



# St. John's CE Primary School

## Music Long Term Plan.

### Whole School Music Curriculum Aims:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- Understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

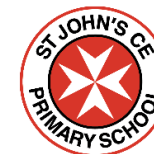
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>One</b>	Keeping the Pulse	Tempo	Dynamics	Sound Patterns	Pitch and Superheroes	Musical Symbols – Under the Sea
<b>Two</b>	Call and Response	Instruments – Musical Storytelling	Singing	Contrasting Dynamics	Structure - Myths and Legends	Pitch - Musical Me
<b>Three</b>	Ballads	Creating Compositions in Response to Animation	Developing Singing Techniques	Pentatonic Melodies	Jazz	Traditional Instruments and Improvisation.
<b>Four</b>	Body and Tuned Percussion	INSTRUMENTAL LESSONS: Glockenspiel  South Africa	Changes in Pitch and Tempo	INSTRUMENTAL LESSONS: Glockenspiel  Caribbean	Samba and Carnival Sounds	Adapting Motifs
<b>Five</b>			Condensed lessons of the following: Composition and Notation, Blues, South and West Africa and Composition to Represent Holi. These lessons will be in conjunction with Ukelele lessons from Mr Oxborrow.			
<b>Six</b>			Condensed lessons of the following: Dynamics/Pitch/Texture, Pop Art and Baroque. These lessons will be in conjunction with Ukelele lessons from Mr Oxborrow.			



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<p><b><u>Keeping the Pulse</u></b></p> <ul style="list-style-type: none"> <li>• Clap the rhythm of their name in time to the pulse.</li> <li>• Sway or tap in time to the pulse.</li> <li>• Sing a rhythm in time with the pulse.</li> <li>• Copy rhythms based on word patterns using an instrument.</li> <li>• Keep the pulse while playing a rhythm on an instrument.</li> <li>• Follow instructions during a performance.</li> </ul>	<p><b><u>Tempo</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrate slow and fast with their bodies and voices.</li> <li>• Demonstrate slow and fast beats while saying a rhyme and using an instrument.</li> <li>• Perform a song using a singing voice.</li> <li>• Perform with an instrument.</li> <li>• Observe others and move, speak, sing and play appropriately.</li> <li>• Sing in time from memory, with some accuracy.</li> <li>• Keep a steady pulse.</li> <li>• Move, speak, sing and play demonstrating</li> </ul>	<p><b><u>Dynamics</u></b></p> <ul style="list-style-type: none"> <li>• Use appropriate, justified movements to represent dynamics.</li> <li>• Identify sounds within the music and describe them using adjectives.</li> <li>• Recreate sounds using voice or body and extend ideas by adding dynamics.</li> <li>• Create appropriate, original sounds with their voice and body.</li> <li>• Use instruments to create loud and soft sounds.</li> <li>• Justify instrument and sound choices.</li> <li>• Follow instructions</li> </ul>	<p><b><u>Sound Patterns</u></b></p> <ul style="list-style-type: none"> <li>• Chant in time with others.</li> <li>• Make changes to the dynamics (volume) of their voice to represent a character.</li> <li>• Respond to hand signals when playing an instrument.</li> <li>• Choose a suitable sound to represent a point in the story.</li> <li>• Read simple rhythmic patterns comprising one beat sounds and one beat rests.</li> <li>• Clap or play a rhythmic pattern along with spoken words.</li> <li>• Play given sound patterns in time with the pulse.</li> </ul>	<p><b><u>Pitch and Superheroes</u></b></p> <ul style="list-style-type: none"> <li>• Identify high and low notes.</li> <li>• Perform high and low notes.</li> <li>• Create and perform a two-note and three-note pattern.</li> <li>• Identify and perform changes in tempo.</li> <li>• Contribute musical ideas and cooperate within a group.</li> <li>• Prepare and perform a musical piece.</li> <li>• Demonstrate a musical understanding of tempo and pitch.</li> <li>• Participate in discussions about pitch and tempo.</li> <li>• Offer feedback to groups on</li> </ul>	<p><b><u>Musical Symbols – under the Sea</u></b></p> <ul style="list-style-type: none"> <li>• Move to reflect a character.</li> <li>• Create sounds to reflect a character</li> <li>• Move at a speed that reflects the tempo of the audio.</li> <li>• Respond to dynamic changes without prompting.</li> <li>• Demonstrate a sound pattern correctly to a pulse.</li> <li>• Sing and play high and low sounds.</li> <li>• Read symbols representing high and low sounds correctly.</li> <li>• Demonstrate an awareness of pitch, rhythm and dynamics</li> </ul>



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	slow and fast beats	during a performance. <ul style="list-style-type: none"> <li>Create and play a musical score that showcases understanding by using dynamic symbols.</li> </ul>	<ul style="list-style-type: none"> <li>Follow instructions during a performance.</li> <li>Join in with repeated phrases using a character voice.</li> </ul>	<ul style="list-style-type: none"> <li>their performance.</li> <li>Follow instructions during a performance.</li> </ul>	within a performance and recognise the symbols representing these.
<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b><u>Call and Response</u></b> <ul style="list-style-type: none"> <li>Use dynamics when creating sound.</li> <li>Play in time with a group.</li> <li>Experiment with different sounds on the same instrument.</li> <li>Clap the animal sound patterns mostly accurately.</li> <li>Clap the sound patterns in time with the pulse of the backing track.</li> <li>Demonstrate both a call and response.</li> </ul>	<b><u>Instruments – Musical Storytelling</u></b> <ul style="list-style-type: none"> <li>Identify sections of the music where the tempo changes.</li> <li>Correctly describe sections of music as fast or slow.</li> <li>Point out moments in the music where the dynamics change.</li> <li>Accurately describe dynamic changes as soft or loud.</li> <li>Give specific examples of how the music</li> </ul>	<b><u>Singing</u></b> <ul style="list-style-type: none"> <li>Breathe after each phrase in a song when singing.</li> <li>Sing a song from memory.</li> <li>Use different pitches while singing (high and low notes).</li> <li>Sing lyrics accurately.</li> <li>Perform actions that match lyrics.</li> <li>Collaborate and communicate within a group.</li> <li>Use sounds creatively to represent a</li> </ul>	<b><u>Contrasting Dynamics</u></b> <ul style="list-style-type: none"> <li>Use their voice to create a variety of sounds.</li> <li>Use dynamics to create an atmosphere.</li> <li>Collaborate with peers to contribute to a group soundscape.</li> <li>Correctly identify changes in dynamics.</li> <li>Show changes in dynamics using bodies and vocals.</li> <li>Compare two pieces of music</li> </ul>	<b><u>Structure - Myths and Legends</u></b> <ul style="list-style-type: none"> <li>Recognise, play and write rhythms with one beats and paired half beats.</li> <li>Show a rest beat using a silent movement.</li> <li>Read and follow a structure from left to right.</li> <li>Add rhythms to a structure to create a beginning, middle and end.</li> <li>Work well as part of a group, listening to others and</li> </ul>	<b><u>Pitch - Musical Me</u></b> <ul style="list-style-type: none"> <li>Move their eyes from left to right to read pitch patterns.</li> <li>Sing high and low notes including the notes in between.</li> <li>Play a pattern of high and low notes on an instrument.</li> <li>Read notation from left to right.</li> <li>Draw high and low sounds using dots at the top and bottom of a page, respectively.</li> </ul>



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<ul style="list-style-type: none"><li>• Copy a sound pattern using an instrument.</li><li>• Playing either a call and/or response role in time with another pupil.</li><li>• Perform a composition.</li></ul>	<p>corresponds to actions in the story.</p> <ul style="list-style-type: none"><li>• Provide clear and specific examples of how music supports the story.</li><li>• Justify tempo and dynamic choices made to represent a character, event or feeling.</li><li>• Suggest appropriate musical dynamics and tempo changes for different scenes of the story.</li><li>• Work as part of a group to rehearse a performance.</li><li>• Perform confidently .</li></ul>	<p>chosen environment.</p> <ul style="list-style-type: none"><li>• Perform a composition.</li><li>• Apply pitch and dynamics to enhance a composition.</li><li>• Read notation from left to right.</li></ul>	<p>using musical vocabulary to describe the changes in dynamics.</p> <ul style="list-style-type: none"><li>• Interpret music in a visual form.</li><li>• Identify and discuss patterns in different pieces of music.</li><li>• Successfully create and play patterns, notating them.</li><li>• Create and play a simple pitch pattern accurately</li></ul>	<p>respecting their ideas.</p> <ul style="list-style-type: none"><li>• Maintain a steady beat.</li><li>• Use a thinking voice to play rhythms on an instrument.</li></ul>	<ul style="list-style-type: none"><li>• Recognise when notes stay the same.</li><li>• Recognise missing notes on a staff.</li></ul>
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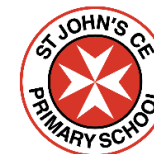
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b><u>Ballads.</u></b></p> <ul style="list-style-type: none"> <li>• Identify the key features of a ballad.</li> <li>• Perform a ballad using actions.</li> <li>• Sing in time and in tune with a song and incorporate actions.</li> <li>• Retell a summary of an animation's story.</li> <li>• Write a verse with rhyming words which tell part of a story.</li> <li>• Perform their lyrics fluently and with actions.</li> </ul>	<p><b><u>Creating compositions/ respond to animation.</u></b></p> <ul style="list-style-type: none"> <li>• Verbalise how the music makes them feel.</li> <li>• Create actions or movements appropriate to each section of a piece of music.</li> <li>• Play in time and with an awareness of other pupils' parts, giving some thought to dynamics.</li> <li>• Play melodies and rhythms which represent their section of animation.</li> </ul>	<p><b><u>Developing Singing Techniques.</u></b></p> <ul style="list-style-type: none"> <li>• Move and sing as a team, following the lyrics on the screen.</li> <li>• Recognise minims, crotchets and quavers often by ear and reliably by sight.</li> <li>• Perform rhythms accurately from notation and layer them to create a composition.</li> <li>• Add appropriate sound effects to their performances using untuned percussion.</li> </ul>	<p><b><u>Pentatonic Melodies.</u></b></p> <ul style="list-style-type: none"> <li>• Match their movements to the music, explaining why they chose these movements.</li> <li>• Accurately notate and play a pentatonic melody.</li> <li>• Play their part in a composition confidently.</li> <li>• Work as a group to perform a piece of music.</li> </ul>	<p><b><u>Jazz.</u></b></p> <ul style="list-style-type: none"> <li>• Explain what ragtime music is.</li> <li>• Play on the 'off beat' and sing a syncopated rhythm.</li> <li>• Play a call and then improvise a response.</li> <li>• Improvise or compose a scat singing performance with sounds and words.</li> <li>• Compose and play a jazz motif fluently, using swung quavers.</li> <li>• Play a swung rhythm using a tuned percussion instrument.</li> </ul>	<p><b><u>Traditional Instruments and Improvisation.</u></b></p> <ul style="list-style-type: none"> <li>• Verbalise feelings about music and identify likes and dislikes.</li> <li>• Read musical notation and play the correct notes of the rag.</li> <li>• Improvise along to a drone and tal.</li> <li>• Play a rag and a tal accurately alongside a drone.</li> <li>• Sing accurately from musical notation and lyrics.</li> <li>• Sing and play in time with others with some degree</li> </ul>



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## Music Long Term Plan.

		<ul style="list-style-type: none"> <li>Join in with the performances confidently, and reasonably in time and tune.</li> <li>Make suggestions for improving their performance.</li> </ul>			of accuracy and awareness of each other's parts.
<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b><u>Body and Tuned Percussion</u></b>	<b><u>INSTRUMENTAL LESSONS:</u></b>  <b><u>South Africa</u></b>	<b><u>Changes in Pitch and Tempo</u></b>	<b><u>INSTRUMENTAL LESSONS:</u></b>  <b><u>Caribbean</u></b>	<b><u>Samba and Carnival Sounds</u></b>	<b><u>Adapting Motifs</u></b>
<ul style="list-style-type: none"> <li>Identify the structure of a piece of music.</li> <li>Have an idea as to when there is one layer in a piece of music and when there are two.</li> <li>Play a sequence in the correct</li> </ul>	<ul style="list-style-type: none"> <li>Correctly label all staff notation features.</li> <li>Share their ideas about South African music.</li> <li>Play both <i>Sheet music: Put on your gumboots!</i> (<i>tuned percussion</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Sing in tune and in harmony with others, with developing breath control.</li> <li>Explain how a piece of music makes them feel with some use of musical terminology.</li> </ul>	<ul style="list-style-type: none"> <li>Name some of the key features of calypso music. Ability to sing the song accurately by the end of the lesson.</li> <li>Sing the song accurately, and perform their news headline</li> </ul>	<ul style="list-style-type: none"> <li>Explain what samba music is and that it is mainly percussion instruments used in celebrations such as Carnival in Brazil.</li> <li>Clap on the off-beat (the and of each</li> </ul>	<ul style="list-style-type: none"> <li>Learn a new song, singing in time and in tune while following the lyrics.</li> <li>Identify motifs aurally and play a repeated pattern on a tuned instrument.</li> </ul>



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<p>order in time with their partner.</p> <ul style="list-style-type: none"> <li>• Have two contrasting rhythms being played together.</li> <li>• Have two different melodies being played together.</li> <li>• Have a complete piece of music with four different layers with an appropriate structure.</li> </ul>	<p><i>part 1) and Sheet music: Put on your gumboots! (tuned percussion part 2) patterns accurately and in time.</i></p> <ul style="list-style-type: none"> <li>• Play both patterns accurately and in time.</li> <li>• Play the rhythmic pattern and sing the tune accurately and in time.</li> <li>• Create and perform an eight beat rhythm pattern.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform a vocal ostinato in time.</li> <li>• Listen to other members of their group as they perform.</li> <li>• Create an ostinato and represent it on paper so that they can remember it.</li> <li>• Create and perform a piece with a variety of ostinatos.</li> </ul>	<p>correctly in the appropriate gap.</p> <ul style="list-style-type: none"> <li>• Explain in simple terms why percussion instruments were important in Trinidad.</li> <li>• Play the sheet music: <i>What's the story?: Tuned percussion part one.</i></li> <li>• Recognise pairs of quavers on a musical score and the ability to play these in context.</li> <li>• Create a pentatonic improvisation using mainly one-beat notes.</li> </ul>	<p>beat) and be able to play a syncopated rhythm.</p> <ul style="list-style-type: none"> <li>• 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).</li> <li>• Play their break in time with the rest of their group and play in the correct place in the piece.</li> <li>• Play in time and with confidence; accurately playing their break.</li> </ul>	<ul style="list-style-type: none"> <li>• Create and performing a motif, notating it with reasonable accuracy.</li> <li>• Transpose their motif, using sharp or flat notes where necessary and change the rhythm.</li> <li>• Combine different versions of a musical motif and perform as a group using musical notation.</li> </ul>
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**YEAR 5:** Condensed Lessons of the following: Composition and Notation, Blues , South and West Africa and Composition to Represent Holi. These lessons will be in conjunction with Ukelele lessons from Mr Oxborrow.

<b><u>Composition and Notation</u></b>	<b><u>Blues</u></b>	<b><u>South and West Africa</u></b>	<b><u>Composition to Represent Holi</u></b>
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<ul style="list-style-type: none"> <li>• Sing in time and in tune with other people and the backing track.</li> <li>• Remember the lyrics to a song.</li> <li>• Identify the structure of a piece of music and match this to non-standard notation.</li> <li>• Improvise their own piece of music.</li> <li>• Play a melody with reasonable accuracy.</li> <li>• Perform with confidence and in time with others.</li> <li>• Compose and play a melody using stave notation.</li> <li>• Contribute meaningfully to the group performance and composition.</li> <li>• Use hieroglyphic notation to show the structure of their piece.</li> </ul>	<ul style="list-style-type: none"> <li>• Name three key features of blues music.</li> <li>• Sing in tune, using vocal expression to convey meaning.</li> <li>• Explain what a chord is and play the chord of C sixteen times.</li> <li>• Play the 12-bar blues correctly.</li> <li>• Play the notes of the blues scale in the correct order, ascending and descending.</li> <li>• Play a selection of blues scale notes out of order in their own improvisation.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing using the correct pronunciation and with increasing confidence.</li> <li>• Play a chord with two notes, remaining in time.</li> <li>• Maintain their part in a performance with accuracy.</li> <li>• Play the more complicated rhythms in time and with rests.</li> <li>• Create an eight-beat break and play this in the correct place.</li> </ul>	<ul style="list-style-type: none"> <li>• Suggest a colour to match a piece of music.</li> <li>• Create a graphic score and describe how this matches the general structure of a piece of music.</li> <li>• Create a vocal composition in response to a picture and justify their choices using musical terms.</li> <li>• Create a vocal composition in response to a colour.</li> <li>• Record their compositions in written form.</li> <li>• Work as a group to perform a piece of music.</li> </ul>
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**Year 6:** Condensed Lessons of the following: Dynamics, Pitch and Texture and Pop Art and Baroque. These lessons will be in conjunction with Ukelele lessons from Mr Oxborrow.

**Dynamics, Pitch and Texture**

**Pop Art**

**Baroque**



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- 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.

- 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.

- Define some key features of Baroque music, including recitative, canon, ground bass and fugue.
- Take part in a vocal improvisation task based on Baroque recitative.
- Play several parts of a canon using staff notation, with or without letter names.
- Compose a ground bass melodic ostinato.
- Notate a ground bass pattern using staff notation.
- Name some well-known Baroque composers and describe what musical features they were known for.
- Learn a fugue part by reading staff notation, with or without note names.
- Perform a fugue.