

MUSIC CURRICULUM LONG TERM PLAN

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS1	Nursery Rhyme / Pre-Phonics/Launchpad: Actions	Nursery Rhyme / Pre-Phonics/Launchpad: Small group singing	Nursery Rhyme / Pre-Phonics/Launchpad: Different sounds	Nursery Rhyme / Pre-Phonics/Launchpad: Sound discrimination	Nursery Rhyme / Pre-Phonics/Launchpad: Patterns	Nursery Rhyme / Pre-Phonics/Launchpad: Consolidation through play
FS2	Nursery Rhyme / Action Songs: Listen and Appraise, Sing and Perform, Compose and Improve	Nursery Rhyme / Action Songs: Listen and Appraise, Sing and Perform, Compose and Improve	Nursery Rhyme / Action Songs: Listen and Appraise, Sing and Perform, Compose and Improve	Nursery Rhyme / Action Songs: Listen and Appraise, Sing and Perform, Compose and Improve	Funk Music: Listen and Appraise, Sing and Perform, Compose and Improve	Nursery Rhyme and Funk Music: Listen and Appraise, Sing and Perform, Compose and Improve
Y1	Hey You! Genre: Hip Hop Listen and Appraise	Rhythm in the Way We Walk Genre: Action Songs/ Reggae Sing and Perform	In the Groove Genre: Various (6) Listening and Appraise (comparing genres)	Round and Round Genre: Latin Building skills - playing musical instruments	Your Imagination Genre: Pop Technical Control of Singing	Reflect, Rewind & Replay Genre: Various (inc. Classical) Consolidating learnt skills and revisiting songs/ musical activities
Y2	Hands, Feet, Heart Style: South African Appraise and Sing	Ho Ho Ho! Genre: Various (main song linked to Christmas) Sing and Perform	I Wanna Play in a Band Genre: Rock Play and Improve	Zootime Genre: Reggae Sing and Play	Friendship Song Genre: Pop Technical Control of Playing	Reflect, Rewind & Replay Genre: Various (inc. Classical) Consolidating learnt skills and developing musical language
Y3	Let Your Spirit Fly Genre: RnB Appraise and Sing	Glockenspiel (Stage 1) Genre: Instrumental Playing - Musical Language	Three Little Birds Genre: Reggae Sing, Play and Improve	The Dragon Song Genre: Music from Around the World Sing and Improve	Bringing Us Together Genre: Disco Technical Control of Improvising	Reflect, Rewind & Replay Genre: Various (inc. Classical) Consolidate, revisit and develop performance skills
Y4	Mamma Mia Genre: 70s Pop Appraise, Sing and Perform	Glockenspiel (Stage 2) Genre: Instrumental Playing and Musical Language	Stop! Genre: Rap Sing and Compose	Lean On Me Genre: Soul/ Gospel Sing and Play	Blackbird Genre: 60s Pop Technical Control of Singing and Improvising	Reflect, Rewind & Replay Genre: Various (inc. Classical) Consolidate, revisit and perform
Y5	Livin' On a Prayer Genre: Classic Rock Appraise, Sing and Perform	Classroom Jazz (Stage 1) Genre: Jazz Play and Improve	Make You Feel My Love Genre: Pop Ballad Sing and Improve	The Fresh Prince of Bel Air Genre: Hip Hop Improvise and Compose	Dancing in the Street Genre: Motown Technical Control of Singing and Playing	Reflect, Rewind & Replay Genre: Various (inc. Classical) Consolidate, Compose and Perform
Y6	Happy Genre: Pop Appraise, Sing and Perform	Classroom Jazz (Stage 2) Genre: Jazz Improvise and Compose	A New Year Carol Genre: Folk Appraise, Sing and Improve	You've Got a Friend Genre: Pop Sing, Play and Perform	Women in Music Genre: Various Technical Control of Composing	Reflect, Rewind & Replay Genre: Various (inc. Classical) Consolidate, Improvise and Perform

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F1	Nursery Rhyme / Pre-Phonics/Launchpad skills Skill focus: Actions	Nursery Rhyme / Pre-Phonics/Launchpad skills Skill focus: To take part in small group singing sessions	Nursery Rhyme / Pre-Phonics/Launchpad skills Skill focus: To tune in and discriminate between different sounds	Nursery Rhyme / Pre-Phonics/Launchpad skills Skill focus: Tuning into percussion sounds / sound discrimination	Nursery Rhyme / Pre-Phonics/Launchpad skills Skill focus: To begin to understand a melodic pattern	Nursery Rhyme / Pre-Phonics/Launchpad skills Skill focus: Consolidating learnt skills and play / play alongside others
Development Matters <ul style="list-style-type: none"> Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Play instruments with increasing control to express their feelings and ideas. Create their own songs or improvise a song around one they know. Pay attention to more than one thing at a time, which can be difficult. Sing a large repertoire of songs. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. 						
Take Aways	To perform familiar nursery rhymes To understand basic movement vocabulary such as wind, clap, stamp, jump, pat and click To understand basic instruction vocabulary: follow, lead, copy	To sing in a group in unison To remember and sing part of song To sing a range of well-known nursery rhymes slowly and clearly	To listen with increased attention To listen attentively, and talk about music To respond to what they have heard, expressing feelings about different cultural music	To play percussion instruments with increasing control To distinguish between 2 or 3 percussion instruments To make loud and soft sounds with a selection of percussion instruments	To make large and small scale body movements in a call and response style pattern To tap out a simple pattern To notice an error in a repeating pattern	To independently create actions and perform songs learnt throughout the year To begin to innovate and personalise well known rhymes To sometimes use the vocabulary related to sound discrimination e.g. high, low, loud, soft
Vocab	sounds e.g., soft/loud, music, instrument, rhythm, rhyme, up/down, song, singing, dance, dancing, perform, fast/slow, tap/clap/beat, walk/jump/hop, drum					

MUSIC CURRICULUM LONG TERM PLAN

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
F2	Nursery Rhyme/ Action songs Genre: Nursery Rhyme Skill: Listening and Appraising, Singing and Performing, Composition and Improvisations	Nursery Rhyme/ Action songs Genre: Nursery Rhyme Skill: Listening and Appraising, Singing and Performing, Composition and Improvisations	Nursery Rhyme / Action songs Genre: Nursery Rhyme Skill: Listening and Appraising, Singing and Performing, Composition and Improvisations	Nursery Rhyme / Action songs Genre: Nursery Rhyme Skill: Listening and Appraising, Singing and Performing, Composition and Improvisations	Funk music Genre: Funk Music Skill: Listening and Appraising, Singing and Performing, Composition and Improvisations	Consolidate and perform Genre: Nursery rhyme and Funk music Skill: Listening and Appraising, Singing and Performing, Composition and Improvisations
Development Matters <ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. Understand how to listen carefully and why listening is important. Listen carefully to rhymes and songs, paying attention to how they sound. Combine different movements with ease and fluency. 						
Take Aways	<p>To listen and respond to different styles of music</p> <p>To embed foundations of the interrelated dimensions of music</p> <p>To learn to sing or sing along with nursery rhymes and action songs</p> <p>To improvise, leading to playing classroom instruments</p> <p>To share and perform the learning that has taken place</p>	<p>To listen and respond to different styles of music</p> <p>To embed foundations of the interrelated dimensions of music</p> <p>To learn to sing or sing along with nursery rhymes and action songs</p> <p>To improvise, leading to playing classroom instruments</p> <p>To share and perform the learning that has taken place</p>	<p>To listen and respond to different styles of music</p> <p>To embed foundations of the interrelated dimensions of music</p> <p>To learn to sing or sing along with nursery rhymes and action songs</p> <p>To improvise, leading to playing classroom instruments</p> <p>To sing and learn to play instruments within a song</p> <p>To share and perform the learning that has taken place</p>	<p>To listen and respond to different styles of music</p> <p>To embed foundations of the interrelated dimensions of music</p> <p>To learn to sing or sing along with nursery rhymes and action songs</p> <p>To improvise, leading to playing classroom instruments</p> <p>To sing and learn to play instruments within a song</p> <p>To share and perform the learning that has taken place</p>	<p>To listen to and appraise different examples of Funk music</p> <p>To embed foundations of the interrelated dimensions of music using voices and instruments</p> <p>To learn to sing Big Bear Funk and revisiting other nursery rhymes and action songs</p> <p>To play instruments within the song and perform a riff-based composition</p> <p>To improvise using voices and instruments</p> <p>To share and perform the learning that has taken place</p>	<p>To listen to and appraise different styles of music</p> <p>To continue to embed the foundations of the interrelated dimensions of music using voices and instruments</p> <p>To learn to sing and revisit nursery rhymes and action songs</p> <p>To play instruments within the song and perform a riff-based composition</p> <p>To improvise using voices and instruments</p> <p>To share and perform the learning that has taken place</p>
Vocab	sounds e.g., soft/loud, music, instrument, rhythm, rhyme, up/down, song, singing, dance, dancing, perform, fast/slow, tap/clap/beat, walk/jump/hop, drum					

MUSIC CURRICULUM LONG TERM PLAN

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	Hey You! Genre: Hip Hop Skill: Listen and Appraise	Rhythm in the Way We Walk Genre: Action Songs/ Reggae Skill: Sing and Perform	In the Groove Genre: Various (6) Skill: Listen and Appraise (comparing genres)	Round and Round Genre: Latin Skill: Building skills - playing musical instruments.	Your Imagination Genre: Pop Skill: Technical control of singing	Reflect, Rewind & Replay Genre: Various Skill: Consolidating learnt skills and revisiting songs/ musical activities
Take Aways	<p>To identify different sounds</p> <p>To find the pulse using my body</p> <p>To join in with singing</p> <p>To listen to and clap back short rhythmic patterns</p> <p>To start and stop singing when following a leader</p> <p>To form an opinion to express how they feel about a piece of music</p>	<p>To learn how to take part in a group vocal warm up</p> <p>To be able to move along to the pulse of a song in different ways</p> <p>To recognise when to start singing and when to stop</p> <p>To use the voice to speak, sing, chant and make a range of sounds</p> <p>To recognise repeated patterns in a song</p> <p>To understand the difference between a verse and a chorus</p>	<p>To know and recognise the names and sounds of instruments</p> <p>To compare the different sounds that instruments make</p> <p>To know that music has a steady pulse (like a heartbeat)</p> <p>To create different rhythms within the song</p> <p>To know and perform a solo performance</p> <p>To be able to explain why I like a song</p>	<p>To know the name of the instrument I am playing</p> <p>To make a sequence of sounds with instruments</p> <p>To listen to and follow musical instructions from a leader</p> <p>To know the importance of treating instruments with respect</p> <p>To play the notes C, D and F at practice tempo</p> <p>To play my part using the notes C, D and F on the glockenspiel</p>	<p>To warm up my voice</p> <p>To sing a range of vocal melodies</p> <p>To know how to create different pitches using my voice</p> <p>To learn lyrics off by heart</p> <p>To sing back a given melody with some accuracy</p> <p>To be able to sing only my part during an ensemble</p>	<p>To listen and clap back my own rhythm</p> <p>To explain rhythm, pitch and tempo</p> <p>To be able to compare songs using key vocabulary</p> <p>To know that Classical music is still composed today</p> <p>To know the difference between a composer and musician</p> <p>To understand where a piece of a music fits in time</p>
Vocab	action songs, respond, explore, listen, sing, play, learn, pulse, rhythm, high, low, perform, share, play, stop, move, actions, voice, hands, feet, big sounds, soft sounds, loud sounds, group, verse, chorus, hook, repeating pattern, lyrics, glockenspiel, differences, drums, instrument, Latin, note, percussion, performance, practice, similarities					

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Y2	Hands, Feet, Heart Style: South African Skill: Appraise and Sing	Ho Ho Ho! Genre: Various (main song linked to Christmas) Skill: Sing and Perform	I Wanna Play in a Band Genre: Rock Skill: Play and Improvise	Zootime Genre: Reggae Skill: Sing and Play	Friendship Song Genre: Pop Skill: Technical Control of Playing	Reflect, Rewind & Replay Genre: Various Skill: Consolidating learnt skills and developing musical language
Take Aways	<p>To understand the structure of call and response and recognise where to sing</p> <p>To know that the voice is an instrument that can make a range of different sounds</p> <p>To sing with expression</p> <p>To sing / clap a pulse increasing or decreasing in tempo</p> <p>To use symbols to identify different sounds</p> <p>To talk about rhythm, pitch and tempo</p>	<p>To understand the importance of warming up the voice</p> <p>To know that songs can be used to tell stories or communicate ideas</p> <p>To be able to perform as part of an ensemble, using the voice in different ways</p> <p>To be able to follow a melody when singing</p> <p>To know that unison is when more than one person sings the same thing at the same time</p> <p>To be part of an ensemble performance</p>	<p>To know the names of different instruments</p> <p>To play the part in time with a steady pulse</p> <p>To listen to and follow musical instructions</p> <p>To know the importance of treating instruments with respect</p> <p>To understand the effect of combining notes to make up our own music</p> <p>To accurately play the notes A, C, D, F and G</p>	<p>To be able to sing a song off by heart with expression</p> <p>To be part of a group vocal warm up</p> <p>To sing with varied dynamics (loud and quiet)</p> <p>To be able to say how to treat musical instruments with respect</p> <p>To play my part using the notes C and D on the glockenspiel using more complex rhythm patterns</p> <p>To keep in time whilst playing, following a steady pulse</p>	<p>To listen and respond to more complex rhythm patterns</p> <p>To accurately play back a given melody using the notes C, D, F and G</p> <p>To play the new notes E and B</p> <p>To rehearse my part confidentially using the notes E, G, A and B on a glockenspiel</p> <p>To be able to play only my part during an ensemble performance</p> <p>To play with varied dynamics (loud and quiet)</p>	<p>To match rhythm sequences</p> <p>To explain rhythm, pitch and tempo in a song</p> <p>To explain dynamics as the 'loudness' or 'softness' of a sound</p> <p>To demonstrating knowledge of rhythm, pitch, tempo and dynamics</p> <p>To know about different periods of Classical music</p> <p>To know what staves and clefs are</p> <p>To understand that different pieces of music have different time signatures.</p>
Vocab	audience, backing vocals, chorus, dance interlude, differences, dynamics, ending, ensemble, expression, glockenspiel, imagination, improvisation, instrument, instrumental, intro/introduction, lyrics, melody, note, performance, pitch, Pop, practice, pulse, rap, Reggae, rhythm, sequence, similarities, singers, solo, South African, structure, style, tempo, unison, verse, warm up					

MUSIC CURRICULUM LONG TERM PLAN

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y3	Let Your Spirit Fly Genre: RnB Skill: Sing and Appraise	Glockenspiel (Stage 1) Genre: Instrumental Skill: Playing and Musical Language	Three Little Birds Genre: Reggae Skill: Sing, Play and Improvise.	The Dragon Song Genre: Music from Around the World Skill: Sing and Improvise.	Bringing Us Together Genre: Disco Skill: Technical Control of Improvising	Reflect, Rewind & Replay Genre: Various Skill: Consolidate, revisit and develop performance
Take Aways	<p>To sing/clap a pulse increasing or decreasing in tempo</p> <p>To sing a song in tune with increasing expression</p> <p>To maintain a simple part within an ensemble</p> <p>To begin to recognise changes in timbre, dynamics and pitch in different songs</p> <p>To modulate and control voice when singing, pronouncing words clearly</p> <p>To recognise style indicators in music from different times and cultures</p>	<p>To demonstrate conscious control when playing an instrument</p> <p>To be able to play varied rhythm patterns on an instrument</p> <p>To be able to play notes with increasing clarity and accuracy</p> <p>To be able to recognise basic musical notation</p> <p>To be able to play rhythms longer than two bars, using crotchets, minims and their rests</p> <p>To be able to compose and perform a clear, 2+ note melody with a simple rhythm</p>	<p>To improvise within a group using voice</p> <p>To perform in an ensemble following instructions from a leader to indicate pitch and duration of notes using the notes G, A and C</p> <p>To sing back short melodies of at least 3 pitched notes</p> <p>To identify where musical features, change and replicate these simple changes in a simple performance</p> <p>To play longer phrases on untuned percussion instruments and body percussion</p> <p>To create basic 3 tone notes and simple rhythms using crotchets, minims, quavers and their rests</p>	<p>To be part of a more developed vocal warm up</p> <p>To listen and copy a melodic phrase</p> <p>To combine different sounds to create a specific mood or feeling</p> <p>To sing a song featuring group backing vocals (ostinato)</p> <p>To recall from memory different musical instruments from around the world</p> <p>To understand how to use structure, notes and simple note lengths to create short rhythmic patterns with short and long sounds</p>	<p>To understand how mouth shape affects vocal sounds</p> <p>To recognise and explore different combinations of pitched sounds</p> <p>To comment on how different sounds create a specific mood or feeling</p> <p>To collaborate and take turns whilst improvising</p> <p>To know that using one or two notes confidently is better than using 5</p> <p>To know that if you improvise using the notes you are given you can not make any mistakes</p>	<p>To recognise that p means quiet, and f means loud in music (piano – forte)</p> <p>To use musical language and pitch, duration, tempo and dynamics to describe and give my opinions</p> <p>To begin to evaluate my performance, suggesting an area for improvement</p> <p>To maintain a simple part within an ensemble performance</p> <p>To be able to identify specific instruments within a performance extract</p>
Vocab	audience, backing vocals, Blues, call and response, chorus, Classical, clef, compose, composition, crotchet, cultures, differences, dynamics, ensemble, expression, glockenspiel, imagination, improvise, instrument, intro/introduction, melodic phrase, melody, minim, note, note length, ostinato, performance, pitch, practice, pulse, rest, rhythm, sequence, similarities, solo, stave, structure, style, tempo, theory, texture, time signature, unison, verse, warm up					

MUSIC CURRICULUM LONG TERM PLAN

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y4	Mamma Mia Genre: 70s Pop Skill: Appraise, Sing and Perform	Glockenspiel (Stage 2) Genre: Instrumental Skill: Playing and Musical Language	Stop! Genre: Rap Skill: Sing and Compose	Lean On Me Genre: Soul/ Gospel Skill: Sing and Play	Blackbird Genre: 60s Pop Skill: Technical control of singing and improvising	Reflect, Rewind & Replay Genre: Various Skill: Consolidate, revisit and perform
Take Aways	<p>To internalise sounds by singing parts of a song “in my head”</p> <p>To perform a simple part of an ensemble rhythmically</p> <p>To describe what can be heard using a wider range of vocabulary</p> <p>To understand the meaning of lyrics so that we can perform them correctly</p> <p>To understand that songs can sound different because of the tempo</p> <p>To sing songs from memory with increasing accuracy of pitch</p>	<p>To demonstrate assured and conscious control when playing an instrument</p> <p>To be able to play more complex varied rhythm patterns on an instrument</p> <p>To be able to play as part of a duet, performing with increasing clarity and accuracy</p> <p>To be able to recognise and follow basic musical notation</p> <p>To be able to play more complex rhythms longer than two bars, using crotchets, minims and their rests</p> <p>To be able to compose and perform a clear, 3+ note melody with a simple rhythm</p>	<p>To identify the underlying structure of various grime songs</p> <p>To develop knowledge of pulse and rhythm, composing own rhythmic patterns</p> <p>To sing/rap clearly and expressively</p> <p>To sing/rap in a solo and ensemble context</p> <p>To identify rhyming patterns and apply to my own compositions</p> <p>To adapt compositions, performing with expression and confidence</p>	<p>To experience leading a vocal warm-up in a group</p> <p>To demonstrate an awareness of timing, and re-joining a song</p> <p>To pitch the voice accurately, following directions for getting louder (crescendo) and quieter (decrescendo)</p> <p>To sing in unison and two-part harmony</p> <p>To collaborate on a song, playing instrumental parts</p> <p>To experience leading the playing within a group</p>	<p>To understand that composers draw inspiration from a variety of sources</p> <p>To explore different melodic patterns</p> <p>To sing with animated facial expressions</p> <p>To sing a short, simple solo</p> <p>To show awareness and blend with others when singing</p> <p>To demonstrate control over timing when improvising</p>	<p>To identify and describe different textures in a piece</p> <p>To understand how a solo performer creates a thinner texture than a duet or ensemble</p> <p>To draw pictures to represent my composition</p> <p>To explain the place of silence within my composition</p> <p>To start to identify the character of a piece of music</p>
Vocab	melody, pulse, rhythm, pitch, tempo, dynamics, crescendo, leading, conductor, two-part harmony, decrescendo, structure, hook, melody, unison, lyrics, by ear, backing vocal, civil rights, racism, equality					

MUSIC CURRICULUM LONG TERM PLAN

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y5	Livin' On A Prayer Genre: Classic Rock Skill: Appraise, Sing and Perform	Classroom Jazz (Stage 1) Genre: Jazz Skill: Play and Improvise	Make You Feel My Love Genre: Pop Ballad Skill: Sing and Improvise	The Fresh Prince of Bel Air Genre: Hip Hop Skill: Improvise and Compose	Dancing in the Street Genre: Motown Skill: Technical Control of Singing and Playing	Reflect, Rewind & Replay Genre: Various Skill: Consolidate, Compose and Perform
Take Aways	<p>To identify similarities and differences between a variety of rock songs, discussing and explaining personal preference</p> <p>To identify a wider range of orchestral and non-orchestral instruments by sight and sound</p> <p>To compare two versions of the same song/music and discuss instruments and tempo</p> <p>To listen to examples of rock music from the last 70 years, understanding how musicians are influenced by those who came before them</p> <p>To communicate the meaning and feel of a song to an audience when performing</p> <p>To feedback to a peer's performance using correct technical language</p>	<p>To be able to improvise within the given notes, playing with confidence and clarity</p> <p>To accurately replicate a simple melody by listening only</p> <p>To know that once written down in some form, an improvisation becomes a composition</p> <p>To know that a pentatonic scale is a musical scale with 5 notes per octave</p> <p>To use a music diary to record improvisations in different ways, in order to be able to play them again</p> <p>To be able to explain own choice of rhythm and tempo for their composition</p>	<p>To display correct posture, with relaxed shoulders and jaw and an open mouth when singing.</p> <p>To breathe in the correct places when singing</p> <p>To sing with an even tone across the dynamic range, with clear open vowels</p> <p>To sing with range of an octave</p> <p>To sing songs from memory with developing accuracy of pitch</p> <p>To begin to change vocal sounds, or organise them differently, to create different effects</p>	<p>To develop musical leadership by creating ideas for group to copy or respond to</p> <p>To layer different instruments against each other to create a piece of music</p> <p>To compose music which meets specific criteria</p> <p>To make simple adaptations to my composition following peer feedback</p> <p>To explain how dynamics have been used to make my composition more interesting</p> <p>To identify similarities between my composition and existing works, recording these in my musical diary</p>	<p>To easily find the pulse on my own when I am listening to a piece of music</p> <p>To sing with changes in articulation, including staccato and accents</p> <p>To sing with range beyond an octave</p> <p>To show different playing techniques on a glockenspiel (e.g. letting the beater bounce back / vibrato)</p> <p>To experiment with the organisation and changing of sounds to create different effects within a piece of music.</p> <p>To record my musical development in my music diary</p>	<p>To confidently use an increasing range of notes when composing</p> <p>To understand that a composition is music created by me, and kept in some way, like writing a story that can be played or performed again.</p> <p>To explain my musical decisions, using the correct terminology.</p> <p>To demonstrate an awareness of the importance of rehearsal</p> <p>To present a musical performance designed to capture an audience</p> <p>To explain the inspiration for my composition, referring to existing works</p>
Vocab	pulse, rhythm, pitch, tempo, dynamics, Hip Hop, Rap, culture, appraisal, backing, high, low, compose, perform, call and response, verse, chorus, decks, instrumental, improvise, introduction, glockenspiel, recorder, keyboard, lyrics, bridge, riff, style					

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Y6	Happy Genre: Pop Skill: Appraise, Sing and Perform	Classroom Jazz (Stage 2) Genre: Jazz Skill: Improvise and Compose	A New Year Carol Genre: Skill: Compare, Sing and Improvise	You've Got a Friend Genre: Pop Skill: Sing, Play and Perform	Women in Music Genre: Various Skill: Technical Control of Composing	Reflect, Rewind & Replay Genre: Various Skill: Consolidate, Improvise and Perform
Take Aways	<p>To analyse features within different pieces of music</p> <p>To describe what good performance etiquette looks like</p> <p>To maintain good intonation through a whole song</p> <p>To place pieces of music in their historical context</p> <p>To sing a solo part with confidence and a harmony part</p> <p>To critique own and others' work, offering specific comments with justifications</p>	<p>To know that different forms of notation serve different purposes</p> <p>To learn to play a whole tune before developing an improvisation based upon it</p> <p>To identify the mood of a piece and create an improvisation based on the same mood</p> <p>To compose a piece with more than one section, including musical variations</p> <p>To use a music diary to record improvisations in different ways, to be able to play them again</p> <p>To secure my compositions using different musical devices, including melodies, rhythms (and chords)</p>	<p>Show awareness of simple chord changes and harmony</p> <p>To sing songs from memory with accuracy of pitch</p> <p>To demonstrate an increased awareness of the historical development of music</p> <p>To sing two versions of one song, discussing different vocal techniques required to create the best effect</p> <p>To effectively change vocal sounds, or organise them differently, to create different effects</p> <p>To sing a harmony part confidently</p>	<p>To sing with range beyond an octave, with leaps</p> <p>To breathe without interrupting the musical line whilst singing</p> <p>To provide rhythmic support</p> <p>To play instruments with clarity and accuracy</p> <p>To perform following given notations</p> <p>To consistently demonstrate good performance etiquette</p>	<p>To explore layering of rhythmic and melodic phrases</p> <p>To identify further structures within music (e.g. verse, chorus, intro, bridge, repeat etc.)</p> <p>To record my music in different ways (notation, graphic/pictorial notation, ICT)</p> <p>To explain how I have altered my musical decisions following self-evaluation</p> <p>To explain the key note (or home note) and structure of my composition</p> <p>To refine and improve my work based on peer feedback</p>	<p>To use music for personal expression</p> <p>To confidently use a wide range of notes when improvising</p> <p>To be able to combine different groups of beats</p> <p>To record my performance, using the recording as a tool for self-evaluation and improvement</p> <p>To demonstrate an awareness of the importance of quality rehearsal</p> <p>To evaluate how the venue, occasion and purpose affects the way a piece of music is created</p>
Vocab	melody, pitch, rhythm, pulse, tempo, dynamics, octave, verse, chorus, instrumental, Pop, treble clef, notation, stave, breathing, composer, performer, glockenspiel, recorder, etiquette, coda					