

## HW Primary Music – Long Term Plan 2021- 2022

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b><i>Ongoing Skills - Singing • Listening &amp; Appraising • Composing • Performing/Instrumental Performance</i></b>						
<b>Musical Aspect</b>	<b>Exploring Sound &amp; Percussion Instruments</b>  <b>Experiment Using Voice &amp; Instruments in Different Ways</b>	<b>Exploring Instruments &amp; Symbols</b>  <b>Performing to Others</b>	<b>Pulse, Rhythm &amp; Pitch</b>	<b>Timbre, Tempo &amp; Dynamics</b>	<b>Composing from a Given Starting Point</b>  <b>Talk about Features of Music- likes/ dislikes</b>	<b>Exploring Duration- Long &amp; Short Sounds</b>  <b>Talk about Features of Music from a range of famous composers/ different traditions</b>
<b>Progression of Music Skills</b>						
<b>YrR</b>	<p>Explore &amp; identify everyday sounds</p> <p>Using voices in different ways</p> <p>Build up a repertoire of songs &amp; chants</p> <p>Moving creatively to music</p> <p>Naming common percussion instruments &amp; identifying these by sound</p> <p>Exploring untuned percussion instrument sounds, play with increasing control</p> <p>Listen and appraise, improvise, sing, compose and perform</p>	<p>Play tuned &amp; untuned instruments with control</p> <p>Percussion orchestra- follow agreed hand gestures</p> <p>Learn about a range of musical instruments</p> <p>Performing in front of others</p> <p>Listen and appraise, improvise, sing, compose and perform</p>	<p>Keeping the steady beat</p> <p>Rhythm clapping games</p> <p>Exploring &amp; creating changes in pitch- glass bottles with water, pipe cleaners, pitched instruments</p> <p>Experiment with ways of changing sounds- glockenspiels/ hand bells / boom whackers</p> <p>Listen and appraise, improvise, sing, compose and perform</p>	<p>Listen to a range of music- explore changes in volume/ speed</p> <p>Fast &amp; slow, loud &amp; quiet with instruments</p> <p>Using our voices &amp; a range of instruments in different ways</p> <p>Drawing to music to reflect the changes in speed, volume, pitch</p> <p>Listen and appraise, improvise, sing, compose and perform</p>	<p>Record ideas using chosen symbols or pictures</p> <p>Improvise using tuned percussion</p> <p>Performing in front of others</p> <p>Use pictures or symbols to represent a sound or rhythm sequence</p> <p>Use own chosen ways of recording musical symbols to build up a sound sequence</p> <p>Listen to a range of music, discuss simple features</p> <p>Listen and appraise, improvise, sing, compose and perform</p>	<p>Long &amp; short sounds- identify, make own using voices/ tuned instruments</p> <p>Sing a range of songs &amp; chants</p> <p>Lots of opportunity to listen to &amp; talk about different styles of music from a range of eras/ traditions</p> <p>Listen and appraise, improvise, sing, compose and perform</p>
<b><i>Ongoing Skills - Singing • Listening &amp; Appraising • Composing • Performing/Instrumental Performance</i></b>						

<p><b>Yr1</b></p>	<p>Explore &amp; identify everyday sounds Using voices in different ways</p> <p>Build up a repertoire of songs &amp; chants</p> <p>Moving creatively to music</p> <p>Sing a range of songs &amp; chants using some expression</p> <p>Work together to add own words to well-known tunes</p> <p>Listen to and sing back simple melodic phrases with a limited pitch range</p> <p>Use their voices expressively to speak and chant</p> <p>Chant or sing and move in time with a steady pulse e.g. clapping, marching, tapping</p> <p>Use voices to create sound effects Play singing games in which children sing a phrase on their own</p> <p>Sing as part of a year group performance</p> <p>Listen and appraise, improvise, sing, compose and perform</p>	<p>Naming common percussion instruments &amp; identifying these by sound</p> <p>Exploring untuned percussion instrument sounds, play with control</p> <p>Using our voices &amp; a range of instruments in different ways</p> <p>Performing in front of others</p> <p>Describe, name and group a variety of instruments</p> <p>Play instruments or body percussion in different ways to create sound effects and follow directions to “perform” a story together</p> <p>Listen and appraise, improvise, sing, compose and perform</p>	<p>Keeping the steady beat, copying &amp; creating rhythms</p> <p>Clap the rhythm of the words in well-known songs- guess the tune</p> <p>Rhythm clapping games</p> <p>Stamp the pulse, tap the rhythm</p> <p>Identify the pulse in different pieces of music and tap in time to the steady beat</p> <p>Maintain the pulse (play on the beat) using tuned and un-tuned instruments</p> <p>Use instruments to copy back 4 beat rhythm patterns</p> <p>Play the pulse of a song using stamps/claps or a tapping instrument</p> <p>Tap the rhythm pattern of a familiar song</p> <p>Listen and appraise, improvise, sing, compose and perform</p>	<p>Listen to a range of music- explore timbre, tempo &amp; dynamics</p> <p>Fast &amp; slow, loud &amp; quiet activities including some use of musical vocabulary</p> <p>Experiment with ways of changing sounds- glockenspiels/ hand bells / boom whackers</p> <p>Explore different sounds using their voices and body percussion</p> <p>Follow a conductor, responding to a range of gestures for: start/ stop, loud/ quiet, fast/slow. Have a go at conducting themselves</p> <p>Listen and appraise, improvise, sing, compose and perform</p>	<p>Composing simple tunes from given starting point</p> <p>Create and follow symbols to represent sounds</p> <p>Record ideas using chosen symbols or pictures, or simple graphic score</p> <p>Contribute ideas and control sounds as part of a class composition and performance</p> <p>Use pictures or symbols to represent a sound or rhythm sequence</p> <p>Suggest which instruments would be good to make a particular sound</p> <p>Use own chosen ways of recording musical symbols to build up a sound sequence</p> <p>Rehearsing, performing &amp; evaluating each other’s performances</p> <p>Listen to a range of music, discuss simple features</p> <p>Listen and appraise, improvise, sing, compose and perform</p>	<p>Long &amp; short sounds- identify, make own using voices/ tuned instruments</p> <p>Make up rhythm sequences &amp; tunes using long &amp; short sounds</p> <p>Listen to &amp; talk about different styles of music from a range of eras/ traditions</p> <p>Respond to sounds by likening them to a character or mood.</p> <p>Respond to music by saying whether they like or dislike it Begin to recognise high and low sounds and show with movement or gestures</p> <p>Begin to be aware of the inter dimensions they can hear in a piece of music. E.g. quiet/ loud, high/low, fast/ slow</p> <p>Listen and appraise, improvise, sing, compose and perform</p>
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**Ongoing Skills - Singing • Listening & Appraising • Composing • Performing/Instrumental Performance**

<p><b>Yr2</b></p>	<p>Explore different types of voices and use their voices expressively when singing according to the mood of the song, including changing the tempo (speed) and the use of basic dynamics (loud and quiet)</p> <p>Sing songs with increasing melodic and rhythmic accuracy within a limited pitch</p> <p>Follow the shape of the melody when singing songs using hands/ arms or gesture</p> <p>Use the “thinking voice”- sing words or phrases in their head</p> <p>Listen to notes G and E on chime bars and pitch match</p> <p>Listen and appraise, improvise, sing, compose and perform</p>	<p>Handle and play a variety of tuned and un-tuned instruments with control</p> <p>Copy short rhythmic patterns on un-tuned percussion instruments, keeping a steady pulse</p> <p>Sing a song they know well-one group taps the pulse on their thighs and the other group taps the rhythm with two fingers on the palm of their hands. Then add an instrument to play on the beat and one to play with the rhythm</p> <p>Introduce the glockenspiel</p> <p>Listen and appraise, improvise, sing, compose and perform</p>	<p>Begin to internalise and create rhythmic patterns</p> <p>Create short phrases and tap them out</p> <p>Sing a familiar song, identify then tap the rhythm of the words</p> <p>Recall short sequences or patterns of sound</p> <p>Listen to and sing back melodic phrases from known songs</p> <p>Recall and perform rhythmic patterns to a steady pulse</p> <p>Recognise simple changes in pitch</p> <p>Listen and appraise, improvise, sing, compose and perform</p>	<p>Experiment and change sounds to improve an intended effect</p> <p>Explore the effect of silence</p> <p>Make various sound effects using body percussion, voices and instruments to describe thematic words or ideas</p> <p>Select sounds carefully in response to a story or an idea and suggest how they could be added to depict ideas in a composition/ soundscape</p> <p>Match instruments appropriately to particular sounds e.g. a guiro for a crackling fire</p> <p>Make up simple two or three note tunes or songs</p> <p>Listen and appraise, improvise, sing, compose and perform</p>	<p>Order sounds in response to a stimulus and make their own short sequence of sounds using symbols as a support</p> <p>Sing back short melodic patterns by ear, and sing and play short melodic patterns from dot notation, gesture or symbols using two or three different pitches</p> <p>Contribute ideas and control sounds as part of a class or group composition and performance</p> <p>Play together using symbols as a support</p> <p>Create a sound story in response to a stimulus and make their own short sequences of sound using symbols as a support</p> <p>Use flash cards using symbols to represent different sections of a composition or different sounds from a composition</p> <p>Listen and appraise, improvise, sing, compose and perform</p>	<p>Listen and respond to a variety of music form different styles, genres and traditions</p> <p>Perform long/short, loud/ quiet sounds in response to symbols</p> <p>Express their own thoughts and feelings about music and respond in different ways giving simple reasons for their response</p> <p>Have a growing awareness of the different instruments they can hear and be able to describe the sound of them</p> <p>Begin to use musical vocabulary to describe music</p> <p>Begin to offer ideas to improve work</p> <p>Listen for and identify some of the inter-related dimensions of music (dynamics, pitch and timbre, pulse, rhythm, sound effects and so on)</p> <p>Listen and appraise, improvise, sing, compose and perform</p>
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<p><b>Yr3</b></p>	<p>Use voices to create and control sounds (including changing tempo/speed, dynamics/ volume and pitch)</p> <p>Sing with control of pitch- follow the shape of the melody.</p> <p>Play singing games and clapping games</p> <p>Sing short songs with the range of an octave from memory, in tune,</p>	<p>Experiment with untuned instruments, improvise rhythms</p> <p>Play short melodic patterns on pitched instruments</p> <p>Play rhythms following simple pictorial notation &amp; stick notation</p> <p>Internalise short melodies and play these on pitched instruments</p> <p>Learn new songs and melodies. Be able to sing and play from memory</p>	<p>Play short rhythmic patterns on un-tuned percussion instruments, keeping a steady pulse</p> <p>Keep in time with a steady pulse when chanting, singing or moving</p> <p>Listen and appraise, improvise, sing, compose and perform</p>	<p>Create and control sounds on instruments (including changing tempo/speed, dynamics/ volume and pitch)</p> <p>Use some musical vocabulary to demonstrate changes in dynamics &amp; tempo</p> <p>Add changes to dynamics &amp; tempo to musical rhythms &amp; performances</p>	<p>Create short improvisations, arrangements and compositions from a broad range of given or chosen musical and non-musical stimuli</p> <p>Improvise and devise melodic phrases using pentatonic scales or a limited range of notes</p> <p>Create layered compositions and soundscapes using simple rhythmic patterns and melodies</p>	<p>Begin to use musical vocabulary (related to the inter-related dimensions of music) when discussing/ improving their own work.</p> <p>Express thoughts and feelings about music giving more specific justifications. (e.g. by talking about – dynamics, tempo, instrumentation, pitch, etc)</p>
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	<p>with expression and control of dynamics (loud, medium, quiet)</p> <p>Sing words/ phrases of a song in their heads ( use 'thinking' voice)</p> <p>Rehearse together and sing for a year group performance</p> <p>Listen and appraise, improvise, sing, compose and perform</p>	<p>Use some simple musical notation for note values</p> <p>Listen and appraise, improvise, sing, compose and perform</p>		<p>Listen and appraise, improvise, sing, compose and perform</p>	<p>Compose sequences using notated rhythms- simple musical note values</p> <p>Recognise, respond to and use basic symbols (standard and invented) within a short structure. E.g. crotchets and quavers.</p> <p>Listen and appraise, improvise, sing, compose and perform</p>	<p>Listen for and recognise some of the inter-related dimensions of music.</p> <p>Use an increasing musical vocabulary to discuss likes and dislikes</p> <p>Listen for musical elements that are common in a particular genre of music</p> <p>Listen to and evaluate their own music and that of others, discuss what was good and suggest how it might be improved</p> <p>Recognise changes in the music they are listening to</p> <p>Listen and appraise, improvise, sing, compose and perform</p>
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<p><b>Yr4</b></p>	<p>Sing with an awareness of pulse and control of rhythm.</p> <p>Sing longer and more complex songs with the range of an octave, in tune, with increased expression and control of dynamics (loud, medium, quiet, crescendo, decrescendo)</p> <p>Sing in tune alone as well as in a group</p> <p>Begin to be able to evaluate their own singing</p> <p>Make improvements to singing during rehearsals</p>	<p>Maintain a part in a group performance showing awareness of other parts</p> <p>Begin to be able to evaluate their own playing</p> <p>Use some simple musical notation for note values</p> <p>Create texture by combining sounds in different ways using standard and invented notation.</p> <p>Listen and appraise, improvise, sing, compose and perform</p>	<p>Create simple rhythmic patterns, melodies and accompaniments using voice, instruments and technology and use musically based symbols to record their work</p> <p>Play rhythms following stick &amp; pictorial notation</p> <p>Perform a simple rhythmic part, including rests, on un-tuned percussion</p> <p>Put together own stick notation and musical notation rhythms to perform on untuned &amp; tuned percussion</p> <p>Identify rhythmic and melodic patterns, instruments, and repetitions of sounds/ patterns</p>	<p>Make improvements to playing and performances</p> <p>Use musical vocabulary to demonstrate changes in dynamics &amp; tempo</p> <p>Add variation in dynamics &amp; tempo to musical sequences &amp; performances</p> <p>Listen and appraise, improvise, sing, compose and perform</p>	<p>Improvise within given or chosen parameters e.g. structures, using particular scales or notes</p> <p>Create layers of sound within a composition, showing an understanding of how sounds fit together. For example playing a melody over a drone</p> <p>Create and refine musical improvisations considering rhythm and melody</p> <p>Be aware of the structure of a song or piece of music and be able to apply a similar structure to their own compositions</p> <p>Listen and appraise, improvise, sing, compose and perform</p>	<p>Discuss how time and place can influence the way music is created, performed and heard and begin to develop a basic musical timeline of music explored.</p> <p>Listen carefully with attention to detail and be able to recall learnt internalised songs and melodies with increasing aural memory</p> <p>Use increasing musical vocabulary (related to the inter-related dimensions of music) when discussing their work.</p> <p>Listen for and recognise an increasing amount of inter-related dimensions of music when appraising a piece of music.</p>
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	<p>Use graphic notation to illustrate the shape and formation of a melody</p> <p>Begin to follow simple notation to sing songs with two or three levels of pitch</p> <p>In a larger group, sing a round and/or partner song in two parts</p> <p>Listen and appraise, improvise, sing, compose and perform</p>		<p>Listen and appraise, improvise, sing, compose and perform</p>			<p>Use an increasing musical vocabulary to discuss musical elements of a piece of music they are listening to</p> <p>Recognise that different eras have different genres and styles of music.</p> <p>Listen and appraise, improvise, sing, compose and perform</p>
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<p><b>Yr5</b></p>	<p>Sing songs in unison and maintain their own part when singing rounds or songs written in two parts</p> <p>Sing with control of pitch</p> <p>Sing with increased control, expression, fluency and confidence</p> <p>Follow graphic or traditional notation to develop a better understanding of the shape of a melody</p> <p>Choose instruments for different purposes, playing these with control</p> <p>Learn about a range of musical instruments</p> <p>Listen and appraise, improvise, sing, compose and perform</p>	<p>Play instruments with more control and rhythmic accuracy</p> <p>Explore different combinations of sounds e.g. different textures of untuned sounds, different combinations of vocal sounds</p> <p>Play parts on tuned and untuned instruments from simple staff notation</p> <p>Perform pieces from memory</p> <p>Use some musical notation for note values</p> <p>Listen and appraise, improvise, sing, compose and perform</p>	<p>Perform rhythmic patterns, repeated and layered with other patterns or melodies</p> <p>Be able to play more challenging pulse activities</p> <p>Improvise rhythmic patterns over a steady beat with confidence</p> <p>Layer different rhythmic patterns with an understanding of how they interplay against a background pulse</p> <p>Play rhythms following stick &amp; musical notation</p> <p>Follow notation to perform rhythmic parts on un-tuned &amp; tuned percussion</p> <p>Put together own musical notation rhythms to perform on untuned &amp; tuned percussion</p> <p>Listen and appraise, improvise, sing, compose and perform</p>	<p>Create texture by combining sounds in imaginative ways using some musical notation.</p> <p>Make improvements to playing and performances</p> <p>Use musical vocabulary to demonstrate changes in dynamics &amp; tempo</p> <p>Add changes to dynamics &amp; tempo to musical sequences &amp; performances</p> <p>Learn the solfa hand signs &amp; sing or play back a sound sequence</p> <p>Learn about different pitched notes, representing these as musical notation on the stave</p> <p>Listen and appraise, improvise, sing, compose and perform</p>	<p>Create music which shows an understanding of simple structure</p> <p>Improvise with increasing confidence with a given range of notes and within a given structure</p> <p>Evaluate in order to refine and improve their own and others' work</p> <p>Compose music including musical notation- different note values and pitches</p> <p>Listen and appraise, improvise, sing, compose and perform</p>	<p>Use a wider musical vocabulary (related to the inter-related dimensions of music) to discuss different kinds of music.</p> <p>Recognise and begin to discuss some eras in music</p> <p>Refine &amp; improve their own work based on musical knowledge &amp; skills</p> <p>Evaluate their own and the work of their peers using appropriate musical vocabulary, discussing what is successful/unsuccessful and why</p> <p>Consider how one piece of music may be interpreted in different ways by different performers, sometimes according to venue and occasion</p> <p>Listen and appraise, improvise, sing, compose and perform</p>
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<p><b>Yr6</b></p>	<p>Sing songs in unison and in two parts showing understanding of how the harmonies fit together</p> <p>Create different vocal effects when singing or rapping</p> <p>Sing with clear diction and musical expression that suits the mood and message of the piece</p> <p>Follow graphic or traditional notation when singing songs</p> <p>Be able to sing with confidence in a smaller group or solo part</p> <p>Show an awareness of improvisation with the voice.</p> <p>Listen and appraise, improvise, sing, compose and perform</p>	<p>Perform parts from memory and from simple notation</p> <p>Perform a simple round using instruments</p> <p>Be aware of other parts when playing an independent part</p> <p>Begin to be able to use the inter dimensions of music to effect when playing untunes &amp; tuned instruments, such as changing tempo, using dynamics, playing staccato or legato</p> <p>Use musical notation for note values and pitches</p> <p>Listen and appraise, improvise, sing, compose and perform</p>	<p>Decode and encode short rhythmic patterns using standard and invented notation.</p> <p>Improvise melodic and rhythmic phrases in a variety of styles and genres</p> <p>Create own more complex rhythmic patterns using musical notation</p> <p>Develop rhythmic and melodic material from their own exploration and improvisational activities</p> <p>Use different notations to record and create</p> <p>Put together own musical notation rhythms to perform on untuned &amp; tuned percussion</p> <p>Listen and appraise, improvise, sing, compose and perform</p>	<p>Create texture by combining sounds in imaginative ways using musical notation.</p> <p>Add changes to dynamics &amp; tempo to musical sequences &amp; performances</p> <p>Use musical vocabulary to demonstrate changes in dynamics &amp; tempo</p> <p>Add dynamics &amp; changes in tempo, texture to own musical sequences</p> <p>Learn the solfa hand signs &amp; sing or play back a sound sequence</p> <p>Make musical sequences using Learn different pitched notes, represented as musical notation on the stave</p> <p>Listen and appraise, improvise, sing, compose and perform</p>	<p>Create musical responses which are increasingly coherent and show flair and imagination</p> <p>Use a variety of different musical skills in their composition- melody, rhythm &amp; chords</p> <p>Compose music including musical notation- different note values and pitches</p> <p>Evaluate their own work and improve their performance through listening, internalising, and analysing</p> <p>Listen and appraise, improvise, sing, compose and perform</p>	<p>Rehearse with others, showing an awareness of how to evaluate their work and achieve a high quality performance</p> <p>Listen “actively” with concentration to longer pieces of instrumental and vocal music</p> <p>Be able to discuss how music has different intentions</p> <p>Use a wider musical vocabulary (related to the inter-related dimensions of music) to discuss different kinds of music</p> <p>Discuss more eras in musical history, describing distinguishing musical features between them and offering preferences</p> <p>Analyse elements and features within different pieces of music (e.g. compare melodies)</p> <p>Relate music across time to other factors such as world events.</p> <p>Listen and appraise, improvise, sing, compose and perform</p>
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