>	<p>performances using Yr 3 vocabulary learnt</p> <p>Show good awareness of pitch matching when singing Create simple rhythmic patterns, melodies and accompaniments Aurally identify, recognise, and use graphic notation to represent basic changes in pitch within a limited range</p>	<p>performances using Yr 4 vocabulary learnt</p> <p>Create simple melodies containing rhythmic patterns and use accompaniments Aurally recognise, respond to and use musical symbols and basic pitch changes within a limited range Listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately.</p>	<p>performances using Yr 5 vocabulary learnt</p> <p>Demonstrate increasing confidence and skill when taking different roles in rehearsal and performance Begin to create music which demonstrates an understanding of basic structure and an awareness of contrasting pitches and melodies. Begin to use a variety of musical devices and techniques when creating and making music Play from standard pitch notation in the treble clef.</p>	<p>performances using Yr 6 vocabulary learnt</p> <p>Demonstrate increasing confidence, expression, skill and levels of musicality when taking different roles in performance and rehearsal. Create music which demonstrates understanding of basic structure with a focus on contrasting pitches and melodies Use a variety of musical devices such as timbre, texture, dynamics and tempo changes when creating and making music. Listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately through composition and discussion.</p>
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<i>Reception EYFS</i>	<i>Autumn</i>	<i>Spring</i>	<i>Summer</i>
<i>Overview</i>	<p>Joining in with rhymes + songs familiar and unfamiliar.</p> <p>Listening to different types of music traditional, classical, modern and moving our bodies in response.</p> <p>Follow instructions on when to sing or to play an instrument. Clap short, rhythmic patterns. Make different sounds (high and low - pitch; loud and quiet - dynamics; fast and slow - tempo; quality of the sound - smooth, crisp, scratchy, rattling, tinkling etc...- timbre)</p>	<p>Know the words to simple songs.</p> <p>Take part in signing. Take note of others when performing.</p>	<p>Learning Swahili songs (Africa) Akeli makele, Jambawale/jambo/kwaheri</p> <p>Drumming</p> <p>Choose sounds to represent different things (the thunder, sea etc...).</p>
<i>Y1</i>	<i>Unit 1-Pulse</i>	<i>Unit 3-Rhythm</i>	<i>Unit 4-Pitch</i>
<i>Overview</i>	<p>Comment on own and other people's performances using Yr 1 vocabulary learnt</p>	<p>Comment on own and other people's performances using Yr 1 vocabulary learnt</p> <p>Play along to the pulse and maintain a steady tempo</p>	<p>Comment on own and other people's performances using Yr 1 vocabulary learnt</p> <p>Identify and explain the difference between high and low pitched sounds</p>

	<p>Keep a steady pulse with some accuracy (e.g. clapping, marching, tapping and playing instruments)</p> <p>Follow and create simple musical directions for faster, slower, stopping and starting</p> <p>Create, explore, respond and identify long and short sounds.</p>	<p>Confidently copy given rhythms</p> <p>Demonstrate and explain the difference between pulse and rhythm</p> <p>Perform as part of a group and play rhythms in time</p> <p>Use graphic notation to record rhythms</p>	<p>Recognise changes in pitch when singing and listening to musical sounds</p> <p>Use pitch and timbre to create own composition</p> <p>Represent a sound using graphic notation</p>	
Y2	Unit 2–Voice	Unit 6–20 <sup>th</sup> Century Music	Unit 5– Music Tech	
Overview	<p>Comment on own and other people's performances using Yr 2 vocabulary learnt</p> <p>Sing, with accuracy, within a range of notes</p> <p>Follow and use performance instructions. including, starting, stopping, dynamics and tempo</p> <p>Recognise and demonstrate the link between pitch and shape using graphic notation</p>	<p>Comment on own and other people's performances using Yr 2 vocabulary learnt</p> <p>Identify and perform features of different musical genres: Film Music / Beatles / Modern bhangra</p> <p>Create and practise a piece of music using features of different genres (using Yr 2 key skills and knowledge).</p>	<p>Comment on own and other people's performances using Yr 2 vocabulary learnt</p> <p>Experiment changing and combining sounds through technology</p> <p>Create and perform simple rhythms following a given structure</p> <p>Listen to, and make observations about a variety of live and recorded music</p>	
Y3	Unit 1–Pulse	Unit 3–Rhythm	Unit 5– Technology Structure and Form	Unit 6–20 <sup>th</sup> Century Music

Overview	<p>Comment on own and other people's performances using Yr 3 vocabulary learnt</p> <p>Sing and play confidently, maintaining a steady pulse. Maintain a part in a piece and respond to visual and aural cues Apply word chants to rhythms and link each syllable to a musical note Use standard notation to compose own rhythms, using crotchets, paired quavers and crotchet rests</p>	<p>Comment on own and other people's performances using Yr 3 vocabulary learnt</p> <p>Play rhythms confidently while maintaining a consistent pulse Demonstrate understanding of the difference between pulse and rhythm whilst performing songs and playing instruments. Take part in a performance, following musical signals and maintain a strong sense of pulse Play rhythms from graphic notation or simple standard notation</p>	<p>Comment on own and other people's performances using Yr 3 vocabulary learnt</p> <p>Use technology to create, change and combine sounds. Compose following the basic sections of song structure Listen to and use features of music from other traditions, genres and times</p>	<p>Comment on own and other people's performances using Yr 3 vocabulary learnt</p> <p>Identify and perform features of different musical genres: House music / Reggae / Rock and Roll Create and practise a piece of music using features of different genres (using Yr 3 key skills and knowledge).</p>
Y4	WCET Ukulele	WCET Ukulele	WCET Ukulele	
Overview	<p>Know the names of the parts of the ukulele. Know about the history of the ukulele Be able to name and describe different types of ukuleles. Name famous ukulele players.</p> <p>Hold ukulele correctly Strum correctly</p>	<p>Know the names and duration of a crotchet, quaver, minim and rest and understand common notation Know the names and positions of the 4 strings on a soprano ukulele</p> <p>Transitions from 1 chord to another Rhythm-Chord Associations Chords to learn- D major, G Major</p>	<p>Know what a composition is. Know how composing music links to poetry.</p> <p>Composition- chord accompaniments to short poetic verses on a theme Pulse to keep beat steady during performances</p>	

	<p>Chords to learn- C major, F major, A minor, G7</p> <p>Note values- crotchet, quaver (pair), minim, crotchet rest.</p> <p>Pieces- Twinkle, Twinkle, London Bridge, 3 Blind Mice, Row, row...</p>	<p>Pieces- Kookaburra, Frere Jacques, Baa Baa Black Sheep, Hot cross buns</p>	<p>Pieces- The Lion Sleeps Tonight</p>
Y5	Unit 1–Pulse	Unit 3–Rhythm	Unit 5– Technology Structure and Form Turntablism
Overview	<p>Comment on own and other people's performances using Yr 5 vocabulary learnt</p> <p>Sing / play confidently, identifying and maintaining a strong sense of pulse</p> <p>Maintain an independent part in a group with accuracy when playing</p> <p>Create simple rhythmic pieces which demonstrate understanding of rhythm using graphic and standard notation</p> <p>Read simple rhythms using paired quavers, crotchets, crotchet rests, minims and semibreves</p>	<p>Comment on own and other people's performances using Yr 5 vocabulary learnt</p> <p>Use a variety of timbres and techniques when creating and playing music</p> <p>Create and play contrasting rhythms within a range of time signatures</p> <p>Maintain a rhythmic part in a group performance with an awareness of structure.</p> <p>Use and respond to basic musical symbols including standard notation</p>	<p>Comment on my own and other people's performances using Yr 5 vocabulary learnt</p> <p>Consider some musical devices when creating and playing music using voice, sounds, technology and instruments</p> <p>Use and identify key features of musical structures</p>
Y6	WCET Recorders	Unit 6– 20 <sup>th</sup> Century Music	Unit 2– Voice (Link to Leavers performance)

	<p>Understand how to hold and blow in recorder.</p> <p>Know the standard notation for a crotchet rest.</p> <p>Place the fingers and blow correctly note B, A, G.</p> <p>To play a simple tune using notes B, A and G by changing the fingering.</p> <p>Play simple tunes with notes of short and long duration.</p> <p>Play simple tunes that include crotchet rests.</p> <p>Play simple tunes using the notes B, A and G.</p> <p>Play simple tunes 'by ear'.</p>	<p>Know features of some different musical genres: Country / Big Band / Beatboxing</p> <p>Know the meaning of key vocabulary.</p> <p>Identify and perform features of country music.</p> <p>Identify and perform features of big band music.</p> <p>Identify and perform features of beatboxing.</p> <p>Create and practice a piece of music using features of different genres.</p> <p>Comment on own and other people's performances.</p>	<p>Know that phrases can be sung legato or staccato for different effects</p> <p>Know that songs can be notated using graphic or standard notation</p> <p>Know that lyrics can be used to tell a story</p> <p>Know the meaning of key vocabulary.</p> <p>Experiment with and refine sounds with voice.</p> <p>Maintain an independent part in a performance</p> <p>Create and perform a vocal piece by following a graphic / notated score.</p> <p>Comment on own and other people's performances using yr 6 vocabulary.</p>
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