



Backworth Park Primary School Long Term Plan Music

| | Throughout the Early Years Learning Journey. Sing me a song: Can we join in and sing together? Gung hey fat choi!: Can we change sounds? Sounds of nature: Can we match the sounds? | | |
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| | Autumn | Spring | Summer |
| Nursery | <ul style="list-style-type: none"> - Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. - Tune into body percussion sounds Free exploration of musical instruments - Learn to play, tapping, banging, shaking - Listen with increased attention to sounds. - Begin to move to a steady beat - Sing and remember some simple rhymes and songs - Play instruments with increasing control | <ul style="list-style-type: none"> - Play instruments with increasing control in time to a variety of beats from music across the world. (Chinese New Year) - Begin to sing the pitch of a tone sung by another person (pitch match) | <ul style="list-style-type: none"> - Sings the melodic shape (moving melody, such as up and down, down and up) of familiar songs. - Plays instruments with increasing control to express feelings and ideas. - Remember and sing whole songs. - Play instruments with increasing control to express their feelings and ideas - Know by heart most of the words of simple repetitive songs and melodic nursery rhymes. - Create their own songs, or improvise a song around one they know. |
| Reception | <ul style="list-style-type: none"> - Listen to 'Autumn' (Vivaldi's Four Seasons), moving to and talking about the music to express feelings and responses. - Mark the pulse of pieces of music using body percussion. - Copy, memorise and perform a repertoire of simple hand-action songs or rhymes related to themselves and the world around them. - Listen to 'Winter' (Vivaldi's Four Seasons), moving to and talking about the music to express feelings and responses - Perform a small repertoire of short repetitive songs. - Know further action songs and story ring games by heart | <ul style="list-style-type: none"> - Learn how to perform a dragon dance to celebrate Chinese New Year. - Using Chinese New Year songs, children tap out simple rhythms and explore and change sounds. - Appraise dance, using costumes and props to extend experiences. - Listen to 'Spring' (Vivaldi's Four Seasons), moving to and talking about the music to express feelings and responses. - Memorise short choreograph dance sequences to accompany songs in pairs or groups. - Discuss the pitch contrast in tuned percussion. | <ul style="list-style-type: none"> - Move rhythmically on the spot and travelling, using hands or feet to mark the beat. - Begin to echo simple short-rhythmic phrases using untuned percussion. - Move and draw rhythmically in large scale movements using crepe paper ribbons to Holt: The Planets. - Begin to respond to call and response songs. - Listen to 'Summer' (Vivaldi's Four Seasons), moving to and talking about the music to express feelings and responses. - Learn and perform simple sea shanties, by singing and humming. - Use body percussion and instrumental sound effects to tell a story. |
| | Keel Row: Can we identify a beat in music? | Aquarium, Camille Saint-Saens: Can we listen to and appreciate music? | The Yellow Submarine, The Beatles: Can we sing in unison? |



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| <p>Year 1</p> | <p>Play untuned instruments musically</p> <ul style="list-style-type: none"> - Find the pulse and explain what it does or means - Clap or tap a steady beat to music of different tempos <p>Experiment with, create and combine sounds using the inter-related dimensions of music</p> <p>Learn the dimensions of music and how they fit into music: pulse – a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics.</p> <ul style="list-style-type: none"> - Clap and improvise simple rhythmic patterns. - Play and improvise simple patterns using body percussion. <p>Listen with concentration and understanding to a range of recorded music</p> <ul style="list-style-type: none"> - Appraisal of core music and theme <p>Play tuned instruments musically</p> <ul style="list-style-type: none"> - Play and improvise simple patterns using glockenspiel <p>Experiment with, create and combine sounds using the inter-related dimensions of music</p> <ul style="list-style-type: none"> - Take it in turns to improvise using one or two notes. | <p>Listen with concentration and understanding to a range of recorded music</p> <ul style="list-style-type: none"> - Begin to recognise the sound of the musical instruments used. - Learn the basic musical structure of a piece of music. <p>Play untuned instruments musically</p> <ul style="list-style-type: none"> - Learn to play together in an ensemble. - Learn how to follow a leader/conductor, joining in and stopping as instructed. - Play and move between differentiated parts with a sound-before-symbol approach, according to ability. - Learning to play instruments correctly and treating them with care. | <p>Use voices expressively and creatively by singing songs and speaking chants and rhymes</p> <ul style="list-style-type: none"> - Learn about performance and building confidence. - Understand the importance of practice and rehearsal. - Sing within a limited pitch range. - Begin to understand the importance of working together in an ensemble or as part of a group. - Recognising the importance of warming up our voices. - Learn how to follow a leader/conductor, joining in and stopping as instructed. - Recognising melody. - Interpret basic lyrics. - Sing with good diction. - Perform with a good sense of pulse and rhythm. - Begin to perform together in an ensemble to an audience. |
| | <p>Boom Chika Boom: Can we sing in a round?</p> | <p>I Will Wait For You, Book of Life: Can we make our body, percussion?</p> | <p>The Snowman: Can we play an untuned musical instrument?</p> |
| <p>Year 2</p> | <p>Use voices expressively and creatively by singing songs and speaking chants and rhymes</p> <ul style="list-style-type: none"> - Sing within a limited pitch range, with increasing vocal control. - Deepen their understanding of the importance of working together in an ensemble or as part of a group. - Know the importance of warming up our voices. - Learn how to follow a leader/conductor, demonstrating understanding of dynamics and tempo. | <p>Listen with concentration and understanding to a range of recorded music</p> <ul style="list-style-type: none"> - Recognise style indicators and different instruments. - Identify purpose of the song and identify origins, social context and history - Appraisal of core music and theme <p>Play untuned instruments musically</p> <ul style="list-style-type: none"> - Join in and stop as appropriate and more confidently. | <p>Listen with concentration and understanding to a range of recorded music</p> <ul style="list-style-type: none"> - Recognise style indicators and different instruments. - Identify purpose of the song and identify origins, social context and history. <p>Play untuned instruments musically</p> <ul style="list-style-type: none"> - Continue to learn to play together in an ensemble. - Join in and stop as appropriate and more confidently. |



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| | <ul style="list-style-type: none"> - Sing with good diction. - Begin to learn how to sing in a two- part round - Continue to learn how to perform together in an ensemble. - Continue to learn about performance and building confidence. - Understand in more depth about practice and rehearsal. - Record performances and learn from watching it back. | <ul style="list-style-type: none"> - Continue to respond to simple musical cues such as starting and stopping, following a leader/conductor <p>Experiment with, create and combine sounds using the inter-related dimensions of music</p> <ul style="list-style-type: none"> - Play longer rhythmic patterns and play rhythmic notations, including crotchets and minims. - Find pulse independently and further understand that the speed of a beat can change, creating and faster or slower pace. - Continue to explore and understand the differences between composition and improvisation. - Continue to create simple melodies within the context of the song that is being learnt. - Compose using one, two or three notes. - Notate music using stick and dot notation. - To recognise/identify the awareness of a link between shape and pitch using graphic notations. - Applying their knowledge of the dimensions of music: pulse – a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics. | <ul style="list-style-type: none"> - Continue to respond to simple musical cues such as starting and stopping, following a leader/conductor. <p>Experiment with, create and combine sounds using the inter-related dimensions of music</p> <ul style="list-style-type: none"> - Play longer rhythmic patterns and play rhythmic notations, including crotchets and minims. - Continue to clap and improvise simple rhythmic patterns. - Play and improvise longer patterns using instruments and body percussion. - Take it in turns to improvise using one or two notes. - Order sounds to make a beginning, middle and end. - Sing, play, improvise and play back compositions as part of your ensemble, in front of an audience. |
| | The Blaydon Race: Can we sing tunelessly in unison? | Fanfarra Cabua Le Le: Can we create a 3-part piece of music? | Latin Dance (Unit 1, Sing Up): Can we perform in ensemble? |



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| <p>Year 3</p> | <p>Listen with attention to detail and recall sounds with increasing aural memory Develop an understanding of the history of music</p> <ul style="list-style-type: none"> - Appraise core music and theme - Identify purpose of the song and identify origins, social context and history. <p>Use voice with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> - Sing in tune with a widening pitch range, tunefully and with expression. - Perform actions confidently and in time to a range of action songs. - Understand the importance of singing in unison. - Learn about and practice the importance of warming up our voices, posture, breathing and voice projection. - Learn how to confidently follow a leader/conductor, demonstrating and understanding of forte and piano. - Understand about practice <p>Play and perform in solo and ensemble contexts</p> <ul style="list-style-type: none"> - Continue to perform together with confidence in an ensemble/band with an increasing understanding of how to improve your performance.. - Perform actions confidently and in time to a range of action songs. - Perform as a choir in school assemblies. - Record your performance and evaluate it. | <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <ul style="list-style-type: none"> -Appraise core music and theme - Use known musical vocabulary to describe a piece of music and compositions. - Respond to the beat and pulse of increasingly challenging pieces of music. - Identify instruments and know which instrument family they belong to. <p>Develop an understanding of the history of music</p> <ul style="list-style-type: none"> - Identify and describe musical features in pieces from a range of traditions, identifying the purpose of the song and context within history, studying a wider range of music pieces, in broader detail. - Continue to deepen their understanding of the dimensions of music and how they fit into music: pulse - a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics, structure. <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <ul style="list-style-type: none"> - Recognise the work of a famous composer. - Sing, play and copy back -clapping progressing to using instruments. - Copy back a musical idea. - Play and Improvise – using instruments. - Invent a musical answer using one or two notes. - Improvise using two notes on instruments. - Listen to each other’s musical ideas. - Improve my work and explain how this has been done. | <p>Use and understand staff and other musical notations</p> <ul style="list-style-type: none"> - Begin to recognise/identify and musically demonstrate awareness of a link between shape and pitch graphic notations. <p>Play and perform in solo and ensemble contexts, using instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> - Continue to experience playing together in a band or ensemble. Join in and stop as appropriate. - Learn how to follow a leader/conductor to start, stop and change dynamics as instructed. - Learn to treat each instrument with respect and use the correct techniques to play them. <p>Use and understand staff and other musical notations</p> <ul style="list-style-type: none"> - Continue to play and move between differentiated parts with a sound-before-symbol approach, according to ability. <p>Use instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> - Sing, play and copy back -clapping progressing to using instruments. - Copy back a musical idea. <p>Use and understand staff and other musical notations</p> <ul style="list-style-type: none"> - Use the notation if appropriate. <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <ul style="list-style-type: none"> - Play and Improvise – using instruments. - Invent a musical answer using one or two notes. - Improvise using two notes on instruments. - Listen to each other’s musical ideas. |
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| | Peter and the Wolf: Can we create a piece of music for a purpose? | River of Babylon: Can we sing a song in rounds? | Fly with the Stars (Unit 2, Sing Up): Can we play an instrument with greater confidence? |
| Year 4 | <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>-Appraise core music and theme</p> <p>Continue to recognise basic style indicators and continue to recognise different instruments.</p> <ul style="list-style-type: none"> - Deepen knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding its musical structure and style indicators. - Give specific reference to musical dimensions: pulse <ul style="list-style-type: none"> - a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics, timbre, structure. - Listen to the sound of the composition as it unfolds and make decisions about it. <p>Develop an understanding of the history of music</p> <ul style="list-style-type: none"> - Understand the purpose of a piece of music and context within history. <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <ul style="list-style-type: none"> - Listen and appraise to each other's musical ideas. - Listen and copy musical ideas by ear (rhythmic or melodic). - Play and improvise using instruments | <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>-Appraise core music and theme</p> <p>Use voice with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> - Understand important it is and why we warm up our voices, posture, breathing and voice projection. - Join in and stop as appropriate - continue to follow a leader/conductor confidently. - Understand that melody and words should be interpreted. - Understand about practice and why we do it. - Begin to think musically. - Sing with good diction. - Perform with a good sense of pulse and rhythm. - Sing in rounds and partner songs in different times and different signatures. - Introduce vocal harmony. <p>Play and perform in solo and ensemble contexts</p> <ul style="list-style-type: none"> - Perform together with confidence in an ensemble/band with an increasing understanding of how to improve your performance. - Understand the need of an audience, learning about performance skills and building confidence. | <p>Use instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> - Treat each instrument with respect and use the correct techniques to play them. - Continue to experience playing together in a band or ensemble. Join in and stop as appropriate. - Follow a leader/conductor to start, stop and change dynamics as instructed. - Treat each instrument with respect and use the correct techniques to play them. <p>Use and understand staff and other musical notations</p> <ul style="list-style-type: none"> - Recognise/identify and musically demonstrate awareness of a link between shape and pitch graphic notations. - Use the notation with increasing confidence. <p>Play and perform in solo and ensemble contexts, using instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> - Perform together with confidence in an ensemble/band with an increasing understanding of how to improve your performance. - Sing, play, improvise and play back compositions as part of your ensemble/band with increasing confidence. |



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| | <ul style="list-style-type: none"> - Create musical rhythms and melodies as answers as part of a group and as a soloist. - Invent a musical answer using one, two or three notes. - Improvise using up to three notes on instruments. - Demonstrate increased understanding and use of the interrelated dimensions of music as appropriate within this context. <p>Use and understand staff and other musical notations</p> <ul style="list-style-type: none"> - Record the composition in any way that is appropriate graphic/pictorial notation, using ICT, video or with formal notation. | <ul style="list-style-type: none"> - Record performance and evaluate it in increasing depth. - Perform as a choir in school assemblies | <ul style="list-style-type: none"> - Understand the need of an audience, learning about performance skills and building confidence. - Understand about practice and why we do it. - Record performance and evaluate it in increasing depth. |
| | ET, John Williams: Can we create atmosphere through music? | Doot Doot (Unit 3, Sing Up): Can we follow staff notation to play a piece of music? | Namuma: Can we sing songs in a 3-part round? |
| Year 5 | <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>-Appraise core music and theme</p> <ul style="list-style-type: none"> - Continue to recognise style indicators and continue to recognise different instruments, categorising them into musical families. - Applying prior knowledge, deepen knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding its musical structure and style indicators. - When listening to the music, find and internalize the pulse using movement. - Listen with security and confidently recognise/identify different style indicators and different instruments and their sounds. - Use correct musical language consistently to describe the music you are listening to and your feelings towards it. - Listen, comment on and discuss with confidence, ideas together as a group. | <p>Play and perform in solo and ensemble contexts, using instruments with increasing accuracy, fluency, control and expression</p> <p>Use and understand staff and other musical notations</p> <ul style="list-style-type: none"> - Choose parts according to ability and play them musically, using the notated scores. - Progress as appropriate between the parts. - Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, and maintaining an appropriate pulse. - Demonstrate musical quality eg clear starts, ends of pieces/phrases, technical accuracy etc. - Maintain an independent part in a small group. - Continue to treat each instrument with respect and use the correct techniques to play them. <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <ul style="list-style-type: none"> - Play and improvise - using instruments, invent a musical answer using one, two or three notes. - Improvise using up to three notes on instruments. | <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>-Appraise core music and theme</p> <p>Play and perform in solo and ensemble contexts, using voices with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> - To understand the workings of an ensemble/choir, how everything fits together. - Follow the leader/conductor and have a chance to be the leader/conductor. - Understand the importance of why we warm up our voices, posture, breathing and voice projection. - Sing together with confidence, with increasingly difficult melody and words, sometimes including two or three parts. - Understand about practice. <p>Appreciate and understand a wide range of high-quality live and recorded music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> |



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| | <ul style="list-style-type: none"> - Discuss other dimensions of music and how they fit into the music you are listening to. <p>Appreciate and understand a wide range of high-quality live and recorded music</p> <ul style="list-style-type: none"> - Engage in opportunities to experience live music making, both in and out of school. <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <ul style="list-style-type: none"> - Understand what musical improvisation means. - Sing, play, improvise and play back compositions as part of your ensemble/band with increasing confidence, skill and accuracy. - Continue to create more complex rhythms and melodies and create their own rhythmic patterns that lead to melodies. <p>Improvise and perform in <i>solo</i> and ensemble contexts, use quality not quantity of notes.</p> <ul style="list-style-type: none"> - Improvise using up to three notes on instruments. - Continue to create your own more complex tunes and melodies within the context of the song that is being learnt and do this with understanding as part of a group or with your whole class. - Continue with an adapted approach, composing using three notes and beyond if required. - Use chords to evoke a specific atmosphere, mood or environment. <p>Use and understand staff and other musical notations</p> <ul style="list-style-type: none"> - Record the composition in any way that is appropriate – using graphic/pictorial notation, using ICT, video or with formal notation. - Recognise and demonstrate awareness of a link between shape and pitch using graphic notations. | <ul style="list-style-type: none"> - Sing, play and copy back using instruments. | <ul style="list-style-type: none"> - Have a greater understanding of melody, words and their importance and how to interpret a song musically. - Demonstrate musical quality and understanding of how the interrelated dimensions of music play their part. <p>Play and perform in solo and ensemble contexts, using voices with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> - Continue to perform together in an ensemble/band with a deeper understanding of how to improve your performance musically. - Perform in front of an audience with more understanding of their needs. - Perform as a choir in a school assembly. - Communicate ideas, thoughts and feelings through the performance. - Record performance and evaluate differing aspects of it. - Respond to and implement feedback, offering positive comment. |
| | Favourite Song: (Unit 6, Sing Up): Can we perform a melody on the ukulele? | Say my name, Destiny's Child: Can we improvise and compose a longer melody? | TBC: Can we perform a final showcase? |



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| <p>Year 6</p> | <p>Play and perform in solo and ensemble contexts, using instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> - Continue to treat each instrument with respect and use the correct techniques to play them. <p>Use and understand staff and other musical notations</p> <ul style="list-style-type: none"> - Follow notated scores to play an instrument competently. <p>Play and perform in solo and ensemble contexts, using instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> - Choose parts according to ability and play them musically. - Progress as appropriate between the parts. - Demonstrate musical quality eg clear starts, ends of pieces/phrases, technical accuracy etc. - Maintain an independent part in a small group. - Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency and maintaining an appropriate pulse. <p>Use and understand staff and other musical notations</p> <ul style="list-style-type: none"> - Become fluent with the foundations of formal notation in an octave. | <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>-Appraise core music and theme.</p> <ul style="list-style-type: none"> - Apply prior knowledge, deepen knowledge and understanding of specific musical styles through listening to a broad range of examples, understanding musical structure and style indicators. - When listening to the music, find and internalise the pulse using movement confidently and independently. - Understand the pulse and its role as the foundation of music. - Listen with confidence, recognising different style indicators and different instruments, their sounds and their instrument families. - Use correct musical language to confidently describe the music you are listening to and your feelings towards it. - Listen, comment on and discuss with confidence, ideas together as a group. - Appropriately and confidently discuss other dimensions of music and how they fit into the music you are listening to - Continue to recognise style indicators and continue to recognise different instruments, categorising them into musical families. <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <ul style="list-style-type: none"> - Confidently create your own melodies within the context of the song that is being learnt. - Compose using the pentatonic scale. - Use voice, sounds, technology and instruments in creative ways. <p>Use and understand staff and other musical notations</p> <ul style="list-style-type: none"> - Record the composition in any way appropriate. | <p>Play and perform in solo and ensemble contexts, using voices with increasing accuracy, fluency, control and expression</p> <p>-Sing within an appropriate vocal range with clear diction.</p> <ul style="list-style-type: none"> - Understand the workings of an ensemble/choir and how everything fits together. - Follow the leader/conductor and have a chance to be the leader/conductor. - How important it is and why we warm up our voices, posture, breathing and voice projection. - Sing together with confidence, with increasingly difficult melody and words in three and four part rounds or partner songs. - Have a greater understanding of melody, words, their importance and how to interpret a song musically. - Demonstrate musical quality and understanding of how the interrelated dimensions of music play their part. - Continue to perform together in an ensemble/band with an increasing understanding of how to improve your performance musically. - Sing, play, improvise and play back compositions as part of an ensemble/band with increasing confidence, skill and accuracy. - Perform this in front of an audience with more understanding of their needs, showcasing end of primary learning in a finale transition project. - Communicate ideas, thoughts and feelings through the performance. - Understand about practice related to performance outcomes. - Record your performance and evaluate in detail. - Respond to and implement feedback, offering positive comments. |
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- Notate music in different ways, using graphic/pictorial notation, video, ICT or with formal notation if appropriate.

Improvise and compose music for a range of purposes using the inter-related dimensions of music

- Continue to musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate.
- Extend improvised melodies beyond 8-beats, creating a satisfying melodic shape.
- Continue to create more complex rhythms and melodies and create their own rhythmic patterns that lead to melodies.
- Make decisions about dynamic range.
- Plan and compose an 8 or 16 beat melodic phrase using the pentatonic scale and notate it.

Play and perform in solo and ensemble contexts, using instruments with increasing accuracy, fluency, control and expression

- Continue perform confidently in solo and ensemble contexts, use quality not quantity of notes.