



## Long Term Plan: Music



Year band	Autumn Term		Spring Term		Summer Term	
<b>Reception</b>	Me and My Community  <u>Autumn Term Outcomes</u>	People who help us/Autumn  <u>Autumn Term Outcomes</u>	Once Upon a Time  <u>Spring Term Outcomes</u>	Ready, Steady, Grow  <u>Spring Term Outcomes</u>	Animal Safari  <u>Summer Term Outcomes</u>	On the Beach  <u>Summer Term Outcomes</u>
<b>Year 1</b>	Performing: <ul style="list-style-type: none"> <li>Explore making different sounds with the voice and instruments.</li> <li>Show an understanding of pulse.</li> <li>Sing and chant songs and rhymes in unison.</li> <li>Begin to sing in tune using melodies that move mainly by step and include small intervals.</li> <li>Start and stop at the appropriate time.</li> <li>Follow a leader when performing as a group.</li> <li>Recognise visual signs for start, stop, mime actions, sing in your head.</li> <li>Playing a pitched note/drone to accompany a song.</li> </ul>		Performing: <ul style="list-style-type: none"> <li>Explore making different sounds with the voice and instruments.</li> <li>Show an understanding of pulse.</li> <li>Sing and chant songs and rhymes in unison.</li> <li>Begin to sing in tune using melodies that move mainly by step and include small intervals.</li> <li>Follow a leader when performing as a group.</li> <li>Recognise visual signs for start, stop, mime actions, sing in your head.</li> <li>Putting actions to songs.</li> <li>Playing a pitched note/drone to accompany a song.</li> </ul> Composing and Improvising:		Performing: <ul style="list-style-type: none"> <li>Explore making different sounds with the voice and instruments.</li> <li>Sing and chant songs and rhymes in unison.</li> <li>Begin to sing in tune using melodies that move mainly by step and include small intervals.</li> <li>Follow a leader when performing as a group.</li> <li>Recognise visual signs for start, stop, mime actions, sing in your head.</li> </ul> Composing and Improvising: <ul style="list-style-type: none"> <li>Say words/rhymes and clap/play to create simple rhythmic patterns.</li> <li>Improvise a rhythm/sound over a given number of beats.</li> <li>Add sound effects to a story.</li> </ul>	



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### Composing and Improvising:

- Say words/rhymes and clap/play to create simple rhythmic patterns.
- Respond to music through movement.
- Understand simple graphic notation – one sign for a sound or group of sounds.

### Aural awareness and Theoretical Knowledge:

- Copy back simple rhythmic patterns and melodies.
- Recognise duration as being long or short.
- Recognise pitch as high or low.
- Recognise different articulations e.g. smooth and detached.

### Reflecting and Evaluating:

- Comment on own performances and compositions.
- Describe how the music makes them feel and why.
- Describe music and sounds in simple terms using basic musical

- Respond to music through movement.
- Understand simple graphic notation – one sign for a sound or group of sounds.

### Aural awareness and Theoretical Knowledge:

- Recognise pitch as high or low.
- Recognise different articulations e.g. smooth and detached.
- Feel if the tempo is fast or slow by responding to the pulse.
- Recognise differences in dynamics as loud or soft.

### Reflecting and Evaluating:

- Comment on own performances and compositions.
- Describe how the music makes them feel and why.
- Describe music and sounds in simple terms using basic musical

- Make a piece of music to illustrate a character or mood.

### Aural awareness and Theoretical Knowledge:

- Listen to and experiment with vocal and instrumental sounds.

### Reflecting and Evaluating:

- Comment on own performances and compositions.
- Describe how the music makes them feel and why.
- Describe music and sounds in simple terms using basic musical vocabulary including pulse/beat, rhythm and pitch.



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	vocabulary including pulse/beat, rhythm and pitch.	vocabulary including pulse/beat, rhythm and pitch.	
	<p><b>Unit 1</b> (6 elements-musicianship, listening, singing, playing, composing and improvising and performing)</p> <ul style="list-style-type: none"> <li>Introduce beat- focus on the pulse or beat</li> </ul> <p><b>Unit 2</b> (6 elements-musicianship, listening, singing, playing, composing and improvising and performing)</p> <ul style="list-style-type: none"> <li>Introduce rhythm</li> <li>Introduce pitch</li> </ul>	<p><b>Unit 3</b> (6 elements-musicianship, listening, singing, playing, composing and improvising and performing)</p> <ul style="list-style-type: none"> <li>Introduce tempo</li> <li>Introduce dynamics</li> </ul> <p><b>Unit 4</b> (6 elements-musicianship, listening, singing, playing, composing and improvising and performing)</p> <ul style="list-style-type: none"> <li>Combine pulse, rhythm and pitch</li> </ul>	<p><b>Unit 5</b> (6 elements-musicianship, listening, singing, playing, composing and improvising and performing)</p> <ul style="list-style-type: none"> <li>Introduce and explore improvisation</li> </ul> <p><b>Unit 6</b> (6 elements-musicianship, listening, singing, playing, composing and improvising and performing)</p> <ul style="list-style-type: none"> <li>Explore sounds and create story through performance</li> </ul>
<b>Year 2</b>	<p>Performing:</p> <ul style="list-style-type: none"> <li>Perform a simple melody using voice and/or instruments.</li> <li>Perform with a strong sense of pulse.</li> <li>Start to understand the difference between pulse and rhythm.</li> <li>Perform, demonstrating use of dynamics, pitch and tempo.</li> <li>Play simple rhythms.</li> </ul>	<p>Performing:</p> <ul style="list-style-type: none"> <li>Develop an awareness of diction when singing.</li> <li>Sing/chant in unison and with a simple second part.</li> <li>As part of a group, maintain an ostinato/drone with the voice or on instruments.</li> </ul> <p>Composing and Improvising:</p>	<p>Performing:</p> <ul style="list-style-type: none"> <li>Perform and interpret a piece using simple notation.</li> <li>Follow a conductor and recognise visual signs for start, stop, mime actions, sing in your head.</li> </ul> <p>Composing and Improvising:</p> <ul style="list-style-type: none"> <li>Respond to music through movement.</li> </ul>



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- Sing in tune within a limited pitch range up to an octave.

### Composing and Improvising:

- Use simple pitch and rhythm patterns to develop a structure for a short piece.
- Improvise a rhythm/sound over a given number of beats.
- Recognise and begin to use contrasts in dynamics, tempo or pitch in a simple composition.

### Aural awareness and Theoretical Knowledge:

- Sing and recognise simple melodic shapes and patterns.
- Take a lead in activities that involve imitation or call and response.
- Continue to develop an awareness of pulse, duration, pitch, tempo, dynamics and articulations in all activities.

### Reflecting and Evaluating:

- Begin to recognise how music will fit a topic/theme.
- Experiment with different timbres to create effects.

### Aural awareness and Theoretical Knowledge:

- Begin to recognise the sounds of different instruments (timbre) with an understanding of how sounds are produced.
- Recognise groups of instruments.

### Reflecting and Evaluating:

- Talk about own and peers' work and make simple suggestions for improvement.
- Discuss how the music makes them feel and why.
- Describe music and sounds in simple terms using basic musical vocabulary including pulse/beat, rhythm/duration and pitch.

- Notate a composition using simple graphic notation.
- Understand that music can be notated in different ways.
- Compose a piece with a beginning, middle and end.

### Aural awareness and Theoretical Knowledge:

- Begin to recognise the sounds of different instruments (timbre) with an understanding of how sounds are produced.
- Recognise groups of instruments.

### Reflecting and Evaluating:

- Talk about own and peers' work and make simple suggestions for improvement.
- Discuss how the music makes them feel and why.
- Describe music and sounds in simple terms using basic musical vocabulary



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	<ul style="list-style-type: none"> <li>• Talk about own and peers' work and make simple suggestions for improvement.</li> <li>• Discuss how the music makes them feel and why.</li> <li>• Describe music and sounds in simple terms using basic musical vocabulary including pulse/beat, rhythm/duration and pitch.</li> </ul>		<p>including pulse/beat, rhythm/duration and pitch.</p>
	<p><b>Unit 1</b> (6 elements-musicianship, listening, singing, playing, composing and improvising and performing)</p> <ul style="list-style-type: none"> <li>• Exploring simple patterns in music (repeated rhythmic ideas, basslines, melodies)</li> </ul> <p><b>Unit 2</b> (6 elements-musicianship, listening, singing, playing, composing and improvising and performing)</p> <ul style="list-style-type: none"> <li>• Focus tempo</li> <li>• Focus dynamics</li> </ul>	<p><b>Unit 3</b> (6 elements-musicianship, listening, singing, playing, composing and improvising and performing)</p> <ul style="list-style-type: none"> <li>• Explore feelings through music (influences on mood, wellbeing, diversity, equality, equity)</li> </ul> <p><b>Unit 4</b> (6 elements-musicianship, listening, singing, playing, composing and improvising and performing)</p> <ul style="list-style-type: none"> <li>• Inventing a musical story (ceremonies and stories, films and shows – links to humans build community, friendships, kinship, peace)</li> </ul>	<p><b>Unit 5</b> (6 elements-musicianship, listening, singing, playing, composing and improvising and performing)</p> <ul style="list-style-type: none"> <li>• Music that makes you dance (wellbeing, exercise, music's psychological impact, artists as role models/influencers)</li> </ul> <p><b>Unit 6</b> (6 elements-musicianship, listening, singing, playing, composing and improvising and performing)</p> <ul style="list-style-type: none"> <li>• Exploring improvisation (creating music that belongs to you, independent or social, not right/wrong, improvisation links to drama/theatre/acting)</li> </ul>
<p><b>Year 3</b></p>	<p>Performing:</p> <ul style="list-style-type: none"> <li>• Play a simple melody with technical control of the instrument/voice to create a pleasing sound.</li> </ul>	<p>Performing:</p> <ul style="list-style-type: none"> <li>• Direct others to start and stop using gestures and can follow a conductor.</li> </ul>	<p>Performing:</p> <ul style="list-style-type: none"> <li>• Sing rhythmically and expressively using a limited range of notes of</li> </ul>



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	<ul style="list-style-type: none"> <li>• Perform, demonstrating changes in dynamics, pitch, tempo and articulation.</li> <li>• Demonstrate the difference between pulse and rhythm.</li> <li>• Clap or tap a pulse whilst speaking/playing/improvising a rhythm/song.</li> <li>• Understand and respond to visual cues for starting and stopping.</li> </ul> <p>Composing and Improvising:</p> <ul style="list-style-type: none"> <li>• Add pitch names to rhythmic notation to make melodies.</li> <li>• Understand how changes in pitch can be shown on either graphic score and staff notation.</li> <li>• Understand graphic scores and how more than one sound can play at a time to create texture.</li> <li>• Start to understand simple rhythmic notation including crotchet, quaver, minim, semibreve.</li> <li>• Improvise with increasing confidence. (e.g. using 2 – 3 notes).</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain a second part in a vocal or instrumental piece (e.g. partner songs and rounds).</li> </ul> <p>Composing and Improvising:</p> <ul style="list-style-type: none"> <li>• Make four-bar rhythms in groups, pairs or individually.</li> <li>• Contribute ideas to a group composition, playing own part.</li> </ul> <p>Aural awareness and Theoretical Knowledge:</p> <p>Reflecting and Evaluating:</p> <ul style="list-style-type: none"> <li>• Make constructive comments on own and others’ music to develop compositions and performances.</li> <li>• Use active listening to make simple connections and comparisons between own compositions and performances, and those of other musicians.</li> <li>• Begin to recognise how composers use the inter-related dimensions</li> </ul>	<p>approximately an octave with increased control.</p> <p>Composing and Improvising:</p> <ul style="list-style-type: none"> <li>• Choose instruments and playing techniques to accurately depict story, mood or character showing an awareness of timbre.</li> </ul> <p>Aural awareness and Theoretical Knowledge:</p> <ul style="list-style-type: none"> <li>• Recognise and describe how sounds are made on different instruments.</li> </ul> <p>Reflecting and Evaluating:</p> <ul style="list-style-type: none"> <li>• Make constructive comments on own and others’ music to develop compositions and performances.</li> <li>• Use active listening to make simple connections and comparisons between own compositions and performances, and those of other musicians.</li> </ul>
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### Aural awareness and Theoretical Knowledge:

- Sing and recognise short melodic shapes and rhythmic patterns from memory.
- Continue to develop an awareness of pulse, duration, pitch, tempo, dynamics and articulations in all activities.
- Recognise different metres (e.g. 3 time and 4 time).

### Reflecting and Evaluating:

- Make constructive comments on own and others' music to develop compositions and performances.
- Use active listening to make simple connections and comparisons between own compositions and performances, and those of other musicians.
- Begin to recognise how composers use the inter-related dimensions of music to create effects and mood.

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<p><b>Objectives to be taught.</b></p>	<p><b>Unit 1</b> (6 elements-musicianship, listening, singing, playing, composing and improvising and performing)</p> <ul style="list-style-type: none"> <li>Developing notation skills (C, D, E, G, A) (minims, crotchets, quavers)</li> </ul> <p><b>Unit 2</b> (6 elements-musicianship, listening, singing, playing, composing and improvising and performing)</p> <ul style="list-style-type: none"> <li>Enjoying improvisation</li> </ul>	<p><b>Unit 3</b> (6 elements-musicianship, listening, singing, playing, composing and improvising and performing)</p> <ul style="list-style-type: none"> <li>Composing using your imagination (individuality, something new/never existed before, develops one's creativity)</li> </ul> <p><b>Unit 4</b> (6 elements-musicianship, listening, singing, playing, composing and improvising and performing)</p> <ul style="list-style-type: none"> <li>Sharing musical experiences (comparing and contrasting different genre)</li> </ul>	<p><b>Unit 5</b> (6 elements-musicianship, listening, singing, playing, composing and improvising and performing)</p> <ul style="list-style-type: none"> <li>Learning more about musical styles (Gospel, Jazz, Hip-hop)</li> </ul> <p><b>Unit 6</b> (6 elements-musicianship, listening, singing, playing, composing and improvising and performing)</p> <ul style="list-style-type: none"> <li>Recognising different sounds (sounds from our planet/nature/natural/animals/climate)</li> </ul>
<p><b>Year 4</b></p>	<p>Performing:</p> <ul style="list-style-type: none"> <li>Demonstrate awareness of the need for good posture and diction whilst singing in order to maintain a pleasing sound.</li> <li>Sing and play with an awareness of how the interrelated dimensions of music affect the performance and its impact on the audience.</li> </ul> <p>Composing and Improvising:</p> <ul style="list-style-type: none"> <li>Construct a piece with a simple structure (e.g. Binary or Ternary).</li> </ul>	<p>Performing:</p> <ul style="list-style-type: none"> <li>Perform using a range of rhythmic/melodic notation and/or from graphic notation including crotchet, quaver, minim, semibreve, semiquaver.</li> <li>Understand and respond to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away.</li> <li>Direct others to start and stop using gestures and can follow a conductor.</li> </ul>	<p>Performing:</p> <ul style="list-style-type: none"> <li>Maintain a third part in a vocal or instrumental piece showing an understanding of texture (e.g. partner songs, rounds and simple part harmony).</li> <li>Continue to sing rhythmically and expressively using a range of approximately an octave with increased control.</li> </ul> <p>Composing and Improvising:</p> <ul style="list-style-type: none"> <li>Add own words to an existing tune to make a new song.</li> </ul>



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### Aural awareness and Theoretical Knowledge:

- Memorise rhythmic and melodic phrases and match to conventional/graphic pitch notation.
- Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations.
- Recognise different metres (e.g. 2, 3 or 4 time).

### Reflecting and Evaluating:

- Make constructive comments on own and others' music to develop compositions and performances discussing some of the inter-related dimensions of music.
- Use active listening to make simple connections and comparisons between own compositions and performances, and those of other musicians.

### Composing and Improvising:

- Improvise with increasing confidence (e.g. using 2 – 3 notes).
- Add pitch names to rhythmic notation to make more complex melodies.
- Begin to show an awareness of how changes in pitch can be shown on a stave.
- Work independently within a group composition showing thought in selection of instruments and playing techniques and understanding the effect of timbre and texture, including adding a drone.

### Aural awareness and Theoretical Knowledge:

### Reflecting and Evaluating:

- Make constructive comments on own and others' music to develop compositions and performances

- Make soundscapes/descriptive/atmospheric pieces with narrative/through-composed structures.
- Use ICT to compose.

### Aural awareness and Theoretical Knowledge:

- Recognise and describe how sounds are made and changed on different instruments and how this groups them into instrumental families.
- Recognise simple structures in the music that is being performed or listened to (e.g. phrases, Binary, Ternary, Verse-Chorus).

### Reflecting and Evaluating:

- Make constructive comments on own and others' music to develop compositions and performances discussing some of the inter-related dimensions of music.
- Use active listening to make simple connections and comparisons



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	<ul style="list-style-type: none"> <li>Identify how composers use the inter-related dimensions of music to create effects and mood.</li> <li>Ask questions about music in other cultures and traditions.</li> </ul>	<p>discussing some of the inter-related dimensions of music.</p> <ul style="list-style-type: none"> <li>Use active listening to make simple connections and comparisons between own compositions and performances, and those of other musicians.</li> <li>Identify how composers use the inter-related dimensions of music to create effects and mood.</li> <li>Ask questions about music in other cultures and traditions.</li> </ul>	<p>between own compositions and performances, and those of other musicians.</p> <ul style="list-style-type: none"> <li>Identify how composers use the inter-related dimensions of music to create effects and mood.</li> <li>Ask questions about music in other cultures and traditions.</li> </ul>
<b>Objectives to be taught.</b>	<p><b>Unit 1</b> (6 elements-musicianship, listening, singing, playing, composing and improvising and performing)</p> <ul style="list-style-type: none"> <li>Time signatures 2/3, ¾, 4/4</li> </ul> <p><b>Unit 2</b> (6 elements-musicianship, listening, singing, playing, composing and improvising and performing)</p> <ul style="list-style-type: none"> <li>Combining elements to make music (pulse, rhythm, pitch, dynamics, timbre, texture, structure/form)</li> </ul>	<p><b>Unit 3</b> (6 elements-musicianship, listening, singing, playing, composing and improvising and performing)</p> <ul style="list-style-type: none"> <li>Developing pulse and groove through improvisation</li> </ul> <p><b>Unit 4</b> (6 elements-musicianship, listening, singing, playing, composing and improvising and performing)</p> <ul style="list-style-type: none"> <li>Creating simple melodies together</li> </ul>	<p><b>Unit 5</b> (6 elements-musicianship, listening, singing, playing, composing and improvising and performing)</p> <ul style="list-style-type: none"> <li>Connecting notes and feelings</li> </ul> <p><b>Unit 6</b> (6 elements-musicianship, listening, singing, playing, composing and improvising and performing)</p> <ul style="list-style-type: none"> <li>Purpose, Identity and Expression in Music</li> </ul>
<b>Year 5</b>	<p>Performing:</p> <ul style="list-style-type: none"> <li>Demonstrate awareness of the need for good posture, breathing</li> </ul>	<p>Performing:</p> <ul style="list-style-type: none"> <li>Perform using a range of rhythmic and melodic notation combining</li> </ul>	<p>Performing:</p> <ul style="list-style-type: none"> <li>Direct others to start and stop using gestures or counting in, setting tempi and dynamics.</li> </ul>



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and diction whilst singing in order to maintain a pleasing sound.

- Sing and play with an understanding of how the interrelated dimensions of music affect the performance and its impact on the audience.
- Maintain a third part in a vocal or instrumental piece showing an understanding of texture.

### Composing and Improvising:

- Construct a piece with a simple structure (e.g. Binary or Ternary, Verse-Chorus, Intro/Outro).
- Compose showing sensitivity to mood/time/location through use of inter-related dimensions of music, experimenting with the use of harmony to create texture.
- Use ICT for recording/refining compositions.

### Aural awareness and Theoretical Knowledge:

the inter-related dimensions of music.

- Understand and respond to visual cues for starting and stopping, and/or fading away, tempi, dynamics and articulation.

### Composing and Improvising:

- Improvise with increasing confidence (e.g. using a scale pattern).
- Use scale patterns to construct melodies, understanding pitch direction, movement by step and leap and knowing names of notes.

### Aural awareness and Theoretical Knowledge:

- Recognise and identify instrumental families aurally.
- Recognise a variety of metres.

### Reflecting and Evaluating:

- Make constructive comments on own and others' music to develop

- Perform a solo part within a group.

### Composing and Improvising:

- Works independently within a group composition showing thought in selection of instruments and playing techniques.
- Is beginning to compose using conventional notation for rhythms and/or pitch.

### Aural awareness and Theoretical Knowledge:

- Memorise more complex rhythmic and melodic patterns and match conventional notation/graphic pitch notation.
- Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations.

### Reflecting and Evaluating:

- Make constructive comments on own and others' music to develop compositions and performances



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- Recognise simple structures in the music that is being performed or listened to (e.g. Binary, Ternary, Verse-Chorus, Rondo, Variation, 12-Bar Blues).
- Compare and discuss differences in performances of the same piece of music.

### Reflecting and Evaluating:

- Make constructive comments on own and others' music to develop compositions and performances making use of inter-related dimensions of music.
- Use active listening to make simple connections and comparisons between own compositions and performances, identifying the use of musical devices (e.g. Canon, Ostinato, Repetition, Sequence).
- Recognise how music reflects its purpose, place and time including other cultures, traditions and a variety of genres.

compositions and performances making use of inter-related dimensions of music.

- Use active listening to make simple connections and comparisons between own compositions and performances, identifying the use of musical devices (e.g. Canon, Ostinato, Repetition, Sequence).
- Recognise how music reflects its purpose, place and time including other cultures, traditions and a variety of genres.
- Discuss music in subjective and objective terms using musical vocabulary.

making use of inter-related dimensions of music.

- Use active listening to make simple connections and comparisons between own compositions and performances, identifying the use of musical devices (e.g. Canon, Ostinato, Repetition, Sequence).
- Recognise how music reflects its purpose, place and time including other cultures, traditions and a variety of genres.
- Discuss music in subjective and objective terms using musical vocabulary.



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	<ul style="list-style-type: none"> <li>Discuss music in subjective and objective terms using musical vocabulary.</li> </ul>		
<b>Objectives to be taught.</b>	<p><b>Unit 1</b> (6 elements-musicianship, listening, singing, playing, composing and improvising and performing)</p> <ul style="list-style-type: none"> <li>Getting started with music tech</li> </ul> <p><b>Unit 2</b> (6 elements-musicianship, listening, singing, playing, composing and improvising and performing)</p> <ul style="list-style-type: none"> <li>Emotions &amp; Musical Styles</li> </ul>	<p><b>Unit 3</b> (6 elements-musicianship, listening, singing, playing, composing and improvising and performing)</p> <ul style="list-style-type: none"> <li>Exploring key &amp; time signatures</li> </ul> <p><b>Unit 4</b> (6 elements-musicianship, listening, singing, playing, composing and improvising and performing)</p> <ul style="list-style-type: none"> <li>Introducing Chords</li> </ul>	<p><b>Unit 5</b> (6 elements-musicianship, listening, singing, playing, composing and improvising and performing)</p> <ul style="list-style-type: none"> <li>Words, meaning and expression</li> </ul> <p><b>Unit 6</b> (6 elements-musicianship, listening, singing, playing, composing and improvising and performing)</p> <ul style="list-style-type: none"> <li>Identifying important musical elements</li> </ul>
<b>Year 6</b>	<p><b>Performing:</b></p> <ul style="list-style-type: none"> <li>When singing, show greater mastery and control of tone, diction, posture and breathing consistently.</li> <li>Use the interrelated dimensions of music when singing and playing in a variety of styles.</li> <li>Perform using a range of rhythmic and melodic notation to play a variety of ostinati and simple pieces or songs, including expression and articulations.</li> </ul> <p><b>Composing and Improvising:</b></p>	<p><b>Performing:</b></p> <ul style="list-style-type: none"> <li>Understand and respond to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away, tempi, dynamics and articulation with greater accuracy.</li> <li>Direct others to start and stop using gestures or counting in, setting tempi and dynamics, articulation and show how to change these within a piece.</li> </ul> <p><b>Composing and Improvising:</b></p>	<p><b>Performing:</b></p> <ul style="list-style-type: none"> <li>Maintain a third part in a vocal or instrumental piece with an understanding of harmony and texture.</li> </ul> <p><b>Composing and Improvising:</b></p> <ul style="list-style-type: none"> <li>Construct a piece with a more complex structure (e.g. Rondo, Twelve-bar Blues).</li> <li>Works independently within a group composition showing thought in selection of instruments and playing techniques.</li> </ul>



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- Can use different scale patterns to construct melodies (e.g. major, minor, pentatonic).
- Compose showing sensitivity to mood/time/location through use of inter-related dimensions of music, including experimenting with harmonies and chords to create texture.

### Aural awareness and Theoretical Knowledge:

- Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations.
- Recognise structures in the music that is being performed or listened to (Rondo, Variation, Twelve Bar Blues, Ternary, Verse-Chorus, Intro/Outro, through-composed).

### Reflecting and Evaluating:

- Make constructive and refined comments on own and others' music to develop compositions and performances using the full range

- Improvise with increasing confidence. (e.g. using a scale pattern).
- Notate compositions using a variety of methods, incorporating the inter-related dimensions of music.

### Aural awareness and Theoretical Knowledge:

- Memorise more complex rhythmic and melodic patterns and match to conventional notation.
- Recognise a variety of metres.

### Reflecting and Evaluating:

- Make constructive and refined comments on own and others' music to develop compositions and performances using the full range of inter-related dimensions of music.
- Use active listening to make simple connections and comparisons between own

- To create a piece using ICT (ie garage band).

### Aural awareness and Theoretical Knowledge:

- Recognise and identify instrumental families aurally, including instruments from different genres, cultures and traditions, comparing and contrasting them with their own musical practices and experiences.
- Compare and discuss differences in performances of the same piece of music.

### Reflecting and Evaluating:

- Make constructive and refined comments on own and others' music to develop compositions and performances using the full range of inter-related dimensions of music.
- Use active listening to make simple connections and comparisons between own compositions and performances, identifying the use of



## Long Term Plan: Music



	<p>of inter-related dimensions of music.</p> <ul style="list-style-type: none"> <li>• Use active listening to make simple connections and comparisons between own compositions and performances, identifying the use of musical devices (e.g. Canon, Ostinato, Repetition, Sequence).</li> <li>• Recognise how music reflects its purpose, place and time, including other cultures and traditions, and relating it to own cultures, traditions and experiences</li> <li>• Confidently use a wide range of musical vocabulary.</li> </ul>	<p>compositions and performances, identifying the use of musical devices (e.g. Canon, Ostinato, Repetition, Sequence).</p> <ul style="list-style-type: none"> <li>• Recognise how music reflects its purpose, place and time, including other cultures and traditions, and relating it to own cultures, traditions and experiences</li> <li>• Confidently use a wide range of musical vocabulary.</li> </ul>	<p>musical devices (e.g. Canon, Ostinato, Repetition, Sequence).</p> <ul style="list-style-type: none"> <li>• Recognise how music reflects its purpose, place and time, including other cultures and traditions, and relating it to own cultures, traditions and experiences</li> <li>• Confidently use a wide range of musical vocabulary.</li> </ul>
<p><b>Objectives to be taught.</b></p>	<p><b>Unit 1</b> (6 elements-musicianship, listening, singing, playing, composing and improvising and performing)</p> <ul style="list-style-type: none"> <li>• Developing melodic phrases</li> </ul> <p><b>Unit 2</b> (6 elements-musicianship, listening, singing, playing, composing and improvising and performing)</p> <ul style="list-style-type: none"> <li>• Understanding structure and form</li> </ul>	<p><b>Unit 3</b> (6 elements-musicianship, listening, singing, playing, composing and improvising and performing)</p> <ul style="list-style-type: none"> <li>• Gaining confidence through performance</li> </ul> <p><b>Unit 4</b> (6 elements-musicianship, listening, singing, playing, composing and improvising and performing)</p> <ul style="list-style-type: none"> <li>• Exploring notation further</li> </ul>	<p><b>Unit 5</b> (6 elements-musicianship, listening, singing, playing, composing and improvising and performing)</p> <ul style="list-style-type: none"> <li>• Using chords and structure</li> </ul> <p><b>Unit 6</b> (6 elements-musicianship, listening, singing, playing, composing and improvising and performing)</p> <ul style="list-style-type: none"> <li>• Respecting each other through composition</li> </ul>