



Music Long Term Plan 2022/23

Key Stage 2

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 interrelated 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.

NEW - There will also be a timetable for listening to different pieces of music throughout the key stage to broaden the children's experiences of music from different ages.



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Year 3		
Autumn	Spring	Summer
<p>Creating compositions in response to an animation (Theme: Mountains)</p> <p>Knowledge</p> <ul style="list-style-type: none"> I understand that the timbre of instruments played affects the mood and style of a piece of music. I know that an ensemble is a group of musicians who perform together. I know that to perform well, it is important to listen to the other members of your ensemble. <p>Listening</p> <ul style="list-style-type: none"> I can discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary. I can understand that music from different parts of the world, and different times, has different features. I can recognise and explain the changes within a piece of music using musical vocabulary. I can describe the timbre, dynamics and textural details of a piece of music, both verbally and through movement. I am beginning to show an awareness of metre. I am beginning to use musical vocabulary when discussing improvements to my work and the work of others. 	<p>Jazz</p> <p>Knowledge</p> <ul style="list-style-type: none"> I understand that 'syncopation' means a rhythm that is played off the natural beat. I know that Ragtime is piano music that uses syncopation and a fast tempo. I know that jazz is a type of music that originated in the African-American communities of the USA about 120 years ago. To know that 'scat singing' is using made-up words to create the sound of an instrument playing. <p>Listening</p> <ul style="list-style-type: none"> I can discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary. I can understand that music from different parts of the world, and different times, has different features. I can recognise and explain the changes within a piece of music using musical vocabulary. I can describe the timbre, dynamics and textural details of a piece of music, both verbally and through movement. 	<p>Traditional instruments and improvisation (Theme: India)</p> <p>Knowledge</p> <ul style="list-style-type: none"> I know that Indian music uses all of the sounds in between the 12 'notes' that we are used to in western music. I know that a 'tala' is a set rhythm that is repeated over and over, usually on the drums called 'tabla'. I know that a 'rag' is the tune in traditional Indian music, and is often played on a stringed instrument called a 'sitar' I know that a 'drone' in music is a note that goes on and on, staying the same, a bit like someone humming a long-held note I know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music. <p>Listening</p> <ul style="list-style-type: none"> I can discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary. I can understand that music from different parts of the world, and



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<p><u>Composing</u></p> <ul style="list-style-type: none"> • I can combine melodies and rhythms to compose a multi-layered composition in a given style. • I can use letter name and rhythmic notation, and key musical vocabulary to label and record my compositions. • I can suggest and implement improvements to my own work. <p><u>Performance</u></p> <ul style="list-style-type: none"> • I can play in time with my peers, with some degree of accuracy and awareness of my part in the group performance. 	<ul style="list-style-type: none"> • I am beginning to show an awareness of metre. • I am beginning to use musical vocabulary when discussing improvements to my work and the work of others. <p><u>Composing</u></p> <ul style="list-style-type: none"> • I can compose a piece of music in a given style with voices and instruments. • I can combine melodies and rhythms to compose a multi-layered composition in a given style. • I can use letter name and rhythmic notation, and key musical vocabulary to label and record my compositions. <p><u>Performance</u></p> <ul style="list-style-type: none"> • I can sing songs in a variety of musical styles with accuracy and control, demonstrating vocal technique. • I can play and sing in time with my peers, with some degree of accuracy and awareness of my part in the group performance. • I can perform from basic staff notation, incorporating rhythm and pitch and am able to identify these symbols using musical terminology. 	<p>different times, has different features.</p> <ul style="list-style-type: none"> • I can recognise and explain the changes within a piece of music using musical vocabulary. • I can describe the timbre, dynamics and textural details of a piece of music, both verbally and through movement. • I am beginning to use musical vocabulary when discussing improvements to my work and the work of others. <p><u>Composing</u></p> <ul style="list-style-type: none"> • I can compose a piece of music in a given style with voices and instruments. • I can use letter name and rhythmic notation, and key musical vocabulary to label and record my compositions. <p><u>Performance</u></p> <ul style="list-style-type: none"> • I can play and sing in time with my peers, with some degree of accuracy and awareness of my part in the group performance. • I can perform from basic staff notation, incorporating rhythm and pitch and am able to identify these symbols using musical terminology.
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Autumn	Spring	Summer
<p>Changes in pitch, tempo and dynamics</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> I know that when you sing without accompaniment it is called 'A Capella'. I understand that harmony means playing two notes at the same time, which usually sound good together. I know an ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice. I know that 'performance directions' are words added to music notation to tell the performers how to play. <p><u>Listening</u></p> <ul style="list-style-type: none"> I can recognise the use and development of motifs in music I can identify gradual dynamic and tempo changes within a piece of music I can recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary. I can recognise, name and explain the effect of the interrelated dimensions of music. I can identify scaled dynamics (crescendo/decrescendo) 	<p>Rock and Roll</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> I know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals. It was created after the second world war and it was intended to represent happiness. I know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll. I know that playing in time means all performers playing together at the same speed. I know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed. <p><u>Listening</u></p> <ul style="list-style-type: none"> I can recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary. I can identify common features between different genres, styles and traditions of music. I can recognise, name and explain the effect of the interrelated dimensions of music. 	<p>Samba and carnival sounds and instruments (South America)</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> I know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms. I understand that the 'on beat' is the pulse of a piece of music, and the 'off beat' is beats that fall in between these. I understand that a rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms. <p><u>Listening</u></p> <ul style="list-style-type: none"> I can recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary. I can identify common features between different genres, styles and traditions of music. I can recognise, name and explain the effect of the interrelated dimensions of music. I can use musical vocabulary to discuss the purpose of a piece of music. <p><u>Composing</u></p> <ul style="list-style-type: none"> I can begin to improvise musically within a given style.



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- I can use musical vocabulary to discuss the purpose of a piece of music.
- I can use musical vocabulary when discussing improvements to their own and others' work.

Composing

- I can compose a coherent piece of music in a given style with voices, bodies and instruments.
- I can begin to improvise musically within a given style.
- I can develop melodies using rhythmic variation, transposition, inversion, and looping.
- I can use letter names, graphic and rhythmic notation and musical vocabulary to label and record their compositions.

Performance

- I can sing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamics.
- I can sing and play in time with peers with accuracy and awareness of their part in the group performance.

- I can use musical vocabulary to discuss the purpose of a piece of music.
- I can use musical vocabulary when discussing improvements to their own and others' work.

Performance

- I can sing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamics.
- I can sing and play in time with my peers with accuracy and awareness of their part in the group performance.
- I can play melody parts on tuned instruments with accuracy and control and develop instrumental technique.

- I can create a piece of music with at least four different layers and a clear structure.
- I can suggest improvements to others' work, using musical vocabulary.

Performance

- I can sing and play in time with peers with accuracy and awareness of their part in the group performance.
- I can play syncopated rhythms with accuracy, control and fluency.



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Year 5		
Autumn	Spring	Summer
<p>Blues</p> <p>Knowledge</p> <ul style="list-style-type: none"> I understand that a chord is the layering of several pitches played at the same time. I know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords. I know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry. I know that a 'bent note' is a note that varies in its pitch, e.g. the pitch may slide up or down. I understand that a chord is the layering of several pitches played at the same time. <p>Listening</p> <ul style="list-style-type: none"> I recognise and can confidently discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary. I can represent the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. I can compare, discuss and evaluate music using detailed musical vocabulary. <p>Composing</p>	<p>Compositions notation (Ancient Egypt)</p> <p>Knowledge</p> <ul style="list-style-type: none"> I know that simple pictures can be used to represent the structure (organisation) of music. I understand that a slow tempo and a minor key (pitch) can be used to make music sound sad. I understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note. I know that simple pictures can be used to represent the structure (organisation) of music. <p>Listening</p> <ul style="list-style-type: none"> I can represent the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. I am developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. <p>Composing</p>	<p>South and West Africa</p> <p>Knowledge</p> <ul style="list-style-type: none"> I know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language. I know that 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings. I understand that major chords create a bright, happy sound. I know that poly-rhythms mean many rhythms played at once. I know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language. <p>Listening</p> <ul style="list-style-type: none"> I can recognise and confidently discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary. I can compare, discuss and evaluate music using detailed musical vocabulary. I can develop confidence in using detailed musical vocabulary (related to the inter-related dimensions of music)



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- I can improvise coherently within a given style.
- I can select, discuss and refine musical choices both alone and with others, using musical vocabulary with confidence.
- I can suggest and demonstrate improvements to my own and others' work.

Performance

- I can sing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.
- I can work as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.
- I can combine rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.
- I can use staff notation to record rhythms and melodies

- I can compose a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).
- I can improvise coherently within a given style.
- I can use staff notation to record rhythms and melodies.
- I can select, discuss and refine musical choices both alone and with others, using musical vocabulary with confidence.
- I can suggest and demonstrate improvements to my own and others' work.

Performance

- I can sing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.
- I can work as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.
- I can combine rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.

to discuss and evaluate their own and others' work.

Composing

- I can improvise coherently within a given style.
- I can combine rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.

Performance

- I can sing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.
- I can work as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.
- I can combine rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.
- I can use staff notation to record rhythms and melodies.



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Year 6		
Autumn	Spring	Summer
<p>Dynamics, pitch and texture (Coast - Fingal's Cave)</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> I know that the conductor beats time to help the performers work well together. I understand that improvisation means making up music 'on the spot'. I understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. I know that timbre can also be thought of as 'tone colour' and can be described in many ways e.g. warm or cold, rich or bright. <p><u>Listening</u></p> <ul style="list-style-type: none"> I can discuss musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. I can represent changes in pitch, dynamics, and texture using graphic notation, justifying my choices with reference to musical vocabulary. I can use musical vocabulary correctly when describing and evaluating the features of a piece of music. 	<p>Film Music</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> I know that a film soundtrack includes the background music and any songs in a film. I understand that 'major' key signatures use note pitches that sound cheerful and upbeat. I understand that 'minor' key signatures use note pitches that can suggest sadness and tension. I know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'. <p><u>Listening</u></p> <ul style="list-style-type: none"> I can recognise and confidently discuss the stylistic features of music and relate it to other aspects of the Arts. I can represent changes in pitch, dynamics, and texture using graphic notation, justifying my choices with reference to musical vocabulary. I can identify the way that features of a song can complement one another to create a coherent overall effect. 	<p>Theme and variations (Pop Art)</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> I know that 'theme' is a main melody in a piece of music. I know that 'variations' in music are when a main melody is changed in some way throughout the piece. I know that 'The Young Person's Guide to the Orchestra' was written by Benjamin Britten I understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly. <p><u>Listening</u></p> <ul style="list-style-type: none"> I can discuss musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. I can recognise and confidently discuss the stylistic features of music and relate it to other aspects of the Arts. I can represent changes in pitch, dynamics, and texture using graphic notation, justifying my choices with reference to musical vocabulary.



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- I can confidently use detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate my own and other's work.

Compose

- I can improvise coherently and creatively within a given style, incorporating given features.
- I can compose a multi-layered piece of music from a given stimulus with voices, bodies and instruments.
- I can develop melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.
- I can record my own composition using appropriate forms of notation and/or technology.
- I can constructively critique my own and other's work, using musical vocabulary.

Performance

- I can work as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.
- I can perform a solo or take a leadership role within a performance.
- I can perform with accuracy and fluency from graphic and staff notation and from their own notation.

- I can use musical vocabulary correctly when describing and evaluating the features of a piece of music.
- I can evaluate how the venue, occasion and purpose affects the way a piece of music sounds.
- I can confidently use detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate my own and other's work.

Compose

- I can improvise coherently and creatively within a given style, incorporating given features.
- I can record my own composition using appropriate forms of notation and/or technology.
- I can constructively critique my own and other's work, using musical vocabulary.

Performance

- I can work as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.
- I can perform with accuracy and fluency from graphic and staff notation and from their own notation

- I can identify the way that features of a song can complement one another to create a coherent overall effect.
- I can use musical vocabulary correctly when describing and evaluating the features of a piece of music.
- I can confidently use detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate my own and other's work.

Compose

- I can improvise coherently and creatively within a given style, incorporating given features.
- I can compose a multi-layered piece of music from a given stimulus with voices, bodies and instruments.
- I can develop melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.
- I can constructively critique my own and other's work, using musical vocabulary.

Performance

- I can sing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.
- I can work as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.



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- I can perform by following a conductor's cues and directions.

- I can perform with accuracy and fluency from graphic and staff notation and from their own notation