



## LTP for Music 2024 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.

Overview of Music LTP—for progression see each <a href="#">class</a> page linked to Model Music Curriculum and the progression ladders					
	Acorn	Willow	Elm	Beech	Oak
Autumn 1	See below regarding first term and using Development Matters in class	Ukuleles <a href="#">Boomwhackers</a> Pitch size (compare cello and uke strings etc)	Improvisation/Composition Timbre/Texture/Dynamics Graphic Notation	Garage Band Structure/Tempo	Steel Pans Techniques/ensemble playing
Autumn 2		Improvisation/Composition Timbre/Texture/Dynamics Graphic Notation	Garage Band Structure/Tempo	Steel Pans Techniques/ensemble playing	Samba/Rhythm sticks/Buckets Ostinato/rhythmic notation
Spring 1	Pitch match and pulse baseline Exploring tuned and untuned percussion, timbre and rhythms	Garage Band Structure/Tempo	Steel Pans Techniques/ensemble playing	Samba/Rhythm sticks/Buckets Ostinato/rhythmic notation	<a href="#">KS2 Ocarinas</a> <a href="#">KS1 Glodis</a>
Spring 2	Exploring the selection of: steel pans, samba drums, <a href="#">ukuleles</a> , <a href="#">boomwhackers</a> <a href="#">glockenspiels</a>	Steel Pans Techniques/ensemble playing	Samba/Rhythm sticks/Buckets Ostinato/rhythmic notation	<a href="#">KS2 Ocarinas</a> <a href="#">KS1 Glodis</a> Staff Notation	Ukuleles <a href="#">Boomwhackers</a> Pitch size (compare cello and uke strings etc)
Summer 1	Improvisation and composition: topic linked	Samba/Rhythm sticks/Buckets Ostinato/rhythmic notation	<a href="#">KS2 Ocarinas</a> <a href="#">KS1 Glodis</a> Staff Notation	Ukuleles <a href="#">Boomwhackers</a> Pitch size (compare cello and uke strings etc)	Improvisation/Composition Timbre/Texture/Dynamics Graphic Notation
Summer 2		<a href="#">KS2 Ocarinas</a> <a href="#">KS1 Glodis</a> Staff Notation	Ukuleles <a href="#">Boomwhackers</a> Pitch size (compare cello and uke strings etc)	Improvisation/Composition Timbre/Texture/Dynamics Graphic Notation	Garage Band Structure/Tempo
<p>Pitch: singing in general, topic linked singing, singing assembly, Harvest singing/raps, Christmas singing and performance, Easter singing/raps</p> <p>Model Music Curriculum listening: In addition to lesson starters, time is devoted to this during Family Time and Celebration Assembly music</p> <p>Live music: ATT Gala Concert, cello session, piano accompaniments</p>					



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### **Acorn Music Autumn Term is delivered in class using Development Matters as follows:**

DM 3-4: Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.

DM Reception: Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody.

Although EYFS do not have their own LTP for Music, as they learn based on Development Matters and are assessed on the ELGs in June, the Music Subject Leader and specialist music teacher starts to teach 20 minute music lessons in the Music Cabin from Spring Term onwards.



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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 Improvise Compose		Instruments Loud/Quiet High/low	Combine Fast/slow	Improvise Sound Direction Hand signals	Voice Tune Expression		Graphic Score Copycat		History								
	Tier 3 Vocab Elements of music		Dynamics Tuned Untuned		Sound effects		Melody Chant Vocal sounds Pitch		Rhythm Graphic score		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 <b>Powerful knowledge and skills from EYFS:</b> <table><tr><td>Music</td></tr><tr><td>I can sing in a group and on my own</td></tr><tr><td>I can pitch match, following a melody</td></tr><tr><td>I can listen to music attentively</td></tr><tr><td>I can move to music</td></tr><tr><td>I can talk about music, including expressing my feelings about it</td></tr><tr><td>I can engage in music-making in small groups and on my own</td></tr></table>							Music	I can sing in a group and on my own	I can pitch match, following a melody	I can listen to music attentively	I can move to music	I can talk about music, including expressing my feelings about it	I can engage in music-making in small groups and on my own
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	COMPOSITION	INSTRUMENTS		IMPROVISATION	SINGING	NOTATION	HISTORY
	<b>Rehearsed composition</b> 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
	<b>Tier 2 Vocab</b> Rehearse	Fast Slow		Repeated pattern Clapping Beat	Expressive Rise Fall	Getting louder Getting quieter	Listening Concentration Respond
	<b>Tier 3 Vocab</b> Verse Chorus	Tuned Untuned Percussion	Tempo Found sounds Body/vocal	Ostinato	Pitch Pitch matching	Minims/Crotchets Quavers Crescendo	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							
Improvise 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			



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<b>NC Objective</b> 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.	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	Melody  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					



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	COMPOSITION	INSTRUMENTS	IMPROVISATION	SINGING	NOTATION	HISTORY
	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
	<b>Tier 2 Vocab</b> Groups Individual	Technique Skills Perform	Contribution	Control	Notes	Accompaniment Amplify
	<b>Tier 3 Vocab</b> Ensemble 7 Elements of Music	Ocarina	Harmony	Crescendo  Diminuendo	Bar lines    Stave  Time signatures p, mp, pp, f, mf, ff	Renaissance Fanfare
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</i> / <i>mf</i> , <i>f</i> <i>ff</i> / <i>cresc</i> / <i>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 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			



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NC Objective	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    Harmony In parts    Quartet 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						
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			



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	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  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 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					



## Useful planning tools

- **Glossary of musical terms**
- **Year group Powerful Knowledge and Skills from formative assessment spreadsheet:**
  1. Singing with singing repertoire from Model Music Curriculum
  2. Musicianship
  3. Notation
  4. Improvisation, Composition and Performance
- **Topic titles for each class**
- **Handy progression flow charts for each Element of Music**



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Glossary of Tier 2 and Tier 3 vocabulary					
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	Ensemble	A group of musicians playing together
Verse	Writing, usually in rhyme	Graphic Notation	Pictorial representations of musical sounds	Tuned	Able to produce notes of a particular pitch
Chorus	Part of a song repeated after each verse	Staff Notation	Formal music written on a stave	Rhythm	Regular repeated pattern of sound
7 Elements of Music	Ingredients of music	Melody	Tune	Unison	Singing or playing together as one
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		



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Singing Formative Powerful Knowledge and Skills	
Year 1	Year 4
Singing simple songs, chants and rhymes from memory- and at the correct pitch	Singing unison songs with octave range, pitch-matching accurately
Responding to simple visual directions and counting in	Crescendo and decrescendo following directions
Control of vocal pitch and matching pitch with accuracy	Rounds and partner songs in 2,3,4 time
	Simple harmony
Year 2	Year 5
Pitch-matching songs with a pitch range of do-so with increased vocal control	Perform as part of a choir/assembly with a 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 and appropriate style
	3 part rounds and songs with verse and chorus
Year 3	Year 6
Singing unison songs with do-so range, with actions in time	Singing with syncopated rhythms
Walk, move to or act a steady beat with others, changing the tempo as the tempo of the music changes	4 part round



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Musicianship Powerful Knowledge and Skills	
Year 1	Year 2
Pulse/Beat	Pulse/Beat
Respond to pulse in recorded/live music through movement and dance	Understand speed of the beat can change creating faster or slower tempo
Use tuned and untuned instruments to maintain a steady beat	Mark the beat of a listening piece by tapping or clapping, recognising changes in tempo
Use body and classroom percussion to play ostinati	Begin to group beats in 2s and 3s by tapping knees on first beat and clapping remaining beats and identify groups of beats in listening 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, create and perform chanted rhythm patterns and represent them with stick notation, inc crotchets, quavers and crotchet rest



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<b>Improvising and Composing Powerful Knowledge and Skills</b>	
<b>Year 3</b>	<b>Year 5</b>
<b>Improvising</b>	<b>Improvising</b>
Improvising using voice, tuned and untuned percussion	Over a drone, developing sense of shape and character
Echo and answer question phrases	Over a groove, responding to a beat, melodic shape and dynamics
Beginning, middle and end	<b>Composing</b>
<b>Composing</b>	Composing using melody, rhythm and chords, evoking mood and atmosphere
Combine rhythmic notation with do-re-mi, rising and falling	Compose to accompany a film, book or scene from a play
Compose song accompaniments on untuned percussion, using known rhythms and note values	Capture and record with notation and technology
<b>Performing</b>	<b>Performing</b>
Play tuned percussion or melody instrument, performing do-mi melodies from staff notation	Play longer melody within an octave range with triad accompaniment
<b>Year 4</b>	<b>Year 6</b>
<b>Improvising</b>	<b>Improvising</b>
Improvise using limited range of pitches on a tuned instrument, playing legato and staccato	Multiple sections including repetition, contrast, melodies and chord patterns
<b>Composing</b>	<b>Composing</b>
Combine rhythmic notation with letter names for pentatonics	Melody (notated) on tuned percussion across 8- or 16- beats using a pentatonic scale, enhancing the melody with rhythm and chords.
Using minim, crotchet, paired quavers and crotchet rest; 2/3/4 beat phrases arranged into bars	<b>Performing</b>
Major and minor chords	Play melody from staff notation over an octave range with block chords and bass line
Capture and record music: graphic, dot, staff, rhythmic notations	Demonstrating understanding of dynamics
<b>Performing</b>	
Basic skills of selected instrument, performing a melody and accompaniment	



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### Notation Progression

	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> )		✓	✓



## Iceni Hockwold - Music Progression

↓	Pitching with voice/Singing	↓	Rhythm	↓
1	Make vocal sounds		Diff between short and long sound	
2	High/low notes		Clap short patterns	
3	Join in singing		Hear repeated patterns	
4	Pitch notes accurately		Keep steady pulse	
5	Phrases are where we breathe		Simple patterns on instruments	
6	Difference between steps and leaps		Metre: 2,3,4 beats	
7	Sing in tune with expression		Improvise with repeated patterns	
8	Sing in tune with control		Maintain own part within a whole with support	
9	Create melody with the voice		Maintain own part within a whole independently	
10	Sing songs from memory with accurate pitch		Lead others to maintain their part within the whole	
11	Sing in harmony with support		Be part of a group playing polyrhythms	
12	Breathe with phrasing		Improvise within a group using rhythmic phrases	
13	Use understanding of meaning to add expression		Diff between pulse and syncopated patterns	
14	Maintain their part while others perform something different		Provide rhythmic support	
15	Maintain harmony independently			
16	Improvise within a group using melodic phrases			
17	Create harmonies			
18	Maintain solo harmony			
19	Perform using notations			
20	Solo part			
21	Full range of chromatic pitches			

## Iceni Hockwold - Music Progression

↓	Tempo	↓	Timbre	↓	Dynamics	↓	Texture	↓	Structure
	Fast and slow		Copy vocal/body perc sounds		Loud and quiet		Hears 1 layer		Beginning, middle, end
	Increase/decrease tempo		Why chosen instrument?		Getting louder/getting quieter		Hears 2 sounds at same time?		Simple structure, eg. Repeating
	Rhythmic patterns fast and slow		Describe sound as...		Vocab: crescendo/decrescendo		Play 1 layer		Rounds, variations, rondos
	Tempo changes provide contrast		Language of timbre		Piano/Forte		Play 2 layers		Repeated series of pitches on tuned instrument as ac-
	Choose most appropriate tempo for performing		Choosing sounds for diff purposes		Sudden dynamic contrasts		Play multiple layers		Patterns of repetitions, contrasts and variations can be used to struc-
	Explain how tempo matches character of music		Choose sounds for intended effect		Explain how gradual dynamic change has shaped phrase		Language of timbre and multi-timbre		
			Combine sounds to create mood or feeling						
			Language of multi-timbre				Change layers of sounds to change effect		
			Explain how a change in timbre can effect music						



## Iceni Hockwold - Music Progression

↓ Listening & Appraising	↓ Improvising & composing	Performing
Respond physically to moods	Beginning, middle, end	Look at audience?
How they feel	Create music in response to starting point	Perform with others
Like/dislike	Piece of music using more than one sound	Perform simple part rhythmically
Able to start/stop	Use different elements in their compositions	Using own notation in a performance
Improve own work	Making sudden changes	Perform from memory
Listen for particular things	Making gradual changes	Perform from steel pan notation
Difference between steps and leaps	Improvise with repeated patterns	Perform from staff notation
Music language	Compose with graphic notation	Perform by ear
Recognise one famous composer	Compose with alphabet notation	
Hearing sudden changes	Create own notation	
Hearing contrast, repetition and variation	Compose with staff notation	
Explain the place of silence	Compose with 4 or 5 note scales	
Character of a piece of music	Improvise within a group using melodic and rhythmic phrases	
Purpose of different music	Repeated series of pitches on tuned instrument as accompaniment	
Hear music and identify composer	Change layers of sounds to change effect	
Describe, compare and evaluate music using music vocab	Composing for specific criteria	
Explain why some music is successful or unsuccessful	Composing diary	
Suggest improvements to own and others work	Compose with melody, rhythm and chords	
Contrast work of famous composers	Refine and improve work	
Evaluate how venue, occasion and purpose affects the way a piece of music is created		
Analyse features within different		

## Iceni Hockwold - Music Progression

Pitching with instruments	↓ Notation ↓	↓ Leading & following ↓	Steel Pan techniques
Discern high/low/notes	Red/green start and stop	Follow the leader	Find and play one note
Play clear notes on instruments	Red/green dynamics	Able to start/stop with instruction/leader	Rolling evenly
Create melody	Hands for start/stop/dynamics	Able to be the leader starting and stopping group	Beaters held correctly
Create accompaniment	Symbols to represent sounds	Able to follow graphic notation	Short riffs from memory
Harmony	Connect symbols to sounds	Be the leader showing graphic notation	Repeated bass lines
Instrument techniques	Create music and notate graphically	Follow group conductor in group composition	Melody from notation
Solo part	Use alphabet notation including sharps and flats	Be the conductor in group composition	Chord patterns
Full range of chromatic pitches	Notation to sequence	Start having been counted in	Harmonies and counter-melodies
	Steel pan chord notation	Counting in	Keeping own part going within the whole
	Tab for guitar/ukulele	Lead in performance	Leading the group
	Create own notation		
	Staff notation (V4)		
	Staff notation with Italian terms		
	Staff notation to notate chords		
	Full range of chromatic pitches		