

Long term plans for: Music

Our Curriculum Drivers are:

Wellbeing

Aspirations

Outdoor Learning

These key drivers are integral to all that we do at Glade, to ensure that all of our pupils leave us as happy, healthy and well-rounded individuals.



**"Growing, Learning, Achieving with Dedication and Enthusiasm"**

	KEY VOCABULARY FOR EACH YEAR GROUP IN (inset name of subject)
Rec	Beat, chant, listen, sing, song, repeat
Year 1	Beat, pulse, rhythm, pitch, loud, soft, tempo, fast, slow, rest, silence, start, stop, solfa: so–mi, rhythm: walk, running Some classroom instrument names Orchestral instruments and their families, composer
Year 2	Solfa: so–mi-la, do–re–mi rhythm: ta, ti-ti, rest legato, staccato, pitch, tempo, feel
Year 3	Notation add minim and semibreve ta-ah, ta-ah-ah-ah use music terms crotchet, quavers Treble clef, stave, ascending, descending, crescendo, diminuendo Dynamics, scales, major, minor, harmony, composition, unison, lyrics
Year 4	Notation – add dotted minims Structure, ostinato, texture, timbre, genre, expression, drone, ostinato, duration, time signature
Year 5	Pentatonic scale, improvise, acapella, accent, triad, meter
Year 6	Rhythm: add tome (dotted crotchet) syncopation Variation, rondo form, interval, song structure – verse/chorus/bridge/intro/outro/hook



## Long Term Plan (Content and Skills)

Music is taught using the Kodaly approach.

The Kodaly method is an approach to music education developed in Hungary during the mid-twentieth century by Zoltan Kodaly.

Studies have shown that the Kodály method improves intonation, rhythm skills, music literacy, and the ability to sing in increasingly complex parts.

Outside of music, it has been shown to improve perceptual functioning, concept formation, motor skills, and performance in other academic areas such as reading and maths.

Cross-curricular dimensions are used in all year groups. These present some of the most exciting opportunities for music. They provide the unifying areas of learning that will help pupils make sense of the world and give their music education relevance and authenticity.

The dimensions link together musical learning with learning in other subjects and across the curriculum as a whole.

Skills and experiences	Reception	Years 1 & 2	Years 3 & 4	Years 5 & 6
Rhythm	<p>Be able to keep a pulse</p> <p>Be able to repeat a simple rhythm</p>	<p>Understand the difference between pulse and rhythm</p> <p>Be able to keep time when performing a simple rhythmic pattern</p> <p>Be able to accompany a simple song</p> <p>To understand how the musical elements can be used to create different moods and effects</p>	<p>Be able to hold their own rhythmic part in a group performance</p> <p>Be able to keep time when playing more complex rhythmic patterns</p> <p>Be able to perform a rhythmic ostinato to accompany a piece</p> <p>To know how the combined elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects</p> <p>Year 3 Recorders</p> <p>Time signatures 4/4 3/4</p>	<p>Be able to perform rhythms from simple notation</p> <p>Be able to perform syncopated rhythms linked to different musical styles e.g. African, South American, Caribbean</p> <p>To identify and explore the relationship between sounds and how music reflects different meanings</p> <p>Be able to hold a part in a longer composition or performance</p> <p>Time signatures 6/8 timing</p> <p>Introduce form and structure ABACA – rondo form</p> <p>Year 6 Steel Pans, Ukulele, World beats – Africandrums</p>
Singing	<p>Recognise and control ways of making sounds using voices (singing, speaking, whispering, shouting)</p> <p>Take part in simple songs</p> <p>Repeat short phrases</p>	<p>Sing a wider range of songs with increased confidence</p> <p>Have a sense of changing sounds for effect e.g. volume</p> <p>Use their voices in singing games</p>	<p>Sing in tune</p> <p>Sing with expression to create an effect for an audience</p> <p>Hold their own part in a singing game, with a sense of pulse</p>	<p>Sing a wide range of repertoire with increasing dynamic range and phrasing</p> <p>Perform 2 &amp; 3 part rounds</p> <p>Perform songs with more than one part</p> <p>Harmonies</p>

		Extra-curricular KS1 choir	Extra-curricular KS2 choir	Perform appropriately for different audiences Extra-curricular KS2 choir
Composing	Be able to recognise the sounds made by a range of percussion instruments Make simple choices about instruments to create sound effects for stories	Improvise simple musical phrases on percussion – claves/shakers/chime bars Improvise appropriate sound effects to suit a story or mood	Be able to plan and create simple melodic and rhythmic phrases Be able to explore, choose, combine and organise musical ideas with musical structures.	Be able to compose melodic and rhythmic structures to suit a specific purpose Be able to use simple notations as a way of recording compositions Make judgements about how a piece could be improved and refined
Notation	Use colour coding to generate higher and lower sounds using KS1 chimes	Recognise notes (crotchet and quavers) and know their duration ta ti-ti and rest (Y1 walk running, sh) Perform simple rhythms using ta and ti ti Perform and notate simple compositions using pictorial graphic scores using metre of 4	Recognise a wider range of rhythmic notation, building on KS1 & adding minim, dotted minim, minim rest and semibreve Use rhythmic notation to perform a range of melodies and accompaniments on percussion Use simple notation when learning an instrument	Use a range of rhythm & pitch notation to perform a range of melodies and accompaniments on Instruments with increasing accuracy and control compound timing Keep time
Performing	Understand when to start and stop playing an instrument Understand that everybody listens when somebody is performing	Understand how to follow a signal from a leader Understand that we need silence just before and just after a performance	Opportunity to Learn an instrument from Y3 (peripatetic lessons RMS) Have a sense of 'the audience' and how a performance can be made more effective Be able to keep going if something goes wrong Begin to think about ways in which a performance could be improved	Be able to manage their own introduction and lead-in when performing Be able to respond to instructions from a conductor in a group performance Be able to make creative suggestions about how to improve a performance
Appraising	Use movement to respond to music of different moods Recognise that different instruments and sounds create different effects	Listen with concentration to a range of different recorded music Recognise different instruments and groups of instruments to include <i>Peter and the Wolf - Sergei Prokofiev</i> <i>The Nutcracker - Pyotr Tchaikovsky</i> <i>The Four Seasons – Antonio Vivaldi</i>	Listen to music from around the world e.g. Klezmer and also the pop, jazz and classical traditions Recognise some melodies by famous composers (LSO project) Recognise sections of the orchestra (LSO project)	Listen to music from a range of historical periods and styles Recognise a wider range of melodies by famous composers Begin to develop an understanding of the history of music Describe, compare and evaluate different kinds of music using musical words