

The class teacher will highlight this LTP as they add it into their MTP to ensure coverage.



LTP for Music 2021 onwards



Each topic will start with time spent discussing what has previously been learnt and how the current topic will build on previous learning. Key subject specific vocabulary will be taught in each topic.

EYFS are not included in this LTP as they learn based on Development Matters and are assessed on the ELGs in June.

NC Objectives 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.	What are we learning in Willow Class?						
	COMPOSITION	INSTRUMENTS		IMPROVISATION	SINGING	NOTATION	HISTORY
	Improvised composition using sounds to represent a picture /scene/emotion.	Experiment playing tuned/untuned percussion in groups starting to use different effects such as dynamics (loud, quiet)		Create own improvised sound effects inspired by stories and poems using a range of untuned instruments and vocal sounds. Begin to experiment with different types of sound (e.g. loud/quiet).	Begin to sing simple songs with expression explore creative ways in which the voice can be used.	Read and create own graphic scores using given graphics	Model Music Curriculum playlist (see below) plus Community Time music listening
	Tier 2 Vocab Graphic	Instruments Loud Quiet	Combine	Sound Direction Hand signals	Voice Tune Expression	Graphic Score Copycat	History
Tier 3 Vocab Composing	Dynamics		Sound effects Improvise	Melody Vocal sounds Pitch	Chant Rhythm	Orchestra families: string, woodwind, brass, percussion	
STRUCTURE	PITCH	RHYTHM	TIMBRE	TEXTURE	DYNAMICS	TEMPO	
Show awareness of structure – listen to and distinguish between a verse and chorus	Read and write graphic representations of rising and falling pitch	Clap/sing back rhythms and play rhythmic games Play rhythms on tuned and untuned instruments	Choose sounds to match pictures, scenes, stories, emotions etc.	Sing in rounds. Play untuned instruments in unison	Play sounds getting louder and getting softer Listen to and identify loud and soft dynamics	Play untuned instruments at fast and slow tempos and moving between the two i.e. getting faster, getting slower Describe music as fast or slow	
PROGRESSION AND SEQUENCING-From Lower EYFS							
Sing and recognise high and low pitch Move to rhythms e.g. skipping, marching/Recognise that sounds are made in a variety of ways Sing in unison Play loud and soft sounds Move appropriately to music at different speeds e.g. running, crawling Experiment with making sounds (voice and percussion). Explore and experiment with untuned and body percussion. Practise improvising using voice and untuned instruments/body percussion through copy-back and answer games, etc.				Start to sing simple songs, nursery rhymes and chants holding a melody line. Represent ideas, thoughts and feelings through pictorial representations of music. Sing songs with verse/chorus structure/Recognise repetition			

The class teacher will highlight this LTP as they add it into their MTP to ensure coverage.



LTP for Music 2021 onwards



Each topic will start with time spent discussing what has previously been learnt and how the current topic will build on previous learning. Key subject specific vocabulary will be taught in each topic.

<p>NC Objective</p> <p>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.</p>	What are we learning in Elm Class?							
	COMPOSITION		INSTRUMENTS		IMPROVISATION	SINGING	NOTATION	HISTORY
	Rehearsed composition using sounds to represent a picture /scene/emotion.		Develop playing tuned/untuned percussion to create short rhythmic patterns and vary the tempo.		Continue to develop use of improvisation for singing and composition.	Continue to sing songs expressively and creatively. Begin to show an awareness of pitch.	Learn minims, crotchets and quavers through rhythmic word association.	Model Music Curriculum playlist (see below) plus Community Time music listening
	Tier 2 Vocab Rehearse		Fast Slow		Repeated pattern Clapping Beat	Expressive Rise Fall	Getting louder Getting quieter	Listening Concentration Respond
	Tier 3 Vocab Verse Chorus		Tuned Untuned Percussion	Tempo Found sounds Body/vocal	Ostinato	Pitch Pitch matching	Minims Crotchets Quavers	Beat Steady beat (Specific instruments)
	STRUCTURE	PITCH	RHYTHM		TIMBRE	TEXTURE	DYNAMICS	TEMPO
	Show awareness of structure – listen to and distinguish between a verse and chorus	Read and write graphic representations of rising and falling pitch	Clap/sing back rhythms and play rhythmic games Play rhythms on tuned and untuned instruments		Choose sounds to match pictures, scenes, stories, emotions etc.	Sing in rounds. Play untuned instruments in unison	Play sounds getting louder and getting softer Listen to and identify loud and quiet dynamics	Play untuned instruments at fast and slow tempos and moving between the two i.e. getting faster, getting slower Describe music as fast or slow
PROGRESSION AND SEQUENCING-From Willow								
Improvised composition using sounds to represent a picture /scene/emotion. Experiment playing tuned/untuned percussion in groups starting to use different effects such as dynamics (loud, quiet) Create own improvised sound effects inspired by stories and poems using a range of untuned instruments and vocal sounds. Begin to experiment with different types of sound (e.g. loud/quiet).					Begin to sing simple songs with expression explore creative ways in which the voice can be used. Read and create own graphic scores using given graphics			

The class teacher will highlight this LTP as they add it into their MTP to ensure coverage.



LTP for Music 2021 onwards



Each topic will start with time spent discussing what has previously been learnt and how the current topic will build on previous learning. Key subject specific vocabulary will be taught in each topic.

<p>NC Objective</p> <p>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.</p>	What are we learning in Beech Class Cycle A?						
	COMPOSITION	INSTRUMENTS	IMPROVISATION		SINGING	NOTATION	HISTORY
	Basic rhythmic or melodic composition as a class or in groups.	Select appropriate instruments for compositions and start to perform in groups for a specific audience. Begin to explore instruments from different cultures.	Begin to explore basic rhythmic patterns to compose a piece. Begin to practise and improvise compositions as a group to perform to a specific audience.		Hold a melody line with confidence showing control in their singing.	Reading notated rhythms on a single line without word association.	Model Music Curriculum playlist (see below) plus Community Time music listening
	Tier 2 Vocab Tune	Explore Sound	Audience Piece		Confidence Control High/low	Notation Dot notation	Binary
Tier 3 Vocab Melody	Timbre Multi-timbral	Ostinato		Pitch Choir Bass	Rhythmic Forte Notation piano Quavers	Repertoire Baroque	
STRUCTURE	PITCH	RHYTHM	TIMBRE	TEXTURE	DYNAMICS	TEMPO	
Compose using given forms e.g. verse/chorus, A B A etc.	Compare high and low pitch in music Read and write notes A to C progressing to A to E	Read minims, crotchets, quavers and crotchet rests Read and write minims, crotchets and quavers	Recognise the sounds of individual instruments	Sing and play untuned instruments together Sing in parts. Play tuned instruments in unison	Describe changes in dynamics Introduce the terms and symbols for <i>forte</i> and <i>piano</i>	Compare music using the terms faster or slower Describe changes in tempo in music	

PROGRESSION AND SEQUENCING-From KS1

Show awareness of structure – listen to and distinguish between a verse and chorus
Read and write graphic representations of rising and falling pitch
Clap/sing back rhythms and play rhythmic games
Play rhythms on tuned and untuned instruments
Choose sounds to match pictures, scenes, stories, emotions etc.
Sing in rounds.

Play untuned instruments in unison
Play sounds getting louder and getting quieter
Listen to and identify loud and soft dynamics
Play untuned instruments at fast and slow tempos and moving between the two i.e. getting faster, getting slower
Describe music as fast or slow

The class teacher will highlight this LTP as they add it into their MTP to ensure coverage.



LTP for Music 2021 onwards



Each topic will start with time spent discussing what has previously been learnt and how the current topic will build on previous learning. Key subject specific vocabulary will be taught in each topic.

NC Objective	What are we learning in Oak Class Cycle A?						
	COMPOSITION	INSTRUMENTS	IMPROVISATION	SINGING	NOTATION	HISTORY	
	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.	Student-led ensemble in groups using tuned and/or untuned instruments.	Start to take turns in leading the group. Develop performing skills on both classroom instruments and individual instruments such as the ocarina. Understand and use the correct techniques for a range of tuned/untuned percussion. Continue to use individual instruments confidently.	Continue to use expression when singing in groups and individually. Perform in student-led ensemble groups using tuned or untuned instruments and improvise with rhythm and expression.	Show confidence in part singing; sing with increasing control and expression individually and in groups.	Reading and writing notes A – G on a three-line staff, inc. bar lines and time signatures. Progress to a full staff.	Model Music Curriculum playlist (see below) plus Community Time music listening
	Tier 2 Vocab Groups Individual	Technique Skills Perform	Contribution	Control	Notes	Accompaniment Amplify	
Tier 3 Vocab Ensemble 7 Elements of Music	Ocarina	Harmony	Crescendo Diminuendo	Bar lines Stave Time signatures p, mp, pp, f, mf, ff	Renaissance Fanfare		
PROGRESSION AND SEQUENCING-From KS1 and Beech Cycles A/B							
Compose using given forms e.g. verse/chorus, A B A etc. Compare high and low pitch in music Sing and play untuned instruments together Sing in parts. Play tuned instruments in unison			Describe changes in tempo in music Describe changes in dynamics Introduce the terms and symbols for forte and piano Compare music using the terms faster or slower				

The class teacher will highlight this LTP as they add it into their MTP to ensure coverage.



LTP for Music 2021 onwards



Each topic will start with time spent discussing what has previously been learnt and how the current topic will build on previous learning. Key subject specific vocabulary will be taught in each topic.

<p>NC Objective</p> <p>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.</p>	What are we learning in Beech Class Cycle B?					
	COMPOSITION	INSTRUMENTS	IMPROVISATION	SINGING	NOTATION	HISTORY
	Layered composition (e.g. rhythm and melody) as class or in groups.	Develop skills to play tuned/untuned percussion instruments in groups and learn to recognise the importance of individual roles in an ensemble.	Begin to practise using expression in their singing and develop listening to improvise as a group.	Begin to sing in parts, showing expression and an understanding of pitch.	Reading and writing notes A – C on a single line, progressing to A – E on two lines.	Model Music Curriculum playlist (see below) plus Community Time music listening
	Tier 2 Vocab Layers	Compare Style	Practise/practice	Leaps Steps	Notes	Structure
Tier 3 Vocab Texture	Musical accent Chord	Polyrhythms	Rests Unison In parts Duet Quartet	Staff notation Pentatonic	ABA Ternary 'Classical'	
STRUCTURE	PITCH	RHYTHM	TIMBRE	TEXTURE	DYNAMICS	TEMPO
Compose using given forms e.g. verse/chorus, A B A etc.	Compare high and low pitch in music Read and write notes A to C progressing to A to E	Read minims, crotchets, quavers and crotchet rests Read and write minims, crotchets and quavers	Recognise the sounds of individual instruments	Sing and play untuned instruments together Sing in parts. Play tuned instruments in unison	Describe changes in dynamics Introduce the terms and symbols for <i>forte</i> and <i>piano</i>	Compare music using the terms faster or slower Describe changes in tempo in music
PROGRESSION AND SEQUENCING-From Lower KS2/Cycle A & B						
<p>Show awareness of structure – listen to and distinguish between a verse and chorus</p> <p>Read and write graphic representations of rising and falling pitch</p> <p>Clap/sing back rhythms and play rhythmic games</p> <p>Play rhythms on tuned and untuned instruments</p> <p>Choose sounds to match pictures, scenes, stories, emotions etc.</p> <p>Sing in rounds.</p> <p>Play untuned instruments in unison</p>			<p>Play sounds getting louder and getting quieter</p> <p>Listen to and identify loud and soft dynamics</p> <p>Play untuned instruments at fast and slow tempos and moving between the two i.e. getting faster, getting slower</p> <p>Describe music as fast or slow</p>			

The class teacher will highlight this LTP as they add it into their MTP to ensure coverage.



LTP for Music 2021 onwards



Each topic will start with time spent discussing what has previously been learnt and how the current topic will build on previous learning. Key subject specific vocabulary will be taught in each topic.

<p>NC Objective</p> <p>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.</p>	What are we learning in Oak Class Cycle B?						
	COMPOSITION	INSTRUMENTS		IMPROVISATION	SINGING	NOTATION	HISTORY
	Student-led ensemble in groups using tuned and/or untuned instruments to convey an emotion or message (lyrics could be used here).	Start to take turns in leading and directing the group. Develop performing skills on both classroom instruments and individual instruments such as steel pans		Continue to use expression when singing in groups and individually. Perform in student-led ensemble groups using tuned or untuned instruments and improvise with rhythm and expression.	Show an awareness of musical shaping in their singing; show fluency, expression and accuracy and begin to show a balancing of dynamics when singing in parts.	Reading and writing notes middle C to top G on a treble clef staff, incorporating bar lines, time signatures and rests.	Model Music Curriculum playlist (see below) plus Community Time music listening
	Tier 2 Vocab Message	Directing Attack		Accurate	Shaping Balance	Flat Sharp	Articulation
Tier 3 Vocab	Conductor Musicianship		Andante Largo Presto Allegro	Musical shaping	Middle C Treble clef	A cappella Romantic period	
STRUCTURE	PITCH	RHYTHM	TIMBRE	TEXTURE	DYNAMICS	TEMPO	
Choose a suitable structure for a composition	Read and write notes A to G Read and write middle C to top G	Read and write minims, crotchets, quavers and rests	Recognise the sounds of individual instruments playing in an ensemble and their contribution to the overall sound	Play tuned and untuned instruments in two parts: rhythmic and melodic lines Play three-part ensembles e.g. rhythm, harmony and melody	Introduce the terms and symbols for <i>crescendo</i> and <i>diminuendo</i> Use and understand <i>pp</i> , <i>p</i> , <i>mp/mf</i> , <i>f</i> , <i>ff/cresc/dim</i> .	Introduce musical language for tempo e.g. <i>lento</i> , <i>allegro</i> Develop musical language for tempo e.g. <i>andante</i> , <i>presto</i>	
PROGRESSION AND SEQUENCING-From Lower KS2/Cycle A & B							
Compose using given forms e.g. verse/chorus, A B A etc. Compare high and low pitch in music Sing and play untuned instruments together			Sing in parts. Play tuned instruments in unison Describe changes in dynamics Introduce the terms and symbols for forte and piano Compare music using the terms faster or slower Describe changes in tempo in music				

The class teacher will highlight this LTP as they add it into their MTP to ensure coverage.



LTP for Music 2021 onwards



Each topic will start with time spent discussing what has previously been learnt and how the current topic will build on previous learning. Key subject specific vocabulary will be taught in each topic.

Tuned	Able to produce notes of a particular pitch	Rhythm	Regular repeated pattern of sound	Unison	Singing or playing together as one
Untuned	Able to produce sounds of indefinite pitch	Dynamics	Volume	Steel Pans	Originating Trinidad and Tobago
Percussion	Instruments played by striking or shaking	Pitch	Degree of highness/lowness of a tone	Djembes	African drums from Ghana
Body percussion	Sounds produced by the body	Composing	Creating an original piece of music	Glockenspiel	Instrument with tuned metal pieces
Found sounds	When we find sounds to make music with	Improvising	Creating music in the moment	Xylophone	Instrument with tuned wooden pieces
Vocal sounds	Sounds made with the voice and mouth	Notation	How music is written down		
Verse	Writing, usually in rhyme	Graphic Notation	Pictorial representations of musical sounds		
Chorus	Part of a song repeated after each verse	Staff Notation	Formal music written on a staff		
7 Elements of Music	Ingredients of music	Melody	Tune		
Tempo	Speed	Harmony	Combination of sounds creating a pleasant effect		
Timbre	Quality of sound	Crescendo	Getting louder		
Texture	Layers of sound	Decrescendo	Getting quieter		
Structure	Order of the music	Polyrhythms	More than one rhythm going at the same time		
		Ensemble	A group of musicians playing together	Tier 2 Tier 3 vocab	

The class teacher will highlight this LTP as they add it into their MTP to ensure coverage.



LTP for Music 2021 onwards



Each topic will start with time spent discussing what has previously been learnt and how the current topic will build on previous learning. Key subject specific vocabulary will be taught in each topic.

Singing Formative Non-negotiables	
Year 1	Year 4
Singing simple songs, chants and rhymes from memory	Singing unison songs with octave range
Singing collectively at the same pitch	Pitching accurately
Responding to simple visual directions	Crescendo and decrescendo following directions
Responding to counting in	Rounds and partner songs in 2,3,4 time
Small range: mi-so including pentatonic songs	Sing repertoire with small and large leaps
Call and reponse songs	Simple harmony
Control of vocal pitch and matching pitch with accuracy	Perform range of songs in school assemblies
Year 2	Year 5
Sing songs with a pitch range of do-so with increased vocal control	...as part of a choir
Songs with a small pitch range, pitching accurately	...with sense of ensemble and performance
Know meaning of dynamics and tempo and be able to demo when singing by responding to leader's direction and visual symbols < >	Observe phrasing
	Observe accurate pitching
Year 3	Observe appropriate style
Singing unison songs with do-so range	3 part rounds
Perform forte and piano	Partner songs
Perform action songs in time	Songs with verse and chorus
Walk, move to or act a steady beat with others	Year 6
Change the tempo as the tempo of the music changes	Singing with syncopated rhythms
Perform as a choir in school assemblies	...as part of a choir
	...with sense of ensemble and performance
	Observe rhythm
	Observe phrasing
	Observe accurate pitching
	Observe appropriate style
	3 part round
	4 part round
	Partner songs
	School performance opportunities

The class teacher will highlight this LTP as they add it into their MTP to ensure coverage.



LTP for Music 2021 onwards



Each topic will start with time spent discussing what has previously been learnt and how the current topic will build on previous learning. Key subject specific vocabulary will be taught in each topic.

Singing repertoire

- Sing for Pleasure: *Boom Chicka Boom*
- Voices Foundation: *Have you Brought your Whispering Voice?*
- Voices Foundation: *Hello, How are You*
- Banoo: *Copy Kitten*
- Voicelinks: *I'm a Train*
- Bounce High, Bounce Low
- Singing Sherlock: *Dr Knickerbocker*
- *Dragon Dance*
- Trad. Bangladesh: *Mo matchi (Song of the Bees)*
- Trad. Ghana: *Kye Kye Kule*
- Trad. England: *An Acre of Land*

- *Little Sally Saucer*
- Trad. *Star Light, Star Bright, First Star I See Tonight*
- Trad. *Hey, Hey, Look at Me*
- Trad. *Rain, Rain Go Away*
- Trad. *Acka Backa*
- Voicelinks: *The King is in the Castle*
- Young Voiceworks: *Ebenezer Sneezer*
- Trad. *Oats and Beans and Barley Grow*
- Singing Sherlock 1: *Teddy Bear Rock n Roll*
- Trad. *Oliver Cromwell*
- Trad. *Lovely Joan*
- Trad. *Searching for Lambs*
- Voicelinks: *Fireworks*
- Trad. Bangladesh: *Hatt! – ma tim tim (An Imaginary Bird)*
- Trad. Bangladesh: *Chart! Kula beng (Four Fat Frogs)*
- Trad. Australia: *I Got Kicked by a Kangaroo*
- Trad. America: *Built My Lady a Fine Brick House*
- Sing Up: *Paintbox*

- Sing Up: *Heads and Shoulders*
- Singing Sherlock 2: *Si, Si, Si*
- Flying a Round: *To stop the train*
- Trad. Japan: *Kaeru no uta*
- Trad. Morocco: *A ram sam sam/Pease Pudding Hot*
- Trad. Bangladesh: *Now charia de (A Boatman's Song)*
- Junior Songscape: *Listen to the Rain*
- Voicelinks: *Extreme Weather*
- Sing Up: *Skye Boat Song*
- Trad. Ireland: *Be Thou My Vision*
- Junior Voiceworks 1: *Now The Sun Is Shining*
- Voiceworks 1: *Candle Light*
- Singing Sherlock 2: *Shadow*
- Singing Express 3: *Mirror*
- Trad. England: *Ah! Poor bird/Hey, Ho! Nobody home/Rose*

- Junior Voiceworks 1: *Calypso*
- Junior Voiceworks 2: *Our Dustbin*
- Voiceworks 1: *Hear the Wind*
- Kendrick: *Servant King*
- *Happy Birthday*
- Great Weather Songs: *Long Journey*
- Great Celebration Songs: *World in Union*
- Sing Up: *Just like a Roman*
- Trad. Ghana: *Namuma*
- Sing for Pleasure: *Ghosts*
- Sing for Pleasure: *Lost in Space*

- Trad. Ireland: *Danny Boy*
- Kodály: *Rocky Mountain*
- Kodály: *My Paddle*
- *High Low Chickalo*
- *Ally Ally O*
- Trad. Caribbean: *Four White Horses*
- Trad. Uganda: *Dipidu*
- *Are You Ready?*
- *Row, Row, Row your Boat*

- Trad. South Africa: *Siyahamba*
- Junior Voiceworks 1: *Calypso*
- Sing Up: *Touch the Sky*
- Sing Up: *Dona Nobis Pacem*
- Sing Up: *We are the Champions*
- British National Anthem – *God Save the Queen*
- Sing Up: *We Go Together*
- Trad. Ghana: *Senwa de Dende*
- Sing Up: *Be the Change*
- Sing Up: *One Moment, One People*
- Sing Up: *There's a Power in the Music*

The class teacher will highlight this LTP as they add it into their MTP to ensure coverage.



LTP for Music 2021 onwards



Each topic will start with time spent discussing what has previously been learnt and how the current topic will build on previous learning. Key subject specific vocabulary will be taught in each topic.

Musicianship Non-negotiables	
Year 1	Year 2
Pulse/Beat	Pulse/Beat
Walk, move, clap a steady beat with other	Understand speed of the beat can change creating faster or slower tempo
Change the tempo of the beat	Mark the beat of a listening piece by tapping or clapping, recognising changes in tempo
Use body percussion to play ostinati	Walk in time to the beat
Use classroom percussion to play ostinati	Know left and right
Use tuned instruments to maintain a steady beat	Begin to group beats in 2s and 3s by tapping knees on first beat and clapping remaining beats
Respond to pulse in recorded/live music through movement and dance	Identify beat groupings in familiar music
Rhythm	Rhythm
Perform short copycat rhythm patterns accurately led by teacher	Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion
Perform ostinati while keeping time with steady beat	Create rhythms using word phrases
Perform word-pattern chants	Read and respond to chanted rhythm patterns and represent them with stick notation, inc crotchets, quavers and crotchet rest
Pitch	Pitch
Listen to sounds in local school environment, comparing high and low	Create and perform own chanted rhythm patterns with the same stick notation
Sing familiar songs in both high and low voices	Pitch
Explore percussion sounds to enhance storytelling	Play a range of singing games based on the cuckoo interval matching voices accurately, supported by a leader playing the melody
Follow picture and symbols to guide singing and playing)0 0 0 0	Sing short phrases independently within a singing game or short song
	Respond independently to pitch changes in short melodic phrases, indicating with actions
	Recognise dot notation and match it to 3-note tunes played on tuned percussion

The class teacher will highlight this LTP as they add it into their MTP to ensure coverage.



LTP for Music 2021 onwards



Each topic will start with time spent discussing what has previously been learnt and how the current topic will build on previous learning. Key subject specific vocabulary will be taught in each topic.

Notation

	Year 3	Year 4	Years 5 & 6
Crotchets	✓	✓	✓
Paired quavers	✓	✓	✓
Minims	✓	✓	✓
Semibreves			✓
Semiquavers			✓
Rests		✓	✓
Time signatures 2/4, 3/4 and 4/4			✓
Fast (<i>allegro</i>), slow (<i>adagio</i>)	✓	✓	✓
Getting faster (<i>accelerando</i>), getting slower (<i>rallentando</i>)		✓	✓
Stave, lines and spaces, clef*, reading dot notation	✓ do-me Range of a 3rd	✓ do-so Range of a 5th	✓ do-do' Range of an octave
Loud (<i>forte</i>)	✓	✓	✓
Quiet (<i>piano</i>)	✓	✓	✓
Getting louder (<i>crescendo</i>), Getting softer (<i>decrescendo</i>)		✓	✓

The class teacher will highlight this LTP as they add it into their MTP to ensure coverage.



LTP for Music 2021 onwards



Each topic will start with time spent discussing what has previously been learnt and how the current topic will build on previous learning. Key subject specific vocabulary will be taught in each topic.

Year 3 Improvising and Composing non-negotiables

Improvising

Improvising using voice, tuned and untuned percussion

On the spot responses to limited note range

Echo and answer question phrases

Beginning, middle and end

Respond to different stimuli

Composing

Combine rhythmic notation with do-re-mi, rising and falling

Compose song accompaniments on untuned percussion using known rhythms and note values

Performing

Play tuned percussion or melody instrument (ocarina)

Play and perform melodies do-mi following staff notation

Use listening skills to correctly order dot notation do-mi

Solo copy stepwise melodic phrases at adagio and allegro

Extend to question and answer phrases

Year 4

Improvising

Improvise using limited range of pitches on the instrument they are now using

Legato and staccato

Composing

Combine rhythmic notation with letter names for pentatonics

Arrange rhythmic notation cards for minim, crotchet, paired quaver and crotchet rest to create sequences of 2,3,4-beat phrases arranged into bars

Explore musical components (elements) to compose music for specific mood

Major and minor chords

Include steel pans to expand range of composing instruments

Capture and record music: graphic, dot, staff, rhythmic and technology

Performing

Basic skills of a selected instrument

Perform from staff notation: do-so

Melody and accompaniment

Year 5

Improvising

Over a drone developing sense of shape and character

Over a groove responding to beat, melodic shape, dynamics

Composing

Melodies comprised of pairs of phrases in C major or A minor

Enhance melody with rhythm

Enhance the melody with chords

Paired ternary piece

Chords to evoke atmosphere, mood environment

Compose to accompany silent film

Compose to set a scene in play or book

Capture and record using any of: graphic notation, rhythm notation with time signatures, staff notation, technology

Instrumental performance

Play melody following staff notation within octave range as whole class

Understand how triads are formed and play them to a piece

Perform a range of pieces

Playing by ear longer phrases and known melodies

Year 6

Improvising

Multiple sections inc repetition and contrast

Chord changes

Melodies beyond 8 beats over a fixed groove

Composing

Melody across 8 or 16 beats using pentatonic scale

Play the melody on tuned percussion

Notate the melody

Melodies from pairs of phrases using G minor or E minor

Enhance melody with rhythm

Enhance the melody with chords

Ternary form using tech to create and record

Performing

Play melody following staff notation within octave range

Make decisions about dynamic range: ff pp mf mp

Accompany melody with block chords or bass line

In Choir, Pans, Samba