

Music Long Term Plan – 2022/2023

Main objectives

At Sacred Heart, children are encouraged to acquire a lifelong love of music, developing skills, knowledge and understanding to become confident performers, composers and listeners.

In EYFS -Year 3, we follow Kapow Music. Children will learn how to sing fluently and expressively and to play tuned and untuned percussion instruments accurately and with control. They learn to recognise and name the inter-related dimensions of music -pitch duration, tempo, timbre, structure, texture and dynamics and use these expressively in their own composition.

In Years 4-6 all children have an opportunity to develop expertise in using a tuned orchestral instrument.

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	Advent 1	End Points	Advent 2	End Points	Lent	End Points	Pentecost	End points
E Y F S					Exploring sound	<p>Explore how they can use their voice and bodies to make sounds.</p> <p>Experiment with tempo and dynamic when playing instruments.</p> <p>Identify sounds in the environment and differentiate between them</p>	Musical stories	<p>Moving to music with instruction.</p> <p>Changing movements to match the tempo, pitch or dynamic of the piece.</p> <p>Understand that music and instruments can be used to convey moods or represent characters.</p> <p>Playing an instrument as part of a group story.</p>
					Music and movement	<p>Come up with simple actions to well-known songs.</p> <p>Learn how to move to a beat and express feelings and emotions through movement to music.</p>	Big Band	<p>Learn about what makes a musical instrument.</p> <p>Learn about the four different groups of musical instruments.</p> <p>Following a beat using an untuned instrument.</p> <p>Performing a practised song to a small audience</p>

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<p>Y e a r 1</p>	<p>Pulse and rhythm All about me</p>	<p>Clap the rhythm of their name.</p> <p>Clap in time to music.</p> <p>Sing the overall shape of a melody.</p> <p>Play in time to music</p> <p>Copy and create rhythms based on word patterns.</p> <p>Play on the pulse</p>	<p>Musical vocabulary Under the sea</p> <p>Experiment using movements that are appropriate to the pulse and tempo of a piece of music.</p> <p>Choose instruments with appropriate timbre to represent sparkling fishes.</p> <p>Respond to dynamic changes in a piece of music.</p> <p>Create pitches and rhythms. Perform a layer of the music within an overall piece.</p> <p>Define all the musical terms from this unit. To design a structure and include individual preferences and requirements.</p>	<p>Timbre and rhythmic pattern Fairytales</p> <p>Chant the well-known phrase, "I'll huff..."</p> <p>Make changes to their voices to represent a character.</p> <p>Choose a suitable sound to represent a specific point in a story.</p> <p>Play a rhythmic pattern along with their spoken words.</p> <p>Identify and hold up the correct sign to correspond to some music.</p> <p>Play/chant along with the elements of a story with prompting from the teacher.</p>	<p>Pitch and tempo Superheroes</p> <p>Explain what pitch means.</p> <p>Identify whether a note is higher or lower.</p> <p>Create a pattern using two pitches, then play or sing it.</p> <p>Explain what tempo means. Identify simple tempo changes in music.</p> <p>Perform a pattern that gradually gets faster (accelerando).</p> <p>Contribute to a group composition and performance by creating, selecting, combining and performing sounds. Suggest improvements to their work.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 2</p>	<p style="text-align: center;">Musical me</p>	<p>Clap the rhythm of their name.</p> <p>Sing the melody accurately while playing their instrument in time.</p> <p>Show a range of emotions using their voices.</p> <p>Describe the dynamics and timbre of their pieces.</p> <p>Play a known melody from letter notation in the right order, if not with the right rhythms.</p> <p>Play a new melody from letter notation in the right order, if not in time.</p> <p>Invent a melody, write it down and play it back. Select instruments with different timbres. Compose and perform a piece using different dynamic levels. wings.</p>	<p style="text-align: center;">Orchestral instruments Traditional Western stories</p>	<p>Make plausible descriptions of the music.</p> <p>Identify a few instruments and the sounds of different sections of the orchestra.</p> <p>Explain what is happening in the music using language relating to emotion.</p> <p>Create a piece of music with some appropriate tempo, dynamic and timbre changes.</p> <p>Suggest appropriate musical timbres for each of the characters and tempo changes for the actions.</p> <p>Perform confidently using appropriate instrumental sounds.</p>	<p style="text-align: center;">West African call and response Animals</p>	<p>Use tempo, dynamics and timbre in their piece.</p> <p>Play in time with their group.</p> <p>Use instruments appropriately.</p> <p>Successfully sing back the melody line in time and at the correct pitch.</p> <p>Play either a call and/or response role in time with another pupil.</p> <p>Perform their composition.</p>	<p style="text-align: center;">Myths and legends</p>	<p>Create rhythms and arrange them in a particular order or structure.</p> <p>Identify the structure of a piece of music and write it down.</p> <p>Describe whether a musical texture is thick or thin.</p> <p>Explore ways of writing down different textural layers.</p> <p>Follow a given structure for a composition.</p> <p>Write a structure score accurately.</p> <p>Compose music with several layers.</p> <p>Perform their composition accurately, following the structure score.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 3</p>	<p style="text-align: center;">Creating compositions in response to an animation Mountains</p>	<p>Verbalise how the music makes them feel.</p> <p>Create actions or movements appropriate to each section of a piece of music.</p> <p>Play in time and with an awareness of other pupils' parts, giving some thought to dynamics.</p> <p>Play melodies and rhythms which represent the section of animation they are accompanying.</p>	<p style="text-align: center;">Developing singing technique The Vikings</p>	<p>Move and sing as a team, following the lyrics on the screen.</p> <p>Recognise minims, crotchets and quavers often by ear and reliably by sight.</p> <p>Perform rhythms accurately from notation and layer them to create a composition.</p> <p>Add appropriate sound effects to their performances using untuned percussion.</p>	<p style="text-align: center;">Pentatonic melodies and compositions Chinese New Year</p>	<p>Match their movements to the music, explaining why they chose these movements.</p> <p>Accurately notate and play a pentatonic melody.</p> <p>Play their part in a composition confidently.</p> <p>Work as a group to perform a piece of music.</p>	<p style="text-align: center;">Traditional instruments and improvisation India</p>	<p>Verbalise feelings about music and identify likes and dislikes.</p> <p>Read musical notation and play the correct notes of the rag.</p> <p>Improvise along to a drone and tal.</p> <p>Play a rag and a tal accurately alongside a drone.</p> <p>Sing accurately from musical notation and lyrics.</p>

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			<p>Join in with the performances confidently, and reasonably in time and tune.</p> <p>Make suggestions for improving their performance</p>				<p>Sing and play in time with others with some degree of accuracy and awareness of each other's parts.</p>
YEAR 4 - 6 Year endpoints							
	Listening	Performing	Inter-related dimensions of music				
Y e a r 4	<p>Recognising the use and development of motifs in music.</p> <p>Identifying gradual dynamic and tempo changes within a piece of music.</p> <p>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Identifying common features between different genres, styles and traditions of music.</p> <p>Recognising, naming and explaining the effect of the interrelated dimensions of music.</p> <p>Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.</p> <p>Using musical vocabulary to discuss the purpose of a piece of music</p>	<p>Singing longer songs in a variety of musical styles, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.</p> <p>Playing in time with peers with accuracy and awareness of their part in the group performance.</p> <p>Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p> <p>Playing syncopated rhythms with accuracy, control and fluency.</p> <p>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary</p>	<p>To know that 'transposing' a melody means changing its key, making it higher or lower pitched.</p> <p>To know that combining different instruments playing different</p>	<p>To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.</p>	<p>To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'.</p> <p>To understand that harmony means playing two notes at the same time, which usually sound good together.</p>	<p>To understand that an ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with voice</p> <p>To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music.</p> <p>To know that 'performance directions' are words added to music notation to tell the performers how to play.</p>	

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<p>Y e a r 5</p>	<p>Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Comparing, discussing and evaluating music using detailed musical vocabulary.</p> <p>Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</p>	<p>Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</p> <p>Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</p> <p>Performing with accuracy and fluency from simple staff notation.</p>	<p>To understand that a minor key (pitch) can be used to make music sound sad.</p> <p>To understand that major chords create a bright, happy sound</p>	<p>To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</p>	<p>To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.</p> <p>To understand that a chord is the layering of several pitches played at the same time.</p>	<p>To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords</p> <p>To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note</p>
<p>Y e a r 6</p>	<p>Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts with reference to musical vocabulary.</p> <p>Identifying the way that features of a song can complement one another to create a coherent overall effect.</p> <p>Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</p> <p>Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</p> <p>Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.</p>	<p>Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</p> <p>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group.</p> <p>Performing a solo or taking a leadership role within a performance.</p> <p>Performing with accuracy and fluency from graphic and staff notation.</p> <p>Performing by following a conductor's cues and directions.</p>	<p>To understand that 'major' key signatures use note pitches that sound cheerful and upbeat.</p> <p>To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly</p>	<p>To know that a melody can be adapted by changing its dynamics, pitch or tempo</p>	<p>To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change.</p> <p>To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.</p>	<p>To know that a 'theme' in music is the main melody and that 'variations' are when this melody has been changed in some way.</p> <p>To know that 'staff notation' means music written more formally on the special lines called staves</p>

Showcase opportunities

Parental drop-in last lesson, KS1 Nativities, KS2 carol service, Menphys concert and other choir performance, Pentecost joint concert