

## <u>Key</u>

Black - Name of unit

**Purple - NC Objective** 

## **Red - NC Expectation/Outcome**

Italics - Year-group performance/extras

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS (Expressive Arts and Design - expectation taken from progression of skills document)  ELC: Being Imaginative and Expressive Children at the expected level of development will: - Sing a range of well-known nursery thymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	Instrumental Music & Performance  Singing  Listening & Appraising Children can sing in a group, trying to keep in time. Children can sing in a group, trying to match pitch and melody. Children respond to music.	Listening & Appraising:  Nativity rehearsals Children can sing in a group, trying to keep in time. Children respond to music.	Instrumental Music & Performance  Musical Knowledge  Instrumental Music & Performance Children explore instruments and begin to name them.  Children select their own instrument & play in time to music  Children are able to name a wide variety of instruments.	Listening & Appraising Children can talk about how the music makes them feel. Children understand emotions through music and can identify them.	Notation & Composition Children are beginning to write their own compositions using symbols, pictures or patterns.	Notation & Composition Children can write four bars (grid squares) of music using 1, 2, 3 or 4 - graphic notation and play these accurately on a drum or non-pitched hand percussion instrument.



Year 1

## Revision term: Musical Knowledge:

Experiment with, create, select and combine sounds using the interrelated dimensions of music.

Y2: Children can explain what dynamics are and understand the Italian meaning Y2: Children can name musical symbols and words and start to associate meanings to them.

#### **Key Vocabulary**

- Pulse
- Rhythm
- Pitch
- Duration
- Tempo
- Beat
- crotchet
- quaver
- quavei
- minim
- semibreve
- Rest

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## Performance: Christingle -Singing

Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Children perform in front of an audience:

# Instrumental Music & Performance: Ocarinas: Recap ocarina notes & learn. L1 & 2; 6, 7

Play tuned and untuned instruments musically.

Children can hold an ocarina correctly and play the first five notes accurately with good technique Children can play the ocarina in time to a backing track while following the music Children perform in front of an audience.

## Listening & Appraising:

Listen with concentration and understanding to a range of high-quality live and recorded music. Y2: Children can use basic vocabulary when explaining

## Instrumental Music & Performance: Ocarinas L8 -11

Play tuned and untuned instruments musically.

Children can hold an ocarina correctly and play the first five notes accurately with good technique Children can play the ocarina in time to a backing track while following the music Children perform in

front of an audience.

## Listening & Appraising:

Listen with concentration and understanding to a range of high-quality live and recorded music.

Y2: Children can use basic vocabulary when explaining whether they like or dislike a piece of music Y2: Children can improve their own and others' performances posture or a

## Notation & Composition Use their voices

expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically (Glockenspiels). Experiment with, create, select and combine sounds using the interrelated dimensions of music.

Y2: Children can compose a basic 4 -8-bar rhythm using a single-line stave.

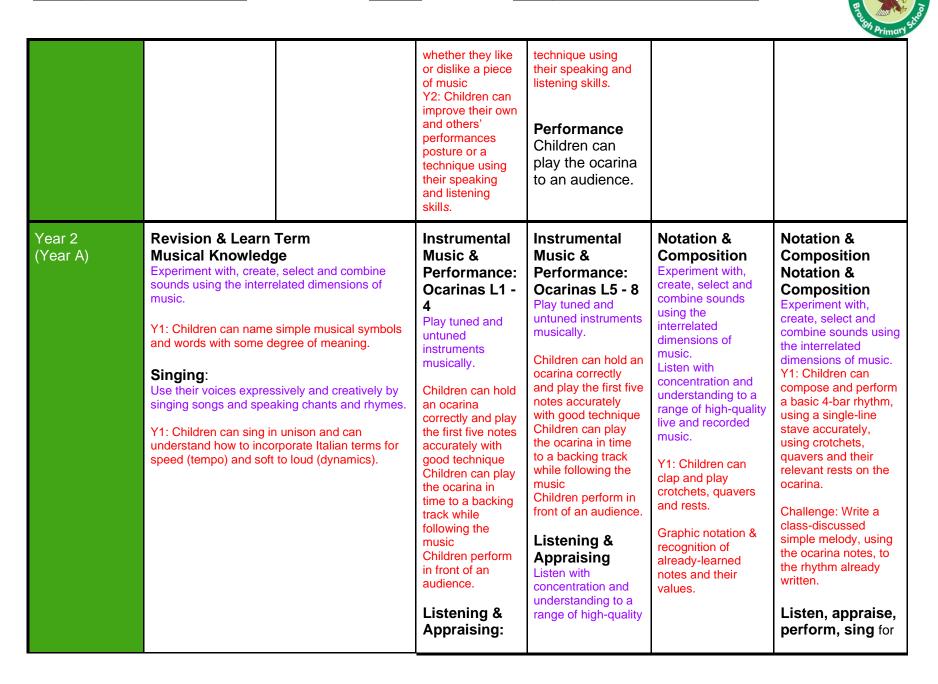
## Notation & Composition

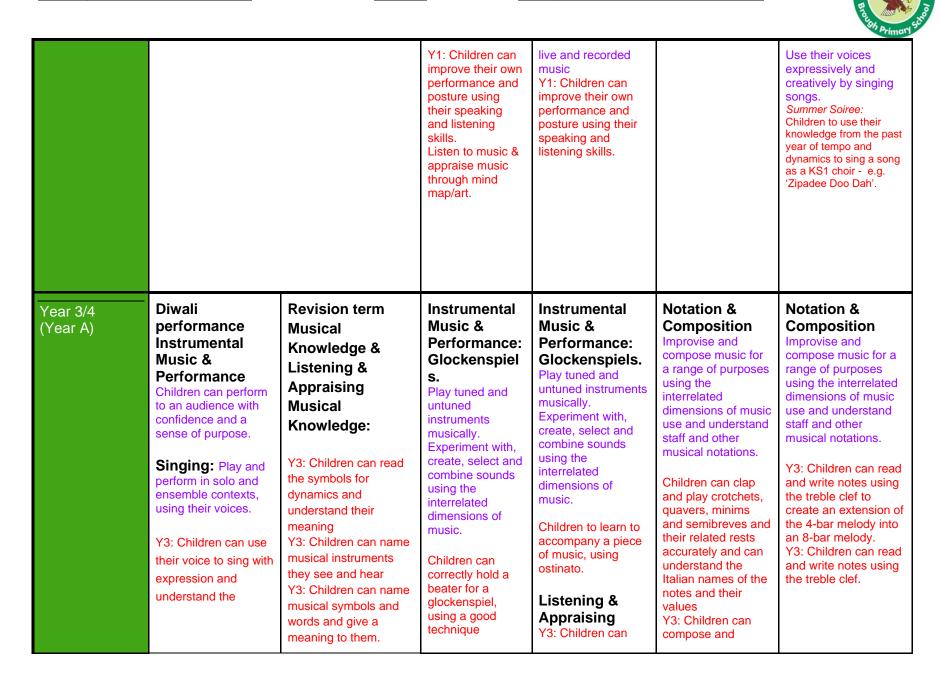
Experiment with, create, select and combine sounds using the interrelated dimensions of music. Y2: Children can compose a basic 4 - 8-bar rhythm using a single-line stave and play it on an instrument.

# Listen, appraise, perform, sing for *Summer Soiree*

Use their voices expressively and creatively by singing songs.

Children to use their singing knowledge from the past year to sing a song.





	. , , .		0.71			Primary
	importance of good structure.	Listening and Appraising Performance singing (+ *Diwali performance) To sing and play musically with increasing confidence and control. Play and perform in solo and ensemble contexts, using their voices.  Y3: Children can improve and others' performances, posture and technique and listening skills Y3: Children can use musical vocabulary when explaining why they like or dislike a piece of music.	Children can play an octave scale - C major and can play the glockenspiel accompanying a backing track or live music.	improve and others' performances, posture and technique and listening skills Y3: Children can use musical vocabulary when explaining why they like or dislike a piece of music.	perform a 4-bar melody using a single-line stave or graphic notation grid.	
Year 3/4 (Year B)	Diwali performance Instrumental Music & Performance Children can perform to an audience with	Revision term Musical Knowledge & Listening & Appraising Use their voices and playing musical	Instrumental Music & Performance: Glockenspiel s. Play and perform in solo and ensemble	Performance: Glockenspiels. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency,	Listen & Appraise: Rhythm Listen with attention to detail and recall sounds with increasing aural memory. 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.	



confidence and a sense of purpose.

**Singing:** Play and perform in solo and ensemble contexts, using their voices.

Y3: Children can use their voice to sing with expression and understand the importance of good structure.

Performance singing (+ \*Diwali performance) instruments with increasing accuracy, fluency, control and expression listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations.

Y3: Children can read the symbols for dynamics and understand their meaning Y3: Children can name musical instruments they see and hear Y3: Children can name musical symbols and

## Listening and Appraising

words and give a

meaning to them.

To sing and play musically with increasing confidence and control. Play and perform in solo and ensemble contexts, using their voices.

contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

Y4: Children are

starting to use the musical language when discussing music Y4: Children can name and remember at least five key facts about a musical composer they have studied this vear Y4: Children can name musical instruments of an orchestra and can explain how they produce their sound Y4: Children are starting to use musical language as they discuss music. Use and understand staff and other musical notations.

control and expression.

Y4: Children are

starting to use the musical language when discussing music Y4: Children can name musical instruments of an orchestra and can explain how they produce their sound. Y4: Children are starting to use musical language as they discuss music.

Around the world - music from around the world and their rhythms.

Listen with attention to detail and recall sounds with increasing aural memory.

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions.

Y4: Children can use basic musical vocabulary when explaining why they like or dislike a piece of music linked to the musical elements

Y4: Children can improve their own and others' performances, posture and technique using their speaking and listening skills.
Y4: Children can name and remember at least five key facts about a musical composer they have studied this year

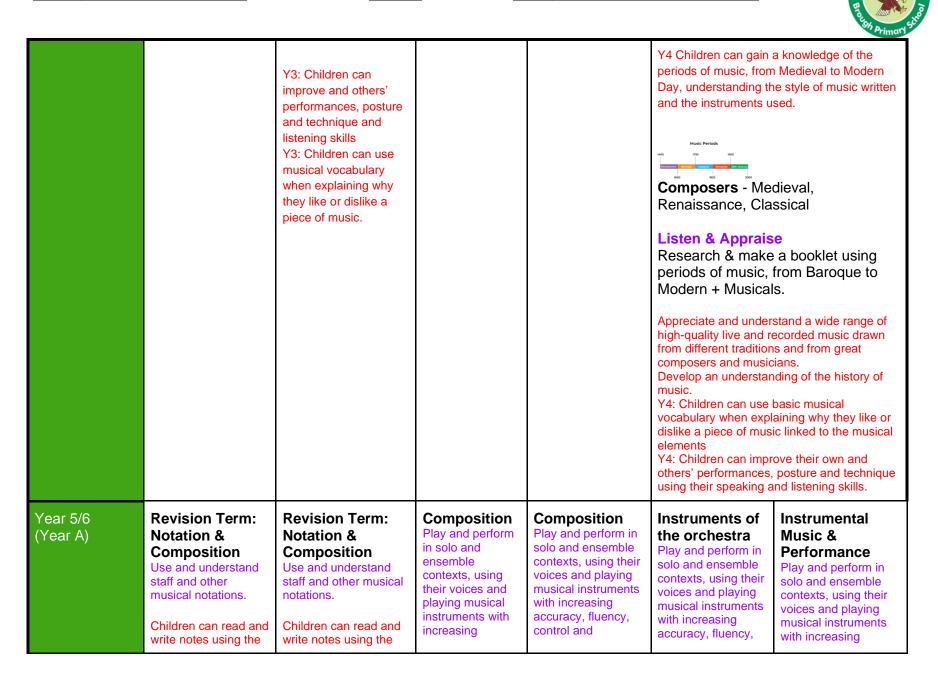
#### **Listen & Appraise: Composers**

Listen with attention to detail and recall sounds with increasing aural memory. 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.

#### **Musical History**

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.





treble clef with greater fluency
Children can clap and play crotchets, quavers, minims, dotted minims semibreves and semiquavers, along with their rests accurately and understand the Italian names of the notes and their values.

treble clef with greater fluency
Children can clap and play crotchets, quavers, minims, dotted minims semibreves and semiquavers, along with their rests accurately and understand the Italian names of the notes and their values.

accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the interrelated dimensions of music.

(\*Musical performance)

expression. Improvise and compose music for a range of purposes using the interrelated dimensions of music. (\*Musical performance) Children can compose their own rhythm and melody Children can read and write notes using the treble clef and have knowledge of the bass clef.

control and expression appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

Y5: Children can

name musical

instruments that they see and hear. Y5: Children can name musical symbols and words and give meanings to them. Y5: Children can name musical symbols and words and give meanings to them. Children can hold their own part securely when playing class instruments, playing in time with their

peers

Children can

demonstrate a good

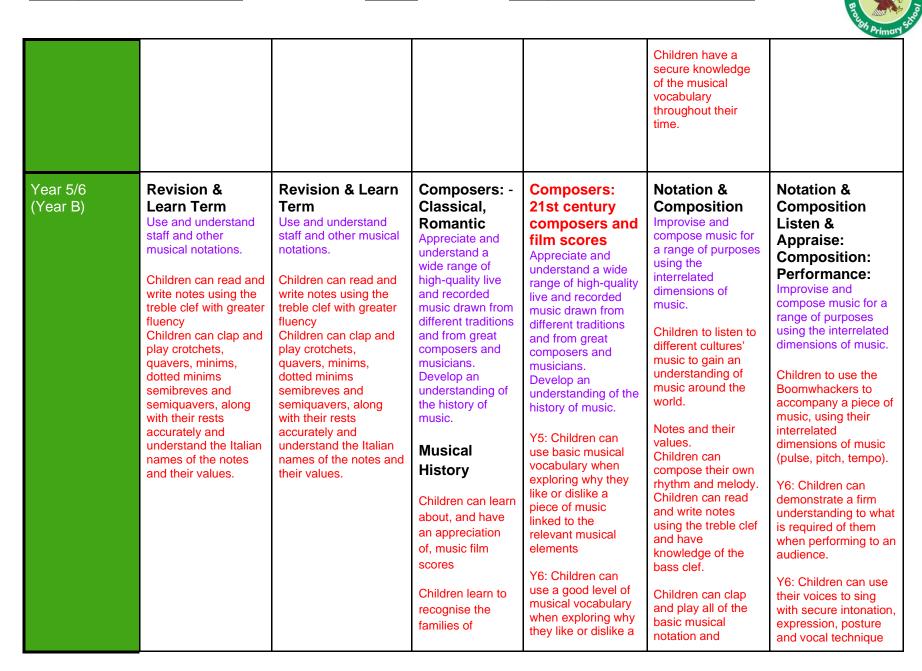
understanding of

tempo, dynamics, pulse and

musicianship while playing percussive instruments i.e. glockenspiels and Boomwhackers accuracy, fluency, control and expression appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

Y5: Children can play the Boomwhackers using the correct hand positions Y5: Children can play the Boomwhackers to a backing track while following the music

Y5
PERFORMANCE:
Y5: Children can
use their voices to
sing with secure
intonation,
expression, posture
and vocal technique
and can use their
knowledge of vocal
health to sing
safely.



## **Long Term Plan 2023 - 2024**

