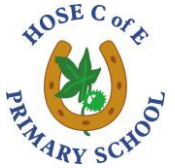


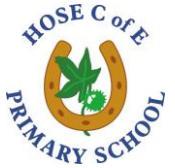
Hose CofE Primary School Music Long Term Plan

Fox Class (EYFS, Y1 & Y2)						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Cycle A	<p style="text-align: center;">Pulse and Rhythm (Y1)</p> <ul style="list-style-type: none"> * Clap the rhythm of their name. * Clap in time to music. * Sing the overall shape of a melody. * Play in time to music. * Copy and create rhythms based on word patterns. Play on the pulse. 	<p style="text-align: center;">Classical music dynamics and tempo (Y1)</p> <ul style="list-style-type: none"> * Observe others and try to play appropriately. * Sing in time from memory, with some accuracy. * Play either a call and/or a response role in time with another pupil. * Keep a steady pulse. * Improvise, using their instrument, to a given stimulus. 	<p style="text-align: center;">Pitch and Tempo (Y1)</p> <ul style="list-style-type: none"> * Explain what pitch means. Identify whether a note is higher or lower. * Create a pattern using two pitches, then play or sing it. * Explain what tempo means. Identify simple tempo changes in music. * Perform a pattern that gradually gets faster (accelerando). * Contribute to a group composition and performance by creating, selecting, combining and performing sounds. * Suggest improvements to their work. 	<p style="text-align: center;">Musical Me (Y2)</p> <ul style="list-style-type: none"> * Clap the rhythm of their name. * Sing the melody accurately while playing their instrument in time. * Show a range of emotions using their voices. * Describe the dynamics and timbre of their pieces. * Play a known melody from letter notation in the right order, if not with the right rhythms. * Play a new melody from letter notation in the right order, if not in time. * Invent a melody, write it down and play it back. * Select instruments with different timbres. * Compose and perform a piece using different dynamic levels. 	<p style="text-align: center;">On This Island: British songs and sounds (Y2)</p> <ul style="list-style-type: none"> * Sing, play and follow instructions to perform as a group. * Describe music using simple musical vocabulary. * Explore multiple ways of making the same sound. * Represent the same sound in different ways. * Describe how they have adapted a sound using musical vocabulary. * Contribute musically to a final performance. * Create a piece that clearly represents a particular environment. * Extend a piece of music so that it represents three distinct environments. 	<p style="text-align: center;">Orchestral Instruments (Y2)</p> <ul style="list-style-type: none"> * Make plausible descriptions of the music. * Identify a few instruments and the sounds of different sections of the orchestra. * Explain what is happening in the music using language relating to emotion. * Create a piece of music with some appropriate tempo, dynamic and timbre changes. * Suggest appropriate musical timbres for each of the characters and tempo changes for the actions. * Perform confidently using appropriate instrumental sounds.
Cycle B	<p style="text-align: center;">Musical Vocabulary (Y1)</p> <p>Make movements that are appropriate to the pulse and tempo of a piece of music. Choose instruments with appropriate timbre to represent sparkling fishes. Respond to dynamic changes in a piece of music. Create pitches and rhythms. Perform a layer of the music within an overall piece. Define all the musical terms from this unit.</p>	<p style="text-align: center;">Timbre and Rhythmic Patterns (Y1)</p> <p>Chant the well-known phrase, "I'll huff..." Make changes to their voices to represent a character. Choose a suitable sound to represent a specific point in a story. Play a rhythmic pattern along with their spoken words. Identify and hold up the correct sign to correspond to some music. Play/chant along with the elements of a story with prompting from the teacher.</p>	<p style="text-align: center;">African Call and Response Songs (Y2)</p> <p>Use tempo, dynamics and timbre in their piece. Play in time with their group. Use instruments appropriately. Successfully sing back the melody line in time and at the correct pitch. Play either a call and/or response role in time with another pupil. Perform their composition.</p>	<p style="text-align: center;">Vocal and Body Sounds (Y1)</p> <p>Create movements that match the music, explaining why they are moving in that way. Identify descriptive sounds within the music. Recreate and then adapt descriptive sounds heard using their voice or body. Make appropriate instrument choices to represent a descriptive sound. Control instruments and voices to make both quiet and loud sounds.</p>	<p style="text-align: center;">Dynamics, timbre, tempo and motifs (Y2)</p> <p>Use their voice to create a variety of sounds. Use dynamics to create atmosphere. Correctly identify some instruments and changes in dynamics in a piece. Explain how the same instrument can have many different sounds. Compare two pieces of music using some musical vocabulary to</p>	<p style="text-align: center;">Myths and legends (Y2)</p> <p>Create rhythms and arrange them in a particular order or structure. Identify the structure of a piece of music and write it down. Describe whether a musical texture is thick or thin. Explore ways of writing down different textural layers. Follow a given structure for a composition.</p>



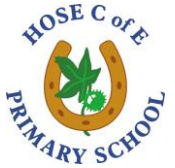
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				<p>Follow simple instructions during a group performance.</p> <p>Create their own graphic score and play from it.</p> <p>Make more than one sound on their instrument and with their voice.</p>	<p>describe the changes in tempo, dynamics and timbre.</p> <p>Successfully create and play a motif.</p> <p>Notate and write down their motif in some form.</p>	<p>Write a structure score accurately.</p> <p>Compose music with several layers.</p> <p>Perform their composition accurately, following the structure score.</p>
Parrot Class (Y3 & Y4)						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Cycle A	<p>Instrumental Lessons Unit: South Africa</p>	<p>Developing Singing Technique (Y3)</p> <p>Move and sing as a team, following the lyrics on the screen.</p> <p>Recognise minims, crotchets and quavers often by ear and reliably by sight.</p> <p>Perform rhythms accurately from notation and layer them to create a composition.</p> <p>Add appropriate sound effects to their performances using untuned percussion.</p> <p>Join in with the performances confidently, and reasonably in time and tune.</p> <p>Make suggestions for improving their performance.</p>	<p>Instrumental Lessons Unit: Caribbean</p>	<p>Body and Tuned Percussion (Y4)</p> <p>Identify the structure of a piece of music.</p> <p>Have an idea as to when there is one layer in a piece of music and when there are two.</p> <p>Play a sequence in the correct order in time with their partner.</p> <p>Have two contrasting rhythms being played together.</p> <p>Have two different melodies being played together.</p> <p>Have a complete piece of music with four different layers with an appropriate structure.</p>	<p>Adapting and Transposing Motifs (Y4)</p> <p>Learn a new song, singing in time and in tune while following the lyrics.</p> <p>Identify motifs aurally and play a repeated pattern on a tuned instrument.</p> <p>Create and performing a motif, notating it with reasonable accuracy.</p> <p>Transpose their motif, using sharp or flat notes where necessary and change the rhythm.</p> <p>Combine different versions of a musical motif and perform as a group using musical notation.</p>	End of Year Production
Cycle B	<p>Creating a composition in response to an animation (Y3)</p> <p>Verbalise how the music makes them feel.</p> <p>Create actions or movements appropriate to each section of a piece of music.</p> <p>Play in time and with an awareness of other pupils' parts, giving some thought to dynamics.</p>	<p>Rock and Roll (Y4)</p> <p>Perform the hand jive hand actions in sequence and in time with the music.</p> <p>Sing in tune and perform their actions in time.</p> <p>Play the notes of the walking bass in the correct sequence.</p> <p>Independently play their part with some awareness of the other performers.</p>	<p>Ballads (Y3)</p> <p>Identify the key features of a ballad.</p> <p>Perform a ballad using actions.</p> <p>Sing in time and in tune with a song and incorporate actions.</p> <p>Retell a summary of an animation's story.</p> <p>Write a verse with rhyming words which tell part of a story.</p>	<p>Haiku, music and performance (Y4)</p> <p>Suggest suitable words to describe their time outdoors, changing the sounds of their words to match their meanings.</p> <p>Recognise, name and describe the effect of the interrelated dimensions of music.</p> <p>Select instruments and sounds which match their vocabulary.</p>	<p>Changes in Pitch, Tempo and Dynamics (Y4)</p> <p>Sing in tune and in harmony with others, with developing breath control.</p> <p>Explain how a piece of music makes them feel with some use of musical terminology.</p> <p>Perform a vocal ostinato in time.</p> <p>Listen to other members of their group as they perform.</p>	End of Year Production



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	Play melodies and rhythms which represent the section of animation they are accompanying.		Perform their lyrics fluently and with actions.	Work as a group to create a piece of music. Perform a piece of music as part of a group.	Create an ostinato and represent it on paper so that they can remember it. Create and perform a piece with a variety of ostinatos.	
Monkey Class (Y5 & Y6)						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Cycle A	Film Music (Y6)	Composition Notation (Y5)	Musical Theatre (Y5)	Theme and Variations (Y6)	Songs of WW2 (Y6)	End of Year Production and composition of Leaver's song
	<p>Identify how different styles of music contribute to the feel of a film.</p> <p>Participate in discussions, sharing their views and justifying their answers.</p> <p>Use the terms 'major' and 'minor'.</p> <p>Identify different instruments to describe how music evokes different emotions.</p> <p>Identify pitch, tempo and dynamics, and use these to explain and justify their answers.</p> <p>Give reasonable and thought-out suggestions for what different graphic scores represent.</p> <p>Use their body, voice and instruments to create sounds to represent a given theme.</p> <p>Create a musical score to represent a composition.</p> <p>Interpret their graphic score and performing their composition appropriately with their group.</p> <p>Create sounds that relate to the scene of a film.</p>	<p>Sing in time and in tune with other people and the backing track.</p> <p>Remember the lyrics to a song.</p> <p>Identify the structure of a piece of music and match this to non-standard notation.</p> <p>Improvise their own piece of music.</p> <p>Play a melody with reasonable accuracy.</p> <p>Perform with confidence and in time with others.</p> <p>Compose and play a melody using stave notation.</p> <p>Contribute meaningfully to the group performance and composition.</p> <p>Use hieroglyphic notation to show the structure of their piece.</p>	<p>Explain what musical theatre is and be able to recall at least three features of this kind of music.</p> <p>Categorise songs as action songs or character songs.</p> <p>Select appropriate existing music for their scene to tell the story of a journey.</p> <p>Perform in time with their groups, ensuring smooth transitions between spoken dialogue, singing and dancing.</p>	<p>Perform rhythms confidently either on their own or in a group.</p> <p>Identify the sounds of different instruments and discuss what they sound like.</p> <p>Make reasonable suggestions for which instruments can be matched to which pieces of art.</p> <p>Recall the names of several instruments according to their orchestra sections.</p> <p>Keep the pulse with the body percussion section and sing with control and confidence.</p> <p>Name the three rhythms correctly and copy the rhythms accurately with a good sense of pulse.</p> <p>Draw the rhythms accurately and show a difference between each of their variations.</p> <p>Showcase creativity in the finished product.</p>	<p>Use musical and comparative language in discussion.</p> <p>Follow the melody line.</p> <p>Follow the scores with a good sense of timing, showing that they understand which section of pitch they are singing.</p> <p>Sing the correct words at the correct time.</p> <p>Recall the counter-melody line.</p>	<p>Identify and evaluate the musical features of a song.</p> <p>Contribute ideas to their group chorus, suggesting how lines three and four could rhyme.</p> <p>Contribute ideas to their group verse, suggesting how lines one and four and five and eight could rhyme.</p> <p>Fit an existing melody over a four-chord backing track.</p> <p>Create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments.</p> <p>Record melodies using letter notation.</p> <p>Perform the leavers' song with confidence.</p>



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<p>Cycle B</p>	<p>Looping and remixing (Y5)</p> <p>Perform a looped body percussion rhythm; keeping in time with their group.</p> <p>Use loops to create a whole piece of music, ensuring that the different aspects of music work together.</p> <p>Play the first section of 'Somewhere Over the Rainbow' with accuracy.</p> <p>Choose a suitable fragment of music and be able to play it along to the backbeat.</p> <p>Perform a piece with some structure and two different loops.</p>	<p>Blues (Y5)</p> <p>Name three key features of Blues music.</p> <p>Sing in tune, using vocal expression to convey meaning.</p> <p>Explain what a chord is and play the chord of C sixteen times.</p> <p>Play the twelve bar blues correctly.</p> <p>Play the notes of the Blues scale in the correct order, ascending and descending.</p> <p>Play a selection of Blues scale notes out of order in their own improvisation.</p>	<p>Dynamics, Pitch and Texture (Y6)</p> <p>Engage in discussion about the sounds of an orchestral piece.</p> <p>Have a selection of varied vocabulary in response to what they hear.</p> <p>Change dynamics and pitch, differentiating between the two.</p> <p>Take the role of conductor or follow a conductor.</p> <p>Change texture within their group improvisation and talk about its effect.</p> <p>Create a graphic score to represent sounds.</p> <p>Follow the conductor to show changes in pitch, dynamics and texture.</p>	<p>Composition to represent the festival of colour (Y5)</p> <p>Suggest a colour to match a piece of music.</p> <p>Create a graphic score and describe how this matches the general structure of a piece of music.</p> <p>Create a vocal composition in response to a picture and justify their choices using musical terms.</p> <p>Create a vocal composition in response to a colour.</p> <p>Record their compositions in written form.</p> <p>Work as a group to perform a piece of music.</p>	<p>South and West Africa (Y5)</p> <p>Sing using the correct pronunciation and with increasing confidence.</p> <p>Play a chord with two notes, remaining in time.</p> <p>Maintain their part in a performance with accuracy.</p> <p>Play the more complicated rhythms in time and with rests.</p> <p>Create an eight beat break and play this in the correct place.</p>	<p>End of Year Production and composition of Leaver's song</p> <p>Identify and evaluate the musical features of a song.</p> <p>Contribute ideas to their group chorus, suggesting how lines three and four could rhyme.</p> <p>Contribute ideas to their group verse, suggesting how lines one and four and five and eight could rhyme.</p> <p>Fit an existing melody over a four-chord backing track.</p> <p>Create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments.</p> <p>Record melodies using letter notation.</p> <p>Perform the leavers' song with confidence.</p>
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