

SUBJECT CURRICULUM LONG TERM PLAN

Subject: Music

Subject Lead/Team: Jo Redfern

2021-2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr R	Exploring songs, action songs and instruments		Recapping songs explored in the autumn term, inventing body percussion sounds, exploring sounds within the environment and using instruments to explore sounds.		Adding instruments to stories focusing on rhythm, tempo, timbre and dynamics.	
Yr 1	Exploring sounds and duration		Exploring pulse, rhythm and pitch		Exploring instruments and symbols and timbre, tempo and dynamics	
Yr2	Exploring duration and pulse and rhythm		Exploring pitch and instruments and symbols		Exploring timbre, tempo and dynamics and sounds	
Yr3	Exploring descriptive sounds and learning songs for the carol concert		Exploring rhythmic patterns and arrangements		Exploring pentatonic scales and sound colours	
Yr4	Exploring rhythmic patterns and learning songs for the carol concert		Exploring arrangements and melodies and scales		Exploring sound, colours and signals	
Yr5	Exploring rhythm and pulse and learning the songs for the Christmas production		Exploring rounds and sound sources		Exploring lyrics and melody and performing together	
Yr6	Exploring rounds and learning songs for the Christmas concert		Exploring sound sources and lyrics and melody		Exploring rhythm and pulse and preparing for the year 6 summer production	

Music Subject 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

Primary

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Subject rationale: *(Consider how your subject rationale connects with the Curriculum rationale)*

Intent

At Balfour Primary the intention is that children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. Our objective at Balfour Primary is to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life. We are committed to ensuring children understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts.

Implementation

The music curriculum ensures students sing, listen, play, perform and evaluate. This is embedded in the classroom activities as well as the weekly singing assemblies, various concerts and performances, the learning of instruments, and the joining of one of our many musical ensembles. The elements of music are taught in the classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. In the classroom students learn how to play an instrument, from all four main instrument groups of wind, strings, percussion and keyboards. In doing so understand the different principle of each method of creating notes, as well as how to read basic music notation. They also learn how to compose focussing on different dimensions of music, which in turn feeds

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their understanding when listening, playing, or analysing music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

Impact

Whilst in school, children have access to a varied programme, which allows students to discover areas of strength, as well as areas they might like to improve upon. The integral nature of music and the learner creates an enormously rich palette from which a student may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. Music will also develop an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world. Children are able to enjoy music, in as many ways as they choose- either as listener, creator or performer. They can dissect music and comprehend its parts. They can sing and feel a pulse. They have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives.

Threshold Concepts and Skills: *(What are the fundamental concepts and ideas that pupils must have grasped by the end of the academic year in your subject)*

Key stage 1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control.

They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

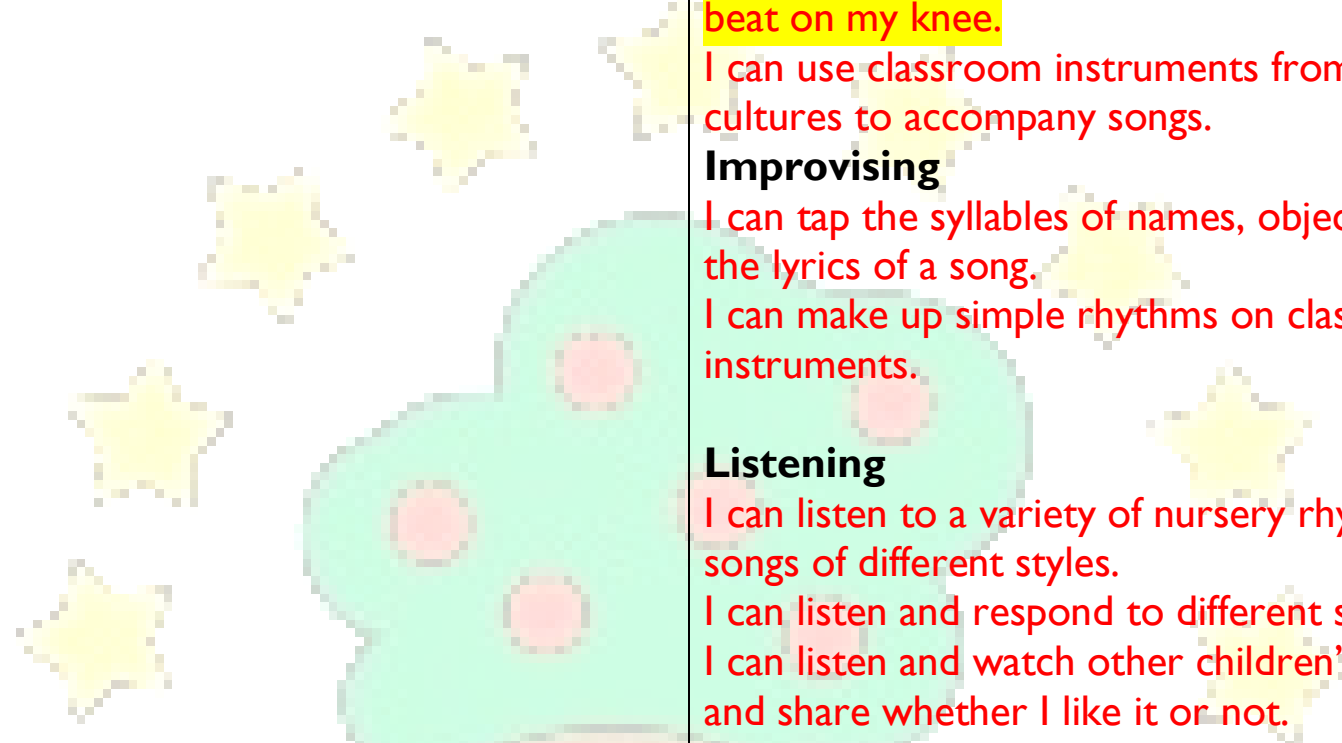
- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall 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.

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Year Group: EYFS

Autumn Term 1 and 2			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
<p>High sounds, low sounds, beat, softly, quietly, loudly, quickly, slowly.</p> <p>Drum, triangle, tambourine and claves.</p>	N/A	Maths, English, Science	Action songs, nursery rhymes and music from around the world; Use imagination and creativity in their learning.
<p>Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge</p> <p>The minimum all pupils should know</p>		<p>Key skills</p> <p>Which can be applied once the knowledge is understood</p>	
<p>I understand how to listen attentively.</p> <p>I understand how to move to and talk about music.</p> <p>I know how to express myself through physical sound and movement.</p> <p>I know that instruments make different noises and sounds.</p>		<p>Singing</p> <p>I can learn to sing /sing along with nursery rhymes and action songs.</p> <p>I can sing call-and- response songs.</p> <p>I can hum and sing short phrases.</p> <p>Playing</p>	

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		<p>I know the names of 4 types of instruments. (See above)</p>		<p>I can keep a steady beat on an instrument/ tap the beat on my knee.</p> <p>I can use classroom instruments from a range of cultures to accompany songs.</p> <p>Improvising</p> <p>I can tap the syllables of names, objects, animals and the lyrics of a song.</p> <p>I can make up simple rhythms on classroom instruments.</p> <p>Listening</p> <p>I can listen to a variety of nursery rhymes, action songs of different styles.</p> <p>I can listen and respond to different styles of music.</p> <p>I can listen and watch other children's performances and share whether I like it or not.</p>	
Spring Term 1 and 2					
Key Vocabulary		Interleaving Opportunities (e.g. when past topics can be revisited)		Links to wider curriculum (e.g. different subjects or key stages)	
High sounds, low sounds, beat, softly, quietly, loudly, quickly, slowly.		Recapping their learning from the autumn term.		Maths, English, Science	
				SMSC	
				Action songs, nursery rhymes and music from around the world – sense of enjoyment and fascination in learning about themselves, others	

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Woodblock, maracas and scraper			and the world around them.
Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>	
Elements of music I understand the meaning of the following: high, low, beat, soft, quiet, loud, quickly, slowly I know a wide repertoire of songs – Nursery rhymes, action songs, number and counting songs, circle songs, playground songs and warm up chants and songs. I understand how to use symbols to sequence sounds. I know the names of 3 types of instruments. (See above)		Singing I can learn to sing nursery rhymes and action songs, and perform them with growing confidence and with an awareness of others in the class. I can use songs with and without words. Playing I can use classroom instruments with growing confidence and accuracy to accompany songs. Improvising I can create rhythms to play on classroom instruments. I can improvise a song around one I already know. Listening I can listen to a variety of nursery rhymes, action songs of different styles. I can listen and respond to different styles of music. I can listen and watch each other's performances and share whether they like it or not.	

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Summer Term 1 and 2			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
<p>High sounds, low sounds, beat, softly, quietly, loudly, quickly, slowly.</p> <p>(Timbre, tempo, pitch and dynamics)</p> <p>Cymbal, castanets, glockenspiel and thundershaker.</p>	<ul style="list-style-type: none"> - The elements of music as stated in the key vocabulary. - How to hold/play a selection of musical instruments. 	<p>English, History, Maths, Geography</p>	<p>Songs, rhymes, chants, music and stories from around the world; Willingness to reflect on their experiences.</p>
<p>Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge</p> <p>The minimum all pupils should know</p>		<p>Key skills</p> <p>Which can be applied once the knowledge is understood</p>	
<p>Elements of music</p> <p>I understand the meaning of the following: high, low, beat, soft, quiet, loud, quickly, slowly</p> <p>I know how to sing a wide repertoire of songs – Nursery rhymes, action songs, number and counting songs, circle songs, playground songs and warm up chants and songs.</p>		<p>Singing</p> <p>I can learn to sing new warm up songs, and perform them with growing confidence with an awareness of others in the class.</p> <p>I can use songs with and without words.</p> <p>Playing</p> <p>I can use instruments to accompany stories with confidence and accuracy.</p>	

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I know that music is different all over the world – but also has common factors.

I understand how to use symbols to sequence sounds.

I know the names of 4 types of instruments. (See above)

I can play instruments with increasing control to express my feelings and ideas.

Improvising

I can change timbre (sound), tempo (speed), pitch (high/low notes) and dynamics (volume).

Composing

I can choose sounds and use them expressively to respond to a stimulus (The stories)

I can create my own song.

Listening

I can listen to stories with a musical accompaniment.

I can respond to ideas given by other children in the class.

I can listen with concentration to a ranger of high-quality live and recorded music.

Performing

I can explore and engage in music making and dance, performing solo and in groups.

Year Group: Yr 1

Autumn Term 1 and 2

Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC

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<p>Dynamics, loud, quiet, score, sound sources, tempo, dynamics, tuned and untuned percussion, conductor, signal, musical elements, sequence, duration, float, fade</p>	<p>Recapping their learning from the spring and summer terms in EYFS</p>	<p>PE, Maths, English</p>	<p>Exploring feelings and values; Using imagination and creativity; Exploring cultural diversity.</p>
<p>Threshold Concepts <i>Knowledge without which later concepts will not be fully understood</i> / Core Knowledge <i>The minimum all pupils should know</i></p>		<p>Key skills <i>Which can be applied once the knowledge is understood</i></p>	
<p>Elements of music</p> <p>I understand the meaning of the following: high, low, beat/pulse, soft, quiet, loud, quickly, slowly, long and short sounds.</p> <p>I know a wide repertoire of songs – singing songs, speaking chants and rhymes and warm up games. I know that music is different all over the world – but also has common factors.</p> <p>I understand that symbols can be used to represent sounds.</p> <p>I know how to use symbols to sequence sounds.</p>		<p>Singing</p> <p>I can sing a wide variety of songs in tune and with control with a sense of shape and melody.</p> <p>Playing</p> <p>I can play instruments and use body percussion with control. I can keep the pulse when playing alongside the class.</p> <p>Improvising</p> <p>I can change tempo (speed), dynamics (volume) and timbre (sound).</p> <p>Composing</p> <p>I can choose sounds and using them expressively to respond to a stimulus. I can create interesting sequences of sound.</p> <p>Listening</p>	

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		I can listen to a wide variety of songs and being able to recognise how sounds can be changed.	
Spring Term 1 and 2			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
Beat, pulse, rhythm, score, pitch, actions, high pitch, medium pitch, low pitch,	The musical elements of rhythm (and beat/pulse) and pitch	Maths, Science (Weather), English	Exploring music from different cultures and historical periods; Using imagination and creativity.
Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know		Key skills Which can be applied once the knowledge is understood	
Elements of music I understand the meaning of the following: pulse, rhythm, pitch. I know a wide repertoire of songs – singing songs and speaking chants and rhymes warm up games. I understand that symbols can be used to represent sounds.		Singing I can sing a wide variety of songs in tune, with a limited pitch range and in control. Playing I can perform a simple accompaniment. I can play instruments with control and accuracy. I can perform with a sense of pulse. Improvising I can clap, play and speak rhythms and beats. Composing I can compose a new melody for a well-known song.	

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		Listening I can listen to songs and recognise the difference between pulse and rhythm and changes in sound.	
Summer Term 1 and 2			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
Loud, quiet, claves, maracas, tambours, agogo bells, cowbells, fast, slow, graphic symbols, score, tap, slide, scrape, timbre, tempo, dynamics	The musical elements of rhythm (and beat/pulse), pitch, tempo and dynamics.	Maths, Art, Science,	Exploring music from different cultures and historical periods; Using imagination and creativity.
Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know		Key skills Which can be applied once the knowledge is understood	
Elements of music I understand that voices and instruments can be manipulated in many different ways through the musical elements. I know a wide repertoire of songs that enables new concepts to be taught, using these familiar songs as a starting point.		Singing I can change and control timbre, tempo, pitch and dynamics using my voice in a variety of songs. Playing I can play and group different instruments. Improvising	

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I know how we can use symbols to sequence sounds.

I can explore and improvise the different sounds that instruments can make.

Listening

I can identify instruments by their sound.

I can recognise the different ways sounds are made and changed.

Year Group: Yr 2

Autumn Term 1 and 2

Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
Duration, pulse, rhythm, beat, dynamics, ostinato, tempo, call and response, timbre	Rhythm, Beat, Tempo and Timbre	Art, Maths	Spiritual – Respecting faiths, feelings and values. Moral – Offering reasoned views. Social – Individual liberty and mutual respect and tolerance of those with a different faiths and beliefs. Cultural – Understand, accept, respect and celebrate diversity.

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Threshold Concepts <i>Knowledge without which later concepts will not be fully understood</i> / Core Knowledge <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>	
Elements of music I understand how sounds can be made and changed and that our voices can be used in different ways. I know how to sing a simple melody in tune. I know that music can be represented in different forms. e.g pictures and patterns.		Singing I can learn and sing a wide selection of songs that discriminate between long and short sounds. I can with a sense of shape and melody. Playing I can perform a simple accompaniment keeping a steady beat on untuned percussion. Improvising I can explore word rhythms in songs. Composing I can compose repeating rhythmic patterns – (Ostinato). Listening I can listen and respond to many different songs that differentiate between long and short sounds and between pulse and rhythm.	
Spring Term 1 and 2			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC

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Dynamics/volume: loud/quiet, pitch movement, phrase, texture, score, crescendo, diminuendo, duration, playing methods: acoustic, timbre	Year 1 Spring term- Exploring pulse, rhythm and pitch Year 1 summer term - Exploring instruments and symbols and timbre, tempo and dynamics	PE, Science, Maths	Spiritual – Exploring beliefs and experience and use of imagination and creativity in their learning. Moral – Understanding the consequences of their behaviour and actions. Social – Using a range of social skills. Cultural – Understanding and appreciating different cultures in school.
Threshold Concepts <i>Knowledge without which later concepts will not be fully understood</i> / Core Knowledge <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>	
Elements of music I understand the difference between high and low sounds and can describe how and why they are different. I understand the way different sounds are made and changed and to explain the changes. I know how to play a variety of classroom instruments.		Singing I can recognise and demonstrate pitch differences in songs. I can sing in tune within a limited pitch range. I can use my voice expressively. Playing I can play instruments expressively in response to a stimulus.	

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I know that symbols can be used to represent sounds.		I can change sounds to create an effect. Improvising I can explore different sounds from instruments/ body percussion. I can experiment with changes – high/low Composing I can create simple melodic patterns. Listening I can listen to a range of songs that vary in their pitch range and notice the changes.	
Summer Term 1 and 2			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
Timbre, tempo, dynamics, pitch, short, long, beat and rhythm.	Year 1 Summer term - Exploring instruments and symbols and timbre, tempo and dynamics	Science (weather)	Spiritual – Exploring beliefs and experience and use of imagination and creativity in their learning. Moral – Understanding the consequences of their behaviour and actions. Social – Using a range of social skills.

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			Cultural – Understanding and appreciating different cultures in school.
Threshold Concepts <i>Knowledge without which later concepts will not be fully understood</i> / Core Knowledge <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>	
Elements of music I know the sounds different instruments can make, depending on what they are made of and what beater is used. I understand and recognise how sounds and instruments can be used expressively. I know how to create music in response to a stimulus.		Singing I can sing a variety of songs in time and in tune with the rest of the class. I can sing with a sense of shape and melody. Playing I can choose appropriate instruments to accompany a song. Improvising I can explore gradual changing of sounds. Composing I can use sounds (junk instruments – shake, tap, and scrape) appropriate to a stimulus and explain reasons for my choices. Listening I can identify accompanying instruments. I can identify sounds in the environment.	

Year Group: Yr 3

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Autumn Term 1 and 2			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
Pulse, rhythm, step movement, pitch, duration, cluster, tempo, hashta, tuned and untuned percussion, structure, tempo, musical elements	EYFS spring term - Exploring sounds within the environment and using instruments to explore sounds. Year 1 Summer term – Exploring instruments and symbols and timbre, tempo and dynamics	English, Science, Art, Geography	Spiritual – Respecting faiths, feeling and values. Moral – offering reasoned views. Cultural – Using a range of social skills. Cultural - Listening to and appreciating music from other cultures – India.
Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>	
Elements of music I understand how to create, perform and analyse short descriptive compositions that combine sounds, movements and words. I know how to create simple rhythmic patterns.		Singing I can sing songs that support the learning of descriptive music. Playing I can perform in a group using my voice and instruments.	

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<p>I know and understand simple note values – crotchet, quaver, minim and rest. (Being able to use simple notation as support)</p> <p>Improvising I can improvise a rhythmic patterns in 4/4 time</p> <p>Composing I can compose music within a given structure – Halloween Rap</p> <p>Listening I can listen to and appreciate music from a variety of genres and countries. I can respond to pieces of music, giving reasons for my opinions.</p>			
<p>Spring Term 1 and 2</p>			
<p>Key Vocabulary</p>	<p>Interleaving Opportunities (e.g. when past topics can be revisited)</p>	<p>Links to wider curriculum (e.g. different subjects or key stages)</p>	<p>SMSC</p>
<p>Pulse, accompaniment, timbre, melodic phrase, call and response, step movement, pitch, tempo, musical elements, dynamics, tempo, accompaniment pentatonic scale, improvise, score, notation, rhythm.</p>	<p>Year 1 Summer term - Exploring instruments and symbols and timbre, tempo and dynamics Year 2 Spring term - Exploring pitch and instruments and symbols-</p>	<p>Geography, History,</p>	<p>Spiritual – using imagination and creativity. Moral – Recognising between what is right and wrong (Choosing appropriate music) Social – Respecting and tolerating the views and musical preferences of others. Cultural – Understand, respect and celebrate diversity.</p>

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<p>Threshold Concepts <i>Knowledge without which later concepts will not be fully understood</i> / Core Knowledge <i>The minimum all pupils should know</i></p>	<p>Key skills <i>Which can be applied once the knowledge is understood</i></p>
<p>Elements of music I understand how to perform as a member of a team/group – listening, watching and being respectful of others. I know how to use and choose the appropriate tuned and untuned percussion instruments and know which beaters would work best. I understand simple notation and rhythmic patterns. I know how to express opinions and ideas when listening to new music.</p>	<p>Singing I can sing a wide selection of songs in tune, within a limited pitch range and sing with a good sense of pulse and rhythm. I can recognise a link between shape and pitch.</p> <p>Playing I can lead and follow simple performance directions, responding to musical cues and joining and stopping as appropriate. I can play simple melodic phrases on tuned percussion.</p> <p>Improvising I can explore simple rhythmic and melodic patterns.</p> <p>Composing I can compose melodic and rhythmic phrases to fit within a song.</p> <p>Listening I can listen to the different ways that instruments accompany songs. I can identify accompaniment instruments. I can respond to pieces of music, giving reasons for my opinions.</p>

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Summer Term 1 and 2			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
Programme music, timbre, rhythm, beat, dynamics, tempo, structure	Year 1 Autumn term - Exploring sounds and duration	Art	Spiritual – Enjoying learning about oneself, others and the surrounding world. Moral – Offering reasoned views. Social – Appreciating diverse viewpoints. Cultural – Understanding cultural influences.
Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>	
Elements of music I know how to analyse music with confidence. I understand sound vocabulary. I know the characteristics of singing games. I understand the difference between rhythm and pulse. I know how to perform confidently with others.		Singing I can sing as part of a composition. I can learn and sing action/ playground games. Playing I can play instruments/ body percussion during composing activities. Improvising. I can explore sounds before composing activities.	

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	<p>Composing</p> <p>I can choose and organise sounds in order to create several pieces of programme music that describe various pictures and paintings.</p> <p>I can justify reasons for choices made in the composing process.</p> <p>Listening</p> <p>I can listen to and respond to a selection of 'programme music'.</p> <p>I can listen to and review mine and other's work.</p> <p>I can accept feedback and suggestions from others.</p>
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Year Group: Yr 4

Autumn Term 1 and 2			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
Pulse, ostinato, rest, rhythm, body percussion, improvise, accompaniment, melodic phrase, notation, pitch, structure.	<p>Year 3 Autumn term - Exploring rhythmic patterns.</p> <p>Year 3 spring term - Exploring arrangements</p>	Maths, geography	<p>Spiritual – A sense of enjoyment in learning about music from around the world.</p> <p>Moral – Offering reasoned and moral views.</p>

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			<p>Social – Developing skills and attributes.</p> <p>Cultural – Understanding the wide range of cultural influences in their own heritage and that of others.</p>
<p>Threshold Concepts <i>Knowledge without which later concepts will not be fully understood</i> / Core Knowledge</p> <p><i>The minimum all pupils should know</i></p>		<p>Key skills</p> <p><i>Which can be applied once the knowledge is understood</i></p>	
<p>Elements of music</p> <p>I understand how to create simple rhythmic patterns and perform them rhythmically using notation as a support.</p> <p>I know how to create and combine rhythmic and melodic material as part of a class performance.</p> <p>I understand the meaning of rhythm and melody.</p>		<p>Singing</p> <p>I can sing a lullaby with confidence and in pitch. I can recognise the rhythmic phrases of the song.</p> <p>Playing</p> <p>I can maintain a melodic or rhythmic pattern independently.</p> <p>Improvising</p> <p>I can improvise rhythmic patterns in 4/4 time.</p> <p>Composing</p> <p>I can compose rhythms and lyrics for a rap.</p> <p>Listening</p> <p>I can listen to a piece of music and describing what I have heard.</p>	
Spring Term 1 and 2			

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Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
<p>Melody, scale, pitch, interval, phrase, programme music, mood, image, musical elements – tempo, dynamics, rhythm, duration, texture, timbre.</p>	<p>Year 3 summer term - Exploring sound colours</p>	<p>Maths and Art</p>	<p>Spiritual – A sense of enjoyment in learning about music from around the world. Moral – Offering reasoned and moral views. Social – Developing skills and attributes. Cultural – Understanding the wide range of cultural influences in their own heritage and that of others.</p>
<p>Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know</p>		<p>Key skills Which can be applied once the knowledge is understood</p>	
<p>Elements of music I know what a scale is. I know how to create short melodies and accompaniments.</p>		<p>Singing I can sing the first verse and chorus of Do-Re-Me with confidence and accuracy. I can use the Kodlay hand signs with the lyrics. Playing</p>	

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<p>I understand how to create, perform and analyse compositions and have a basic sound vocabulary.</p>		<p>I can play a melodic instrument to demonstrate an understanding of intervals and scales.</p> <p>I can play tuned and untuned instruments expressively.</p> <p>Improvising</p> <p>I can improvise simple melodic intervals.</p> <p>I can improvise melodic and rhythmic patterns for compositions.</p> <p>Composing</p> <p>I can compose phrases that include melodic intervals of a 3rd, 4th and 5th.</p> <p>Listening</p> <p>I can listen to other's melodies and compositions and give feedback.</p>	
Summer Term 1 and 2			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
Signal, melodic, rhythmic, pitch, dynamics, rhythm, beat, timbre, tempo, duration, structure	Year 3 Autumn term - Exploring descriptive sounds	Geography, English and Art	Spiritual – Exploring beliefs, feelings and values. Moral – Offering reasoned views. Social – Showing a mutual respect for other people's beliefs.

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			Cultural – Understanding and appreciation for different cultures.
Threshold Concepts <i>Knowledge without which later concepts will not be fully understood</i> / Core Knowledge <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>	
Elements of music I know that signals are used in conducting and directing musical ensembles. I understand the importance of a good sense of pulse and rhythm and knowing the differences between the two. I know how to perform as part of a group. I understand how to create, perform and analyse short descriptive sounds, movements and words.		Singing I can identify and sing back melodic phrases (signals). I can sing as part of my own composition. Playing I can choose the appropriate tuned and untuned instruments to perform on. Improvising I can improvise melodic and rhythmic patterns for compositions. Composing I can exploring structure to create a unique piece of music. Listening I can listen to a variety of melodic signals in the environment. I can identify how musical signals are used to control musicians. I can consider how words and music and used in music.	

SUBJECT CURRICULUM LONG TERM PLAN

Year Group: Yr 5

Autumn Term 1 and 2

Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
Rhythm, pulse, cyclic pattern, ostinato, tempo, call and response, cue, round, verse, chorus, unison, entry point, pitch, drone	Spring term year 1 Autumn term year 2, 3 and 4.	Maths, Geography, Art, English	Spiritual – A sense of enjoyment in learning about music from around the world – Africa and Brazil. Moral – Offering reasoned and moral views. Social – Developing skills and attributes.

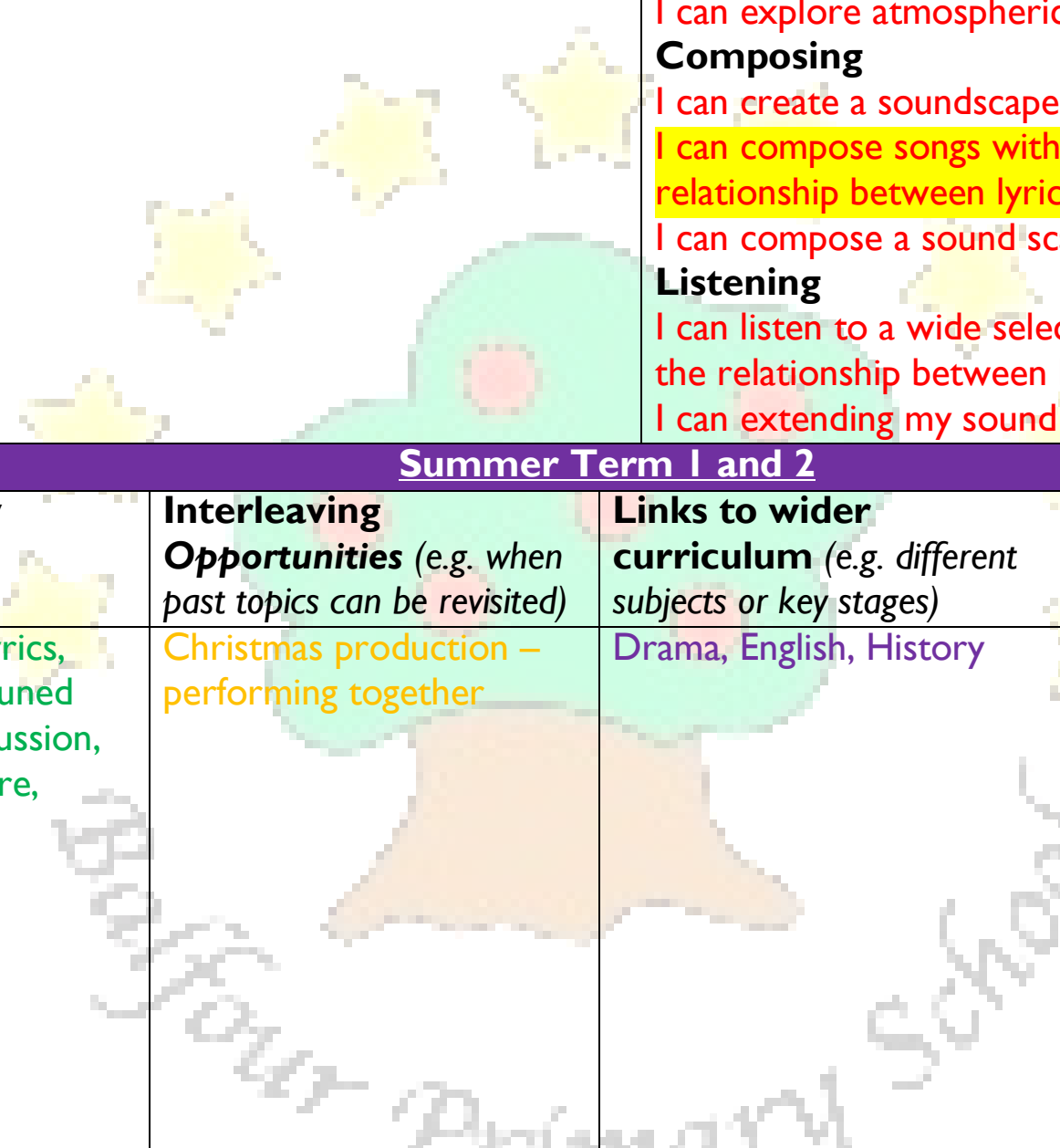
SUBJECT CURRICULUM LONG TERM PLAN

			Cultural – Understanding the wide range of cultural influences in their own heritage and that of others.
Threshold Concepts <i>Knowledge without which later concepts will not be fully understood</i> / Core Knowledge <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>	
Elements of music I understand the difference between pulse and rhythm. I know how to confidently hold my own part on an instrument and vocally. I understanding the importance of a strong sense of pulse. I know how to sing a simple phrase in tune and confidently. I understand the meaning and variations of accompaniment.		Singing I can develop my ability and confidence to sing in 2,3 and 4 parts. I can sing rounds. Playing I can perform rhythmic patterns confidently and with a strong sense of pulse. Improvising I can explore the effect of 2 or more pitched notes sounding together. I can experiment with melodic ostinato, drones and single note accompaniments. Composing I can experiment with concords and dischords. Listening I can identify rhythmic patterns in African and Brazilian music.	

SUBJECT CURRICULUM LONG TERM PLAN

		I can listen to a wide selection of songs that can be used as rounds.	
Spring Term 1 and 2			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
Clusters, duration, tempo, texture, timbre, dynamics, pitch, sustained, overlapping, attack, decay, lyrics, melody, purpose, context, protest song,	Summer term year 4 - Exploring signals and descriptive sounds Year 3 and year 4 spring term – Melodies and scales and lyrics.	History and Science	Spiritual – Exploring beliefs, feelings and values. Moral – Offering reasoned views. Social – Showing a mutual respect for other people’s beliefs. Cultural – Understanding and appreciation for different cultures.
Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know		Key skills Which can be applied once the knowledge is understood	
Elements of music I understand the basics of sound vocabulary. I know the basic elements of a soundscape. I understand that there is a relationship between lyrics and melody.		Singing I can sing a wide range of songs that have different purposes and contexts. Playing I can perform soundscapes on keyboards. Improvising	

SUBJECT CURRICULUM LONG TERM PLAN

		<p>I can explore atmospheric sounds on the keyboards.</p> <p>Composing</p> <p>I can create a soundscape on the keyboard.</p> <p>I can compose songs with an awareness of the relationship between lyrics and melody</p> <p>I can compose a sound scape.</p> <p>Listening</p> <p>I can listen to a wide selection of songs and analyse the relationship between lyrics and melody.</p> <p>I can extending my sound vocabulary.</p>	
		<p>Summer Term 1 and 2</p>	
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
Melody, phrase, lyrics, accompaniment, tuned and untuned percussion, rhythm, style, genre, improvise	Christmas production – performing together	Drama, English, History	<p>Spiritual – using imagination and creativity.</p> <p>Moral – Recognising between what is right and wrong.</p> <p>Social – Respecting and tolerating the views and musical preferences of others.</p> <p>Cultural – Understand, respect and celebrate diversity.</p>

SUBJECT CURRICULUM LONG TERM PLAN

Threshold Concepts <i>Knowledge without which later concepts will not be fully understood</i> / Core Knowledge <i>The minimum all pupils should know</i>	Key skills <i>Which can be applied once the knowledge is understood</i>
Elements of music I understand how to take part in a class performance. I know how to demonstrate expression and control in a performance. I know the musical elements. I understand how to create, perform and analyse short descriptive sounds, movements and words.	Singing I can explore musical singing styles and developing an awareness of the elements of music. Playing I can play with confidence, expression and control when taking part in a whole class performance. Improvising I can consolidate my rhythm and pitch knowledge Composing I can compose within a given structure. Listening I can listen to and exploring a wide range of musical styles

Year Group: Yr 6

Autumn Term 1 and 2			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
Round, chords, melody, rhythm, accompaniment,	Year 5 Autumn term – Exploring rounds.	History, Geography and Science	Spiritual – using imagination and creativity

SUBJECT CURRICULUM LONG TERM PLAN

<p>ostinato, drone, phrase, loop,</p>	<p>Year 5 Spring term - Exploring sound sources</p>		<p>and exploring the surrounding world. Moral – Recognising between what is right and wrong. Social – Respecting and tolerating the views and musical preferences of others. Cultural – Understand, respect and celebrate diversity.</p>
<p>Threshold Concepts <i>Knowledge without which later concepts will not be fully understood</i> / Core Knowledge <i>The minimum all pupils should know</i></p>	<p>Key skills <i>Which can be applied once the knowledge is understood</i></p>		
<p>Elements of music I know how to sing with a strong sense of pitch over the range of an octave. I know how to sing and play music in at least 2 parts. I understand the role of an accompaniment. I know how to accompany on tuned and untuned instruments. I know how to play a single note accompaniment. I understand basic sound vocabulary. I know the basic elements of a soundscape.</p>	<p>Singing I can sing in a round. I can sing and play music in 2 or more parts. Playing I can perform rhythmic patterns confidently and with a strong sense of pulse. Improvising I can experiment with clusters. Composing</p>		

SUBJECT CURRICULUM LONG TERM PLAN

		<p>I can explore the effect of 2 or more pitched notes sounding together.</p> <p>I can experiment with melodic ostinato, accompaniments and drones.</p> <p>Listening</p> <p>I can recognise songs that have 2, 3 and 4 parts.</p> <p>I can listen to other's compositions and give feedback.</p>	
Spring Term 1 and 2			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
Lyrics, melody, verse, chorus, ostinato, scat, bop, swing, jazz, folk, blues, chord, rhythm, pulse, Gamelan, cyclic pattern	Year 5 Spring term – Exploring lyrics and melody. Year 5 Autumn term – exploring rhythm and pulse.	History, Geography	Spiritual – Exploring beliefs, feelings and values. Moral – Offering reasoned views. Social – Showing a mutual respect for other people's beliefs. Cultural – Understanding and appreciation for different cultures.
Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know		Key skills Which can be applied once the knowledge is understood	

SUBJECT CURRICULUM LONG TERM PLAN

Elements of music I understand that there is a relationship between lyrics and melody. I understand the difference between rhythm and pulse. I know the importance of having a strong sense of pulse. I know how to perform rhythmic patterns on instruments.		Singing I can extend my sound vocabulary by singing a variety of songs from different genres and contexts. Playing I can play on tuned and untuned instruments ostinato, chords and melodic phrases from the Gamelan. Improvising I can improvise blues rhythms and melodies on tuned and untuned instruments. Composing I can identify the features of a soundscape. I can compose a soundscape. I can compose a song with an awareness of the relationship between lyrics and melody. Listening I can extend my sound vocabulary by listening to a variety of songs from different genres and contexts.	
Summer Term 1 and 2			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC

SUBJECT CURRICULUM LONG TERM PLAN

Two-part song, backing vocal, chorus, verse, accompaniment	All topics from EYFS – Year 6 as each one has performance elements.	English	Spiritual – using imagination and creativity. Moral – Recognising between what is right and wrong. Social – Respecting and tolerating the views and musical preferences of others. Cultural – Understand, respect and celebrate diversity.
Threshold Concepts <i>Knowledge without which later concepts will not be fully understood</i> / Core Knowledge <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>	
Elements of music I understand the relationship between lyrics and melody. I understand the difference between rhythm and pulse. I know the importance of having a strong sense of pulse. I know how to perform rhythmic patterns confidently.		Singing I can sing a range of musical styles and genres in warm up activities and in lessons. Playing I can play instruments and use my voice when taking part in a whole class performances with confidence, expression and control. Improvising I can develop an awareness of the elements of music through improvisation.	

SUBJECT CURRICULUM LONG TERM PLAN

I understand how to sing with a strong sense of pitch over the range of an octave and sing and play music in at least 2 parts.

I know how to accompany on tuned and untuned instruments.

I know how to play drones and single note accompaniments.

I understand that composers use starting points for their compositions.

I know how to perform as part of a group.

I understand how to create, perform and analyse short descriptive sounds, movements and words.

Composing

I can compose rhythms and melodies within a given structure.

I can consolidate rhythm and pitch knowledge.

Listening

I can listen to and explore a variety of musical styles and genres.

Bealton Primary School