



Music Long Term Plan



“Music education can help spark a child's imagination or ignite a lifetime of passion. When you provide a child with new worlds to explore and challenges to tackle, the possibilities are endless.”

At Lewknor Church of England Primary School our intention is that all children develop a relationship with music from an early age through a wide range of genres and time periods. All children should be able to confidently listen to and evaluate a variety of music types in detail. Children should sing, play and compose using their musical skills, experience and knowledge and should have the opportunity to participate in a range of music based activities both in the classroom and at wider events. All children should learn to appreciate the important role music plays in our lives and cultures and should broaden their experience through interactive learning opportunities, visiting workshops, peripatetic teaching and performance opportunities.

Music - and singing in particular - plays a big part of life in our school. We pride ourselves on the fact that every child has the opportunity to learn how to play an instrument before they leave Lewknor Church of England Primary and that our pupils are confident and enthusiastic performers with a love of music.

Children are able to draw on this increasing aural memory to be able to excel in their musical performance in both solo and ensemble contexts. As children develop their musicality throughout their time at Lewknor, so too will they benefit from a deepening self-confidence, creativity and sense of success. A love of music is something that can stay with a child for a lifetime and continue to enrich their life and sense of well-being even after they have moved on from our school.

Skills and Knowledge Progression

	Singing	Playing Instruments	Improvising/exploring	Composing	Listening	Appraising
Year 1	<ul style="list-style-type: none"> Sing a song with contrasting high and low melodies. Control vocal dynamics, duration and timbre. Sing a song together as a group. Combine voices and movement to perform a chant and a song. 	<ul style="list-style-type: none"> Identify and keep a steady beat using instruments. Explore and control dynamics, duration, and timbre with instruments. Play percussion instruments at different speeds (tempi). Play and control changes in tempo. 	<ul style="list-style-type: none"> Improvise descriptive music. Respond to music through movement. Create a soundscape using instruments. Explore different sound sources and materials. Explore sounds on instruments and find different ways to vary their sound. 	<ul style="list-style-type: none"> Invent and perform new rhythms to a steady beat. Create, play and combine simple word rhythms. Create a picture in sound. 	<ul style="list-style-type: none"> Recognise and respond to changes in tempo in music. Identify changes in pitch and respond to them with movement. Understand how music can tell a story. Understand musical structure by listening and responding through movement. 	<ul style="list-style-type: none"> Identify a sequence of sounds (structure) in a piece of music. Listen in detail to a piece of orchestral music (e.g. identify instruments). Identify metre by recognising its pattern. Identify a repeated rhythm pattern.

	<ul style="list-style-type: none"> Use voice to create descriptive sounds. 	<ul style="list-style-type: none"> Explore sounds on instruments and find different ways to vary their sound. Use instruments to create descriptive sounds. Play fast, slow, loud, and quiet sounds on percussion instruments. 				
Year 2	<ul style="list-style-type: none"> Chant and sing in two parts while playing a steady beat. Sing with expression, paying attention to the pitch shape of the melody. Understand pitch through singing, movement and note names. Prepare and improve a performance using movement, voice and percussion. 	<ul style="list-style-type: none"> Listen to and repeat rhythmic patterns on body percussion and instruments. Play pitch lines on tuned percussion. Accompany a song with vocal, body percussion and instrument ostinato. Use instruments expressively in response to visual stimuli. 	<ul style="list-style-type: none"> Explore timbre and texture to understand how sounds can be descriptive. Combine sounds to create a musical effect in response to visual stimuli. Explore voices to create descriptive musical effects. Explore different ways to organise music. 	<ul style="list-style-type: none"> Compose music to illustrate a story. Perform and create simple three- and four-beat rhythms using a simple score. 	<ul style="list-style-type: none"> Match descriptive sounds to images. Listen to and repeat back rhythmic patterns on instruments and body percussion. 	<ul style="list-style-type: none"> Identify ways of producing sounds (e.g. shake, strike, pluck). Identify rising and falling pitch. Listen in detail to a piece of orchestral music (e.g. identify how it depicts a season). Use simple musical vocabulary to describe music. Listen, describe and respond to contemporary orchestral music.
Year 3	<ul style="list-style-type: none"> Sing in two-part harmony. Copy and create a wide range of vocal sounds to incorporate into a song. Sing in two parts (two different melodies) with movements and percussion. Perform a round in three parts. 	<ul style="list-style-type: none"> Accompany a song with a melodic ostinato on tuned percussion. Perform a pentatonic song with tuned and untuned accompaniment. Play independent parts in more than one metre simultaneously on body percussion, untuned and tuned percussion. 	<ul style="list-style-type: none"> Improvise descriptive music. Improvise to an ostinato accompaniment. Explore simple accompaniments using beat and rhythm patterns. 	<ul style="list-style-type: none"> Select descriptive sounds to accompany a poem. Choose different timbres to make an accompaniment. Make choices about musical structure. Create and perform from a symbol score. Arrange an accompaniment with attention to balance and musical effect. 	<ul style="list-style-type: none"> Listen to and learn about Hindustani classical music. Learn how sounds are produced and how instruments are classified. Listen to and learn about traditional Chinese music. Listen to and learn about a Romantic piece of music. 	<ul style="list-style-type: none"> Identify the metre in a piece of music. Recognise rhythm patterns in staff notation. Recognise pitch shapes.

		<ul style="list-style-type: none"> • Perform rhythmic ostinato individually and in combination. • Understand and use pitch notations. • Read simple rhythm notation. • Create and perform from a symbol score. • Read graphic notation to play a melody on tuned instruments. 		<ul style="list-style-type: none"> • Use a score and combine sounds to create different musical textures. 	<ul style="list-style-type: none"> • Listen to and learn about a medieval antiphon. • Listen to, learn about, play and dance to Tudor dance music. 	
Year 4	<ul style="list-style-type: none"> • Perform a poem as an ensemble with rhythmic accuracy to a steady beat. • Use beatbox techniques to imitate the sound of a drum kit. • Learn to sing partner songs. • Sign a call and response song in a minor key in two groups. • Sing a song with three simple independent parts. • Combine singing, playing and dancing in a performance. 	<ul style="list-style-type: none"> • Combine four body percussion ostinati as a song accompaniment. • Play a pentatonic song with leaps in pitch on tuned percussion. • Play and sing repeated patterns (ostinati) from staff notation. • Play a piece with melody, chords, bass and rhythm parts from graphic, rhythm and staff notations. 	<ul style="list-style-type: none"> • Improvise in response to visual stimuli, with a focus on timbre. • Explore household items as instruments and match rhythms with appropriate sound makers. • Improvise melodies with a given set of five notes (a pentatonic scale). • Explore layers and layering using a graphic score. • Understand syncopation and clap improvised off-beat rhythms. 	<ul style="list-style-type: none"> • Compose an introduction for a song. • Compose and notate pentatonic melodies on a graphic score. • Compose a rap. • Compose a fanfare. • Compose and play sequences of word rhythms. 	<ul style="list-style-type: none"> • Understand how rhythmic articulation affects musical phrasing. • Explore the descriptive music of two famous composers of the 20th and 21st century. • Listen to and learn about 1940s dance band music. • Listen to and play along with Bhangra music. • Copy rhythms and a short melody. • Match short rhythmic phrases with rhythm notation. • Listen to and learn about Renaissance instruments. 	<ul style="list-style-type: none"> • Identify different instrument groups from a recording. • Describe the structure of a piece of orchestral music. • Develop listening skills by analysing and comparing music from different traditions. • Identify key features of minimalist music. • Compare and contrast the structure of two pieces of music. • Identify the metre of a new song or piece. • Listen to and analyse 20th century ballet music.
Year 5	<ul style="list-style-type: none"> • Prepare for a performance by considering narration, performance space, 	<ul style="list-style-type: none"> • Read a melody in staff notation. • Interpret graphic notation on various sound makers with an understanding of their 	<ul style="list-style-type: none"> • Develop accompaniments using ostinato and invent or improvise rhythms on untuned percussion. 	<ul style="list-style-type: none"> • Develop a structure for a vocal piece and create graphic scores. • Explore extended vocal techniques through listening to 	<ul style="list-style-type: none"> • Hear and understand the features of the whole tone scale. • Listen to and learn about modern 	<ul style="list-style-type: none"> • Listen to a 19th century tone poem and describe its effects and use of the musical dimensions.

	<p>setting up and other logistics.</p> <ul style="list-style-type: none"> • Develop techniques of performing rap using texture and rhythm. • Sing and play percussion in a group piece with changes in tempo and dynamics. • Sing a song in unison and three-part harmony. • Sing with attention to accuracy in rhythm, pitch and dynamics. 	<p>qualities and capabilities.</p> <ul style="list-style-type: none"> • Perform music together in synchronisation with a short movie. • Develop ensemble playing, focusing on steady beat and placing notes accurately together. • Control short, loud sounds on a variety of instruments. 	<ul style="list-style-type: none"> • Learn about jazz scat singing and devise scat sounds. • Play and improvise using the whole tone scale. • Create musical effects using contrasting pitch. • Interpret graphic notation on various sound makers with an understanding of their qualities and capabilities. • Learn about and explore techniques used in movie soundtracks. 	<p>and composing 'acapella' (unaccompanied) vocal music based on graphic scores.</p> <ul style="list-style-type: none"> • Use the musical dimensions to create and perform music for a movie. • Evaluate and refine compositions with reference to the inter-related dimensions of music. • Create sounds for a movie, following a timesheet. 	<p>classical/avant garde music (20th century).</p> <ul style="list-style-type: none"> • Learn about the music of an early Baroque opera. • Demonstrate understanding of the effect of music in movies. 	<ul style="list-style-type: none"> • Listen to and analyse 19th century impressionist music using musical vocabulary. • Compare and contrast two pieces of 19th century Romantic music. • Identify changes in tempo and their effects. • Evaluate and refine compositions with reference to the inter-related dimensions of music. • Explore and analyse a song arrangement and its structure. • Rehearse, improve and analyse an ensemble performance, with attention to balance and staying in time.
Year 6	<ul style="list-style-type: none"> • Demonstrate understanding of pitch through singing from simple staff notation. • Demonstrate understanding of beat and syncopation through singing and body percussion. • Convey lyrical meaning through expressive singing in a part-song with echoes. 	<ul style="list-style-type: none"> • Demonstrate coordination and rhythm skills by participating in a complex circle game. • Play a chordal accompaniment to a piece. • Follow and interpret a complex graphic score for four instruments. • Play tuned instrumental parts confidently from graphic scores with note names. 	<ul style="list-style-type: none"> • Devise, combine and structure rhythms through dance. • Improvise descriptive music on instruments and other sound makers. 	<ul style="list-style-type: none"> • Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music. • Compose programme music from a visual stimulus. 	<ul style="list-style-type: none"> • Follow and interpret a complex graphic score for four instruments. • Experience and understand the effect of changing harmony. • Listen to and understand modulation in a musical bridge. 	<ul style="list-style-type: none"> • Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music. • Discuss the music of a Russian Romantic composer with reference to a painting from the same period.

	<ul style="list-style-type: none">• Learn to sing major and minor note patterns accurately.• Demonstrate planning, directing, and rehearsal skills through allocated roles, such as technicians and researchers.• Develop, rehearse and perform a mini-musical, including dialogue, singing, playing and movement.• Refine vocal performance with consideration of posture, breathing and enunciation.• Perform complex song rhythms confidently.• Change vocal tone to reflect mood and style.					
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