



# 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?		
	Autumn	Spring	Summer
<b>Nursery</b>	<ul style="list-style-type: none"> <li>- Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</li> <li>- Tune into body percussion sounds Free exploration of musical instruments</li> <li>- Learn to play, tapping, banging, shaking</li> <li>- Listen with increased attention to sounds.</li> <li>- Begin to move to a steady beat</li> <li>- Sing and remember some simple rhymes and songs</li> <li>- Play instruments with increasing control</li> </ul>	<ul style="list-style-type: none"> <li>- Play instruments with increasing control in time to a variety of beats from music across the world. (Chinese New Year)</li> <li>- Begin to match the melody of a simple nursery rhyme.</li> </ul>	<ul style="list-style-type: none"> <li>- Sings the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>- Plays instruments with increasing control to express feelings and ideas.</li> <li>- Remember and sing whole songs.</li> <li>- Know by heart most of the words of simple repetitive songs and melodic nursery rhymes.</li> <li>- Create their own songs, or improvise a song around one they know.</li> </ul>
<b>Reception</b>	<ul style="list-style-type: none"> <li>- Moving to and talking about the music to express feelings and responses.</li> <li>- Join in and begin to match the tempo using body percussion.</li> <li>- Copy, memorise and perform a repertoire of simple hand-action songs or rhymes related to themselves and the world around them.</li> <li>- Perform a small repertoire of short repetitive songs.</li> <li>- Know further action songs and story ring games by heart</li> <li>- Move rhythmically on the spot and travelling, using hands or feet to mark the beat.</li> </ul>	<ul style="list-style-type: none"> <li>- Tap out simple rhythms and explore and change sounds.</li> <li>- Explore changing sounds using a variety of percussion instruments.</li> <li>- Continue matching the tempo using a percussion instrument.</li> <li>- Appraise dance, using costumes and props to extend experiences.</li> <li>- Join in and begin to match the tempo using body percussion.</li> <li>- Memorise short choreograph dance sequences to accompany songs in pairs or groups.</li> <li>- Begin to echo simple short-rhythmic phrases using untuned percussion.</li> </ul>	<ul style="list-style-type: none"> <li>- Move and draw rhythmically in large scale movements using crepe paper ribbons to Holst: The Planets.</li> <li>- Discuss the pitch contrast in tuned percussion.</li> <li>- Match the pitch when singing and vocalising.</li> <li>- Begin to respond to call and response songs.</li> <li>- Appraise different types of music, giving reasoning.</li> <li>- Learn and perform simple sea shanties, by singing and humming in different pitches.</li> <li>- Use body percussion and instrumental sound effects to tell a story.</li> </ul>
	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?
<b>Suggested Sing Up Unit</b>	Colonel Hathi's March	Magical Musical Aquarium	Dawn from the Sea Interludes



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



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



# Backworth Park Primary School Long Term Plan Music

<p>Year 3</p>	<p><b>Listen with attention to detail and recall sounds with increasing aural memory</b> <b>Develop an understanding of the history of music</b></p> <ul style="list-style-type: none"><li>- Appraise core music and theme</li><li>- Identify purpose of the song and identify origins, social context and history.</li></ul> <p><b>Use voice with increasing accuracy, fluency, control and expression</b></p> <ul style="list-style-type: none"><li>- Sing in tune with a widening pitch range, tunefully and with expression.</li><li>- Perform actions confidently and in time to a range of action songs.</li><li>- Understand the importance of singing in unison.</li><li>- Learn about and practice the importance of warming up our voices, posture, breathing and voice projection.</li><li>- Learn how to confidently follow a leader/conductor, demonstrating and understanding of forte and piano.</li><li>- Understand about practice</li></ul> <p><b>Play and perform in solo and ensemble contexts</b></p> <ul style="list-style-type: none"><li>- Continue to perform together with confidence in an ensemble/band with an increasing understanding of how to improve your performance..</li><li>- Perform actions confidently and in time to a range of action songs.</li><li>- Perform as a choir in school assemblies.</li><li>- Record your performance and evaluate it.</li></ul>	<p><b>Listen with attention to detail and recall sounds with increasing aural memory</b></p> <p>-Appraise core music and theme</p> <ul style="list-style-type: none"><li>- Use known musical vocabulary to describe a piece of music and compositions.</li><li>- Respond to the beat and pulse of increasingly challenging pieces of music.</li><li>- Identify instruments and know which instrument family they belong to.</li></ul> <p><b>Develop an understanding of the history of music</b></p> <ul style="list-style-type: none"><li>- 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.</li><li>- 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.</li></ul> <p><b>Improvise and compose music for a range of purposes using the inter-related dimensions of music</b></p> <ul style="list-style-type: none"><li>- Recognise the work of a famous composer.</li><li>- Sing, play and copy back -clapping progressing to using instruments.</li><li>- Copy back a musical idea.</li><li>- Play and Improvise – using instruments.</li><li>- Invent a musical answer using one or two notes.</li><li>- Improvise using two notes on instruments.</li><li>- Listen to each other’s musical ideas.</li><li>- Improve my work and explain how this has been done.</li></ul>	<p><b>Use and understand staff and other musical notations</b></p> <ul style="list-style-type: none"><li>- Begin to recognise/identify and musically demonstrate awareness of a link between shape and pitch graphic notations.</li></ul> <p><b>Play and perform in solo and ensemble contexts, using instruments with increasing accuracy, fluency, control and expression</b></p> <ul style="list-style-type: none"><li>- Continue to experience playing together in a band or ensemble. Join in and stop as appropriate.</li><li>- Learn how to follow a leader/conductor to start, stop and change dynamics as instructed.</li><li>- Learn to treat each instrument with respect and use the correct techniques to play them.</li></ul> <p><b>Use and understand staff and other musical notations</b></p> <ul style="list-style-type: none"><li>- Continue to play and move between differentiated parts with a sound-before-symbol approach, according to ability.</li></ul> <p><b>Use instruments with increasing accuracy, fluency, control and expression</b></p> <ul style="list-style-type: none"><li>- Sing, play and copy back -clapping progressing to using instruments.</li><li>- Copy back a musical idea.</li></ul> <p><b>Use and understand staff and other musical notations</b></p> <ul style="list-style-type: none"><li>- Use the notation if appropriate.</li></ul> <p><b>Improvise and compose music for a range of purposes using the inter-related dimensions of music</b></p> <ul style="list-style-type: none"><li>- Play and Improvise – using instruments.</li><li>- Invent a musical answer using one or two notes.</li><li>- Improvise using two notes on instruments.</li><li>- Listen to each other’s musical ideas.</li></ul>
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	Can we play an instrument with greater confidence?	River of Babylon: Can we sing a song in rounds?	Peter and the Wolf: Can we create a piece of music for a purpose?
	Ukelele- the Doot Doot song	This Little Light of Mine	The Hose in Motion



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<p>Year 4</p>	<p><b>Use instruments with increasing accuracy, fluency, control and expression</b></p> <ul style="list-style-type: none"><li>- Continue to experience playing together in a band or ensemble. Join in and stop as appropriate.</li><li>- Follow a leader/conductor to start, stop and change dynamics as instructed.</li><li>- Treat each instrument with respect and use the correct techniques to play them.</li></ul> <p><b>Use and understand staff and other musical notations</b></p> <ul style="list-style-type: none"><li>- Recognise/identify and musically demonstrate awareness of a link between shape and pitch graphic notations.</li><li>- Use the notation with increasing confidence.</li></ul> <p><b>Play and perform in solo and ensemble contexts, using instruments with increasing accuracy, fluency, control and expression</b></p> <ul style="list-style-type: none"><li>- Perform together with confidence in an ensemble/band with an increasing understanding of how to improve your performance.</li><li>- Sing, play, improvise and play back compositions as part of your ensemble/band with increasing confidence.</li><li>- Understand the need of an audience, learning about performance skills and building confidence.</li><li>- Understand about practice and why we do it.</li><li>- Record performance and evaluate it in increasing depth.</li></ul>	<p><b>Listen with attention to detail and recall sounds with increasing aural memory</b></p> <ul style="list-style-type: none"><li>- Appraise core music and theme</li></ul> <p><b>Use voice with increasing accuracy, fluency, control and expression</b></p> <ul style="list-style-type: none"><li>- Understand important it is and why we warm up our voices, posture, breathing and voice projection.</li><li>- Join in and stop as appropriate - continue to follow a leader/conductor confidently.</li><li>- Understand that melody and words should be interpreted.</li><li>- Understand about practice and why we do it.</li><li>- Begin to think musically.</li><li>- Sing with good diction.</li><li>- Perform with a good sense of pulse and rhythm.</li><li>- Sing in rounds and partner songs in different times and different signatures.</li><li>- Introduce vocal harmony.</li></ul> <p><b>Play and perform in solo and ensemble contexts</b></p> <ul style="list-style-type: none"><li>- Perform together with confidence in an ensemble/band with an increasing understanding of how to improve your performance.</li><li>- Understand the need of an audience, learning about performance skills and building confidence.</li><li>- Record performance and evaluate it in increasing depth.</li><li>- Perform as a choir in school assemblies</li></ul>	<p><b>Listen with attention to detail and recall sounds with increasing aural memory</b></p> <ul style="list-style-type: none"><li>- Appraise core music and theme</li></ul> <p>Continue to recognise basic style indicators and continue to recognise different instruments.</p> <ul style="list-style-type: none"><li>- 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.</li><li>- Give specific reference to musical dimensions: pulse<ul style="list-style-type: none"><li>- a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics, timbre, structure.</li></ul></li><li>- Listen to the sound of the composition as it unfolds and make decisions about it.</li></ul> <p><b>Develop an understanding of the history of music</b></p> <ul style="list-style-type: none"><li>- Understand the purpose of a piece of music and context within history.</li></ul> <p><b>Improvise and compose music for a range of purposes using the inter-related dimensions of music</b></p> <ul style="list-style-type: none"><li>- Listen and appraise to each other's musical ideas.</li><li>- Listen and copy musical ideas by ear (rhythmic or melodic).</li><li>- Play and improvise using instruments</li><li>- Create musical rhythms and melodies as answers as part of a group and as a soloist.</li><li>- Invent a musical answer using one, two or three notes.</li><li>- Improvise using up to three notes on instruments.</li><li>- Demonstrate increased understanding and use of the interrelated dimensions of music as appropriate within this context.</li></ul> <p><b>Use and understand staff and other musical notations</b></p> <ul style="list-style-type: none"><li>- Record the composition in any way that is appropriate graphic/pictorial notation, using ICT, video or with formal notation.</li></ul>
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	ET, John Williams: Can we create atmosphere through music?	Can we follow staff notation to play a piece of music?	Namuma: Can we sing songs in a 3-part round?
Suggested Sing up Unit	Why We Sing	Ukelele: Latin Dance	What shall we do with a Drunken Sailor?
Year 5	<p>Listen with attention to detail and recall sounds with increasing aural memory</p> <ul style="list-style-type: none"> <li>-Appraise core music and theme</li> <li>- Continue to recognise style indicators and continue to recognise different instruments, categorising them into musical families.</li> <li>- 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.</li> <li>- When listening to the music, find and internalize the pulse using movement.</li> <li>- Listen with security and confidently recognise/identify different style indicators and different instruments and their sounds.</li> <li>- Use correct musical language consistently to describe the music you are listening to and your feelings towards it.</li> <li>- Listen, comment on and discuss with confidence, ideas together as a group.</li> <li>- Discuss other dimensions of music and how they fit into the music you are listening to.</li> </ul> <p><b>Appreciate and understand a wide rang of high-quality live and recorded music</b></p> <ul style="list-style-type: none"> <li>- Engage in opportunities to experience live music making, both in and out of school.</li> </ul> <p><b>Improvise and compose music for a range of purposes using the inter-related dimensions of music</b></p> <ul style="list-style-type: none"> <li>- Understand what musical improvisation means.</li> </ul>	<p>Play and perform in solo and ensemble contexts, using instruments with increasing accuracy, fluency, control and expression</p> <p><b>Use and understand staff and other musical notations</b></p> <ul style="list-style-type: none"> <li>- Choose parts according to ability and play them musically, using the notated scores.</li> <li>- Progress as appropriate between the parts.</li> <li>- Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, and maintaining an appropriate pulse.</li> <li>- Demonstrate musical quality eg clear starts, ends of pieces/phrases, technical accuracy etc.</li> <li>- Maintain an independent part in a small group.</li> <li>- Continue to treat each instrument with respect and use the correct techniques to play them.</li> </ul> <p><b>Improvise and compose music for a range of purposes using the inter-related dimensions of music</b></p> <ul style="list-style-type: none"> <li>- Play and improvise - using instruments, invent a musical answer using one, two or three notes.</li> <li>- Improvise using up to three notes on instruments.</li> <li>- Sing, play and copy back using instruments.</li> </ul> <p><b>Use and understand staff and other musical notations</b></p> <ul style="list-style-type: none"> <li>- Record the composition in any way that is appropriate - using graphic/pictorial notation, using ICT, video or with formal notation.</li> <li>- Recognise and demonstrate awareness of a link between shape and pitch using graphic notations.</li> </ul>	<p>Listen with attention to detail and recall sounds with increasing aural memory</p> <ul style="list-style-type: none"> <li>-Appraise core music and theme</li> </ul> <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"> <li>- To understand the workings of an ensemble/choir, how everything fits together.</li> <li>- Follow the leader/conductor and have a chance to be the leader/conductor.</li> <li>- Understand the importance of why we warm up our voices, posture, breathing and voice projection.</li> <li>- Sing together with confidence, with increasingly difficult melody and words, sometimes including two or three parts.</li> <li>- Understand about practice.</li> </ul> <p><b>Appreciate and understand a wide rang of high-quality live and recorded music</b></p> <p><b>Listen with attention to detail and recall sounds with increasing aural memory</b></p> <ul style="list-style-type: none"> <li>- Have a greater understanding of melody, words and their importance and how to interpret a song musically.</li> <li>- Demonstrate musical quality and understanding of how the interrelated dimensions of music play their part.</li> </ul> <p><b>Play and perform in solo and ensemble contexts, using voices with increasing accuracy, fluency, control and expression</b></p> <ul style="list-style-type: none"> <li>- Continue to perform together in an ensemble/band with a deeper understanding of how to improve your performance musically.</li> </ul>



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	<ul style="list-style-type: none"> <li>- Sing, play, improvise and play back compositions as part of your ensemble/band with increasing confidence, skill and accuracy.</li> <li>- Continue to create more complex rhythms and melodies and create their own rhythmic patterns that lead to melodies.</li> </ul> <p>Improvise and perform in <i>solo</i> and ensemble contexts, use quality not quantity of notes.</p> <ul style="list-style-type: none"> <li>- Improvise using up to three notes on instruments.</li> <li>- 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.</li> <li>- Continue with an adapted approach, composing using three notes and beyond if required.</li> <li>- Use chords to evoke a specific atmosphere, mood or environment.</li> <li>-</li> </ul>		<ul style="list-style-type: none"> <li>- Perform in front of an audience with more understanding of their needs.</li> <li>- Perform as a choir in a school assembly.</li> <li>- Communicate ideas, thoughts and feelings through the performance.</li> <li>- Record performance and evaluate differing aspects of it.</li> <li>- Respond to and implement feedback, offering positive comment.</li> </ul>
	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?
	Ukelele: Favourite Song	Composing for Protest	Ame Sau Vala Tara Bal
Year 6	<p><b>Play and perform in solo and ensemble contexts, using instruments with increasing accuracy, fluency, control and expression</b></p> <ul style="list-style-type: none"> <li>- Continue to treat each instrument with respect and use the correct techniques to play them.</li> </ul> <p><b>Use and understand staff and other musical notations</b></p> <ul style="list-style-type: none"> <li>- Follow notated scores to play an instrument competently.</li> </ul> <p><b>Play and perform in solo and ensemble contexts, using instruments with increasing accuracy, fluency, control and expression</b></p> <ul style="list-style-type: none"> <li>- Choose parts according to ability and play them musically.</li> <li>- Progress as appropriate between the parts.</li> </ul>	<p><b>Listen with attention to detail and recall sounds with increasing aural memory</b></p> <p>-Appraise core music and theme.</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- When listening to the music, find and internalise the pulse using movement confidently and independently.</li> <li>- Understand the pulse and its role as the foundation of music.</li> </ul>	<p><b>Play and perform in solo and ensemble contexts, using voices with increasing accuracy, fluency, control and expression</b></p> <p>-Sing within an appropriate vocal range with clear diction.</p> <ul style="list-style-type: none"> <li>- Understand the workings of an ensemble/choir and how everything fits together.</li> <li>- Follow the leader/conductor and have a chance to be the leader/conductor.</li> <li>- How important it is and why we warm up our voices, posture, breathing and voice projection.</li> <li>- Sing together with confidence, with increasingly difficult melody and words in three and four part rounds or partner songs.</li> </ul>



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- 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.

### **Use and understand staff and other musical notations**

- Become fluent with the foundations of formal notation in an octave.

- 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.

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

- 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.

### **Use and understand staff and other musical notations**

- Record the composition in any way appropriate.
- 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.

- 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.



## Backworth Park Primary School Long Term Plan Music

- 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.