



## Long Term Plan - Music

	End of KS1	End of Lower KS2	End of Upper KS2
<b>Perform</b>	<ul style="list-style-type: none"> <li>• Sing melodies accurately - following a simple melody</li> <li>• Know when and how to play a glockenspiel and a range of un-tuned percussion instruments</li> <li>• Use their voice and instruments to make long and short sounds</li> <li>• Imitate changes in pitch using their voice and a glockenspiel</li> </ul>	<ul style="list-style-type: none"> <li>• Sing a range of songs from memory with accurate pitch</li> <li>• Keep a simple part within a group when singing and playing either the glockenspiel or violin (Yr4)</li> <li>• Use breathing accurately to control the voice when singing a song</li> <li>• Play notes accurately on a glockenspiel or violin (Yr4)</li> <li>• Start to show awareness of an audience and how to perform with greater control for others</li> </ul>	<ul style="list-style-type: none"> <li>• Sing or play from memory with confidence.</li> <li>• Perform solos or as part of an ensemble.</li> <li>• Sing or play expressively and in tune.</li> <li>• Hold a part when singing within a round, knowing that you need to listen to the whole group to sing in time</li> <li>• Sing in harmony</li> <li>• Sustain a drone or a melodic ostinato to accompany singing</li> <li>• Perform to an audience with controlled breathing (voice) and skilful playing (instrument)</li> </ul>
<b>Compose</b>	<ul style="list-style-type: none"> <li>• Use long and short sounds to create a sequence</li> <li>• Clap a simple rhythm</li> <li>• Create a range of different sounds (long and short, loud and quiet, high and low)</li> <li>• Choose sounds to create an effect for a specified theme</li> </ul>	<ul style="list-style-type: none"> <li>• Compose and perform melodic songs as part of a group and solo</li> <li>• Create repeated patterns using a glockenspiel and Violin (yr4) and a range of un-tuned instruments</li> <li>• Create accompaniments for familiar tunes</li> <li>• Choose, order, combine and control sounds to create an effect for a specified theme</li> </ul>	<ul style="list-style-type: none"> <li>• Create songs with verses and a chorus</li> <li>• Create rhythmic patterns that show an awareness of timbre and duration</li> <li>• Combine melody, rhythm and chords to create a short musical piece</li> <li>• Select a range of musical elements to create a desired effect based on a theme</li> </ul>



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	<ul style="list-style-type: none"> <li>• Create a short musical pattern</li> <li>• Create a short rhythmic phrase</li> </ul>		<ul style="list-style-type: none"> <li>• Use a melodic ostinato, based on the pentatonic scale to create a short piece</li> </ul>
<b>Transcribe</b>	<ul style="list-style-type: none"> <li>• Use symbols to represent a composition</li> <li>• Perform their own and others musical representations</li> </ul>	<ul style="list-style-type: none"> <li>• Devise their own non-standard symbols to indicate when to play and when to rest</li> <li>• Recognise the notes EGBDF and FACE on the musical stave</li> <li>• Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent</li> </ul>	<ul style="list-style-type: none"> <li>• Use standard musical notation of crotchet, minim and semibreve to indicate how many beats to play when composing</li> <li>• Read and create notes on the musical stave</li> <li>• Understand the purpose of the treble and bass clefs</li> <li>• Understand the # (sharp) and b (flat) symbols</li> <li>• Use and understand simple time signatures</li> </ul>
<b>Describing music</b>	<ul style="list-style-type: none"> <li>• Talk about the beat of a tune</li> <li>• Recognise and talk about changes in timbre, dynamics and pitch</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about the terms: duration, timbre, pitch, beat, tempo, texture and use of silence when describing music</li> <li>• Evaluate music to identify areas of likes and dislikes</li> <li>• Discuss the effect layers of sound have on the overall mood and feeling of pieces of music from a range of genres</li> </ul>	<ul style="list-style-type: none"> <li>• Use a wide range of musical vocabulary to describe and appraise a range of musical genres. Vocabulary will include: pitch, dynamics, tempo, timbre, texture, lyrics, melody, solo, round, harmonies, ensemble accompaniment, drone and ostinato.</li> <li>• Describe how lyrics can reflect the cultural and or social context of music and how music has changed over time</li> </ul>
<b>Musical Genres</b>	<ul style="list-style-type: none"> <li>• Hip Hop, Reggae, Blues, Latin, Baroque, Folk, South African, Rock and Bhangra</li> </ul>	<ul style="list-style-type: none"> <li>• RnB, Rap, Pop, Hip Hop, Soul, Gospel, Reggae and Disco</li> </ul>	<ul style="list-style-type: none"> <li>• Classic Rock, Old School Hip Hop, Reggae, Jazz, Pop Ballard, Classical, Soul, Rhythm and Blues and Folk Rock</li> </ul>