

**Primary Music Curriculum
Long Term Plan
For St James' CE Primary
School**





	Unit 1 – Focus on listening and appreciation	Unit 2 – Focus on Composition and performance
Reception		Elvis
Year 1	Supporting Unit - Rhythm in the Way we walk Focus performer/ song writer - Paul McCartney	Supporting Unit - You Imagination A wide range of percussion instruments
Year 2	Supporting Unit - Hands, feet, heart Bach Handel	Supporting Unit - I Wanna Play in a Band Abba Recorder
Year 3	Supporting Unit - Let your spirit fly Barry White	Ukelele George Formby
Year 4	Supporting Unit - Lean on me Bill Withers	Brass – all year music hub Orchestral Music
Year 5	Supporting Unit - Livin' on a prayer Bon Jovi	Djembele
Year 6	Samba	Andrew Lloyd Webber and Tim Rice End of Year Performance

Music Long Term Plan 2019-20

		Music Long Term Plan 2019-20			
Year Group		Unit 1		Unit 2	
	Ongoing Skills	Key Skills	Key Knowledge	Key Skills	Key Knowledge
Reception					
Year 1	<ul style="list-style-type: none"> Enjoy singing, playing, trying out and changing sounds. Explore sounds and music through play. Recognise and broadly control change in timbre, tempo, pitch and dynamics. 	<ul style="list-style-type: none"> See ongoing skills Listening to and appreciating different genres music. listen with concentration and understanding to a range of high-quality live and recorded music 	<ul style="list-style-type: none"> Pulse, rhythm, tempo, 	<ul style="list-style-type: none"> learn about working in a group/band/ensemble. start to play a classroom instrument in a group/band/ensemble. play untuned instruments musically begin to create their own responses, melodies and rhythms and record them in some way. begin to work together in a group and perform 	<ul style="list-style-type: none"> Pulse, rhythm, pitch, tempo, dynamics. listen with understanding to a range of high-quality live and recorded music
Year 2	<ul style="list-style-type: none"> Sing broadly in tune within a limited pitch range. Recognise, memorising and joining in with a variety of songs for assemblies and services. Follow and offer simple musical instructions and actions. Keep a steady pulse with some accuracy(internalising) Listen to ideas from others, taking turns as appropriate. Comment on and respond to recordings. Show awareness of the audience when performing. Create music and suggest symbols to represent sounds, make physical 	<ul style="list-style-type: none"> See ongoing skills Listening to and appreciating different genres music. listen with concentration and understanding to a range of high-quality live and recorded music 	<ul style="list-style-type: none"> Pulse, rhythm, pitch, tempo, dynamics. 	<ul style="list-style-type: none"> learn about working in a group/band/ensemble. start to play a classroom instrument in a group/band/ensemble. play untuned instruments musically begin to create their own responses, melodies and rhythms and record them in some way. begin to work together in a group and perform 	<ul style="list-style-type: none"> Pulse, rhythm, pitch, tempo, dynamics. listen with concentration and understanding to a range of high-quality live and recorded music learn about singing and vocal health.

	movements that represent sounds.				
Year 3	<ul style="list-style-type: none"> • Enjoy making, playing, changing and combining sounds. • Experiment with ways of producing sounds – voice, instruments, technology, body sounds. • Sing in tune within a limited pitch range. Reading, recognising, memorising and joining in a variety of songs for assemblies and services and beginning to sing in parts. • Begin to recognise a link between shape and pitch using graphic notations and western standard notations. • Perform with a good sense of 	<ul style="list-style-type: none"> • Games - continue to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Eventually explore the link between sound and symbol. • Singing - continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble. • Perform/Share - Continue to work together in a group/band/ensemble and perform to each other and an audience. 	<ul style="list-style-type: none"> ▪ perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression ▪ improvise and compose music for a range of purposes ▪ listen with attention to detail and recall sounds with increasing aural memory 	<ul style="list-style-type: none"> • Listen & Appraise - begin to recognise styles, find the pulse, recognise instruments, discuss, listen, discuss other dimensions of music. • Games - continue to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Eventually explore the link between sound and symbol. • Singing - continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble. • Playing - play a classroom/band instrument in a group/band/ensemble. • Improvisation - continue to explore and create your own responses, melodies and rhythms. • Composition - - continue to create your own responses, melodies and rhythms and record them in some way. Eventually explore the link between sound and symbol. 	<ul style="list-style-type: none"> ▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ▪ improvise and compose music for a range of purposes ▪ listen with attention to detail and recall sounds with increasing aural memory ▪ use and understand staff and other musical notations ▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ▪ develop an understanding of the history of music.

	<p>pulse and rhythm. Demonstrate a good understanding of the differences between pulse and rhythm.</p>			<ul style="list-style-type: none"> Perform/Share - Continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together. 	
Year 4	<ul style="list-style-type: none"> Join in and stop appropriately responding to musical cues. Follow and lead simple performance directions demonstrating understanding. Listen with concentration, responding appropriately to a variety of live and recorded music. Make Observations about music through movement and other creative responses. Increased understanding and use of basic musical features e.g. dynamics, tempo, pitch. Describe the quality of sounds and how they are made and combined. Know the names of common classroom instruments. 	<ul style="list-style-type: none"> Listen & Appraise - recognise styles, recognise instruments, listen. Games - continue to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Start to explore the link between sound and symbol. Singing - continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble. Playing - Continue to play a classroom/band instrument in a group/band/ensemble. explore the link between sound and symbol. Improvisation continue to explore and create your own responses melodies and rhythms. Composition continue to create your own responses, melodies and rhythms and record them in some way. Start to explore the link between sound and symbol. Perform/Share - Continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together. 	<ul style="list-style-type: none"> sing and play musically with increasing confidence and control. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression listen with attention to detail and recall sounds with increasing aural memory appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music. 	<p>Listen & Appraise - recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music.</p> <ul style="list-style-type: none"> Games - continue to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Start to explore the link between sound and symbol. Singing - continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble. Playing - Continue to play a classroom/band instrument in a group/band/ensemble. Start to explore the link between sound and symbol. Improvisation - continue to explore and create your own responses melodies and rhythms. Composition - continue to create your own responses, melodies and rhythms and record them in some way. Start to explore the link between sound and symbol. Perform/Share - Continue to work together in a group/band/ensemble and perform to each other and an audience. 	<ul style="list-style-type: none"> sing and play musically with increasing confidence and control. develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from

			<ul style="list-style-type: none"> Pulse, rhythm, pitch, tempo, dynamics. 	Discuss/respect/improve your work together.	<p>different traditions and from great composers and musicians</p> <ul style="list-style-type: none"> develop an understanding of the history of music. Pulse, rhythm, pitch, tempo, dynamics.
Year 5	<ul style="list-style-type: none"> Use voice, sounds, technology and instruments in creative ways. Sing and play confidently and fluently maintain an appropriate pulse. Sing with clear diction, accurate tuning, control of breathing and appropriate tone. Reading, recognising, memorising and joining in a variety of songs for assemblies and services and giving a string lead in art singing. Suggest, follow and lead simple performance directions. Demonstrate musical quality in performance e.g. technical accuracy. Maintain an independent part 	<p>In greater depth and with increasing confidence:</p> <ul style="list-style-type: none"> Listen & Appraise - recognise styles, find the pulse, recognise instruments, listen, discuss other internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games (Explore the link between sound and symbol. Singing - sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble. Playing - play a classroom/band instrument in a group/band/ensemble. Explore the link between sound and symbol. Improvisation - explore and create your own responses, melodies and rhythms. Composition - create your own responses, melodies and rhythms and record them in some way. Explore the link between sound and symbol. Perform/Share - work together in a 	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	<p>In greater depth and with increasing confidence:</p> <ul style="list-style-type: none"> Listen & Appraise - recognise styles, find the pulse, recognise instruments, listen, discuss other internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games (Explore the link between sound and symbol. Singing - sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble. Playing - play a classroom/band instrument in a group/band/ensemble. Explore the link between sound and symbol. Improvisation - explore and create your own responses, melodies and rhythms. Composition - create your own responses, melodies and rhythms and record them in some way. Explore the link between sound and symbol. Perform/Share - work together in a group/band/ensemble and perform to each other and an audience. 	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music.

	<p>in a small group when playing or singing.</p> <ul style="list-style-type: none"> • Create simple rhythmic patterns, melodies and accompaniments. • Offer comments about own and others work and ways to improve. Accept feedback and suggestions from others. 	<p>group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.</p>	<p>from different traditions and from great composers and musicians</p> <ul style="list-style-type: none"> • develop an understanding of the history of music. • pulse, rhythm, pitch, tempo, dynamics 	<p>Discuss/respect/improve your work together.</p>	<ul style="list-style-type: none"> • pulse, rhythm, pitch, tempo, dynamics
Year 6	<ul style="list-style-type: none"> • Orally identify, recognise, respond to and use basic music symbols including basic western notation. • Continue to develop understanding of all the elements of music (pitch, rhythm/duration, tempo, dynamics, structure, timbre, texture, silence) and recognise and analyse how they are used in different pieces of music. 	<ul style="list-style-type: none"> • Games - internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Explore the link between sound and symbol. • Singing - sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble. • Playing - play a classroom/band instrument in a group/band/ensemble. Explore the link between sound and symbol. • Improvisation - create your own responses, melodies and rhythms. • Composition - create your own responses, melodies and rhythms and record them in some way. Explore the link between sound and symbol. • Perform/Share - Continue to work together in a group/band/ensemble 	<ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of 	<ul style="list-style-type: none"> • Games - internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Explore the link between sound and symbol. • Singing - sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble. • Playing - play a classroom/band instrument in a group/band/ensemble. Explore the link between sound and symbol. • Improvisation - create your own responses, melodies and rhythms. • Composition - create your own responses, melodies and rhythms and record them in some way. Explore the link between sound and symbol. • Perform/Share - Continue to work together in a group/band/ensemble 	<ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

			<p>high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <ul style="list-style-type: none">• develop an understanding of the history of music.		<ul style="list-style-type: none">• develop an understanding of the history of music.
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