**Music Long Term Plan**

For more information relating to content, progression, skills and vocabulary, see below.

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|  | Autumn 1*Performing - Playing* | Autumn 2 Performing – Singing | Spring 1Composing | Spring 2Listening and Appraising | Summer 1Notation | Summer 2 |
| Nursery  | **‘Instruments Galore’**Show an interest in the way different musical instruments make sound | **‘Sing from your heart’**Singing familiar songs & seasonal songs | **‘Make some noise’**Create sounds by banging, shaking, tapping or blowing | **‘What’s that sound‘**Explore the different sounds of instruments | **‘Follow the leader‘**Explore conventional and made up notation and how to follow simple music instructions | ↓*Opportunity to revisit areas of learning to address**misconceptions or gaps in knowledge*↓↓↓↓ |
| Reception | **‘Copy Cat’**Copy short repeated patterns | **‘Let it Shine’**Build a repertoire of songs and dances & seasonal songs | **‘Happy Feet’**Create movement in response to music Sing to self and make up simple songs Make up simple rhythms | **‘Move your body’**Explore and learn how sounds can be changed. Use movement to express feelings. Beginning to move rhythmically  | **‘Notes, Notes, Notes‘**Explore conventional and made up notation and how to follow simple music instructions using instruments |
| Year 1 | **‘Rhythm of Life’**Explore un-tuned percussion with emphasis on rhythm and how sounds can be changed | **‘Be a Star’**Use voices in different ways, finding the singing voice. Pitch matching. Individual singing. &seasonal songs | **‘Can’t stop the feeling’**Making up sounds, songs and rhythms using our voices and instruments | **Handel - Firework Music** Listening to music and recognising differences in tempo and dynamicsExplore and play a historical piece using repeated rhythms **Baroque** | **‘Rhythm maker‘**Explore conventional and made up notation and compose short rhythms |
| Year 2 | **‘March to the Beat’**Explore tuned & un-tuned percussion and the importance of keeping a steady beat/pulse | **‘Shapes’**Explore singing the correct shape of songs &seasonal songs | **‘Wellerman’**Compose music using a steady beat with simple patterns. Focus on Tempo and Dynamics | **Bach-Air on a G String** Listening to music and responding to mood using, tempo, duration and dynamicsExplore and play a historical piece using a steady beat **Baroque** | **‘Note Master‘**Explore conventional and made up notation and compose and play short rhythms for classroom instruments |
| Year 3 | **‘Strike a Chord’**Explore playing a pattern of two notes or chords accompanying songs | **‘Songbirds’**Explore singing the correct pitch, singing in tune &seasonal songs | **‘Name that tune’**Compose a pattern of at least 2 notes/chordsand short songs | **Mozart** **Eine kleine Nachtmusik** Explore and play a historical piece using 2 notes or chords.  **Classical** | **‘Rhythm Master‘**Reading/writing rhythms from semibreve to quaver |
| Year 4 | **‘Guitar Hero’**Explore playing a pattern of three notes or chords accompanying songs | **‘The X-Factor’**Explore singing in tune with expression &seasonal songs | **‘Make me a hit’**Compose a pattern of at least 3 notes/chordsand short songs | **Beethoven – Ode to Joy** Explore and play a historical piece with increasing difficulty **Romantic** | **‘Pitch Master‘**Reading/writing a pattern of three pitches, including rhythms from Y3 |
| Year 5 | **‘Bandmates’**Play and/or sing in a group and fit parts together | **‘Round and Around’**Explore singing in two parts &seasonal songs | **‘Songwriter’**Compose in and for a group and fit parts together | **Pachelbel – Canon in D** Explore and play a historical piece in a group and fit parts together **Baroque** | **‘DiggaDigga‘**Reading/writing and playing rhythms inc.semiquavers |
| Year 6 | **‘Build me up’**Play and/or sing in a group using structure | **‘Harmonise’**Explore singing in three parts &seasonal songs | **‘Construct and Compose’**Compose in and for a group using structure | **Greensleeves** Explore and play a historical piece that uses structure **Renaissance** | **‘Notation Master’**Reading/writing and playing a pattern of five pitches inc.semiquavers |

**PSHE Progression – Knowledge, Skills and Vocabulary**

**EYFS – Update 2021**

This document has been updated in line with changes to EYFS Curriculum (2021). EYFS knowledge, skills and vocabulary are as follows, including the most relevant statements taken from the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for relationships and health education in addition to the non-statutory guidance of PSHE as well as assessment points taken from the Early Learning Goals in the EYFS statutory framework. The statements are taken from:

* Communication and Language
* Personal, Social and Emotional Development
* Physical Development
* Understanding the World

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| **EYFS** | Knowledge – see updated areas for more detail | Skills | Vocabulary |
| **Three and Four Year Olds** |  | **Play*** Show an interest in the way different musical instruments make sound

**Sing*** Sing familiar songs.
* Enjoy joining in with dancing and ring games

**Compose*** Create sounds by banging, shaking, tapping or blowing

**Listen*** Explore the different sounds of instruments
 | Pitch, tempo, dynamics. Instrument, tap, shake, wiggle |
| **Reception** | **Play*** Tap out simple repeated rhythms

**Sing*** Join in singing favourite songs.
* Begin to build a repertoire of songs and dances

**Compose*** Create movement in response to music.
* Make up simple songs and rhythms

**Listen*** Explore how sounds can be changed.
* Use movement to express feelings and move rhythmically.
 | Pitch, tempo, dynamics. Instrument, tap, shake, wiggle  |

**Key Stage 1**

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| --- | --- | --- | --- |
|  | **Knowledge** | **Skills** | **Vocabulary** |
| **Year One** | Pupils should be taught to: ♣ use their voices expressively and creatively by singing songs and speaking chants and rhymes ♣ play tuned and untuned instruments musically ♣ listen with concentration and understanding to a range of high-quality live and recorded music ♣ experiment with, create, select and combine sounds using the inter-related dimensions of music. | **Play*** Join in using instruments with control

**Sing*** Use my voice and remember words

**Compose*** Make up own music and repeated rhythms
* Recognise fast/slow & loud/quiet

**Listen*** Play a piece using repeated rhythms
 | Notation, rhythm, Handel, repeated pattern/rhythmSyllables  |
| **Year Two** | **Play*** Play in time to a steady beat

**Sing*** Sing the shape

**Compose*** Compose music using a steady beat with simple patterns

**Listen*** Talk about music using musical dimension words
* Play a piece using a steady beat
 | DurationSteady beat/pulseNotation, rhythm, BachAdagio, Legatonote |

**Key Stage 2**

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| --- | --- | --- | --- |
|  | **Knowledge** | **Skills** | **Vocabulary** |
| **Year Three** | Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.Pupils should be taught to: ♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ♣ improvise and compose music for a range of purposes using the inter-related dimensions of music ♣ listen with attention to detail and recall sounds with increasing aural memory ♣ use and understand staff and other musical notations ♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ♣ develop an understanding of the history of music. | **Play*** Play a pattern of 2 notes/chords in time

**Sing*** Sing in tune

**Compose*** Compose a pattern of at least 2 notes/chords

**History*** Explore and play a historical piece using 2 notes or chords
* Know the musical dimensions (PSDDTTT)

**Notation*** Reading/writing and playing rhythms from semibreve to quaver
 | Quaver, crotchet, minim, semibreve, rhythm, MozartAllegro, StaccatoNote, chord.Guitar, Ukulele |
| **Year Four** | **Play*** Play a pattern of 3 notes / chords at a time

**Sing*** Sing in tune with expression

**Compose*** Compose a pattern of at least 3 notes / chords

**History*** Explore and play a historical piece with increasing difficulty
* Use the musical dimensions to change music (PSDDTTT)

**Notation*** Reading/writing and playing a pattern of three pitches including rhythms from Y3
 | Minim, semibreve, stave rhythmBeethovenAllegro, StaccatoNote, chord.Guitar, UkuleleBass |
| **Year Five** | **Play*** Play and/or sing in a group and fit parts together

**Sing*** Sing in two parts

**Compose*** Compose in, and for, a group using melody, lyrics and rhythm

**History*** Explore and play a historical piece in a group and fit parts together

**Notation*** Reading/writing and playing rhythms inc semiquavers
 | Semi-quaver, quaver, crotchet, semibreve, stave rhythmPachelbel Adagio, legatoNote, chord.Guitar, UkuleleBass, keyboard, drums |
| **Year Six** | **Play*** Play and/or sing in a group using STRUCTURE

**Sing*** Sing in three parts

**Compose*** Compose in a group using STRUCTURE

**History*** Explore and play a historical piece that uses STRUCTURE

**Notation*** Reading/writing and playing a pattern of five pitches
 | Texture, timbre, structurePachelbel Adagio, legatoNote, chord.Guitar, UkuleleBass, keyboard, drums |
| **Key Stage 3** | Pupils should be taught to: ♣ play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression ♣ improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions ♣ use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions ♣ identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices ♣ listen with increasing discrimination to a wide range of music from great composers and musicians♣ develop a deepening understanding of the music that they perform and to which they listen, and its history. |