



Long Term Plan for Music

Year	Singing	Listening	Composing	Performing	Musicianship	Units of Work
1	<p>Sing simple songs, chants and rhymes from memory.</p> <p>Follow instructions on how to sing.</p> <p>Imitate changes in pitch.</p> <p>Sing in high and low voices and talk about the difference in sound</p>	<p>Identify the beat (pulse) of a tune.</p> <p>Recognise changes in pitch.</p> <p>Listen to rhythms and clap them back.</p> <p>Begin to identify some instruments by the sound that they make.</p>	<p>Whole Class</p> <p>Create music in response to a non-musical stimulus (e.g. car race, storm, rocket launch)</p> <p>Create short, pitch patterns up to three notes.</p> <p>Create short, rhythm patterns and represent with stick notation including crotchets, minims and crotchet rests.</p> <p>Use symbols to keep a record of composed pieces.</p> <p>Improvisation</p> <p>Work with a partner to improvise simple question and answer phrases to be sing and played on untuned percussion.</p>	<p>Play a musical part in time with a steady pulse.</p> <p>Listen to and follow musical instructions from a leader (conductor)</p>	<p>Mark the beat of a piece of music by tapping or clapping, and respond to changes in tempo.</p> <p>Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.</p> <p>Respond independently to pitch changes heard in short melodic phrases, indication with actions (stand up / sit down, hands high- hands low)</p> <p>Recognise dot notation and match it to 3-note tunes played on tuned percussion.</p>	<p>Autumn Charanga:</p> <p>Introducing beat (How can we make friends when we sing together)</p> <p>Adding rhythm and Pitch (How does music tell stories from the Past)</p> <p>Composers: History link - Romantic Period – Victorians toys e.g. Brahms, Wagner, Verdi, Tchaikovsky Composition links to Benjamin Britten</p> <p>Spring Charanga:</p> <p>Introducing Tempo and Dynamics(How does music make the world a better place)</p> <p>Combining pulse, rhythm and pitch</p> <p>How does music help us understand our neighbourhood? Composers: History link – Baroque Period - e.g. Pachelbel, Vivaldi</p> <p>Summer Charanga:</p> <p>Having Fun with Improvisation</p> <p>What songs can we sing to help us through the Day</p> <p>Explore Sound and Create Story</p> <p>How Does Music teach us about looking after our planet. Composers: History link – Classical and Romantic Period Grace Darling - Brahms, Wagner, Verdi, Tchaikovsky Composition links to Benjamin Britten</p>
Vocabulary: Pulse Pitch Rhythm Genre, Instrument Tuned Untuned, Body percussion Untuned percussion Symbols						



Year	Singing	Listening	Composing	Performing	Musicianship	Units of Work
2	Sing songs with increasing vocal control and accurate pitch Know the meaning of dynamics and tempo and be able to demonstrate these when singing by responding to the leader's directions and visual symbols. (crescendo, decrescendo, pause) Sing short phrases independently within a singing game or short song.	Identify the beat (pulse) of a tune. Copy and also create rhythms for others to copy using names, colours, animals or other words. Recognise changes in pitch and dynamics. Identify more instruments by the sound that they make. Discuss how songs make you and others feel.	Whole Class Create music in response to a non-musical stimulus (e.g. car race, storm, rocket launch) Create short, pitch patterns up to three notes. Create short, rhythm patterns and represent with stick notation including crotchets, minims and crotchet rests. Use symbols to keep a record of composed pieces. Improvisation Work with a partner to improvise simple question and answer phrases to be sing and played on untuned percussion.	Play a musical part in time with a steady pulse. Listen to and follow musical instructions from a leader (conductor)	Mark the beat of a piece of music by tapping or clapping, and respond to changes in tempo. Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. Respond independently to pitch changes heard in short melodic phrases, indication with actions (stand up / sit down, hands high- hands low) Recognise dot notation and match it to 3-note tunes played on tuned percussion.	Autumn Charanga: Exploring Simple Patterns (How does Music help us to make friends) Focus on Dynamic and Tempo (How does music tell us about the past?) Composers: History link - Baroque period - Great fire of London e.g. Pachelbel, Vivaldi Spring Charanga Exploring Music Through Feelings (How does music make the world a better place) Inventing a Musical Story How does music Teach us about our Neighbourhood? Composers: History link – 1950s Miles Davies, Paul McCartney, Benjamin Britten Summer Charanga Music That Make you Dance How Does Music Makes us happy? Exploring Improvisation How Does Music Tach Us about Looking After Our Planet? Composers: History link - Baroque period -James Cook e.g. Pachelbel,
Vocabulary: Previous Year's plus... Dynamics Crescendo Decrescendo Pause, Stick notation Dot notation Crotchet Quaver Rest						



Year	Singing	Listening	Composing	Performing	Musicianship	Units of Work
3	<p>Sing a wide range of unison songs of varying styles and structures.</p> <p>Sing tunefully and with expression,</p> <p>Perform forte and piano (loud and soft)</p> <p>Perform actions confidently and in time to a range of action songs.</p> <p>Pronounce the words within a song clearly.</p>	<p>Use the terms: pitch, pulse, dynamics, rhythm confidently.</p> <p>Begin to recognise and describe changes in tempo and timbre.</p> <p>Identify more instruments by the sound that they make.</p> <p>Begin to think about what the words of a song mean.</p>	<p>Small groups Compose in response to different stimuli (e.g. stories, poetry, images)</p> <p>Compose music that has a beginning, middle and an end.</p> <p>Help to plan and create at least one simple melody using three notes, using dot notation to show higher and lower pitch,</p> <p>Combine rhythmic notation with letter names.</p> <p>Compose song accompaniments on untuned percussion using known</p>	<p>Perform as a choir in school assemblies.</p> <p>Play tuned percussion or a melodic instrument following staff notation using up to three notes as a whole class or in small groups.</p> <p>Copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio (fast and slow)</p> <p>Play and sing with an awareness of the pulse</p>	<p>Introduce the stave, lines and spaces, and clef.</p> <p>Introduce and understand the differences between crotchets and paired quavers.</p> <p>Apply word chants to rhythms, understanding how to link each syllable to one musical note</p>	<p>Autumn Charanga: Developing Notation Skills(How does Music bring us closer together?) Enjoying Improvisation (What stories does music tell us about the past?) Composers: History link -all music can be traced to this Palaeolithic age – used stones create music and bones as flutes</p> <p>Spring Charanga: Composing using your imagination (How does music make the World a better place?) Sharing Musical Experiences How does Music Help us to get to know our community Composers: History link – Early music – music was used for celebrations, festivals, weddings, funerals, athletic and military activities. Folk music and ballads of epic poetry</p>



			<p>rhythms and note values. (crotchets and minims)</p> <p>Make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>Improvisation Improve using voices, tuned and untuned percussion using up to three notes.</p>			<p>Summer Charanga: Learning More About Musical Styles How Does Music Make A Difference To Us Every Day? Recognising Different Sounds How Does Music Connect Us with Our Planet Composers: History link - Early Music – music in the Ancient Egypt and its purpose what type of instruments were there – lyres, harps and lutes</p>
<p>Vocabulary: Previous Year's plus... Tempo Timbre Forte, Piano, Staff notation Allegro Adagio Stave, Lines Spaces Clef Unison</p>						



Year	Singing	Listening	Composing	Performing	Musicianship	Units of Work
4	<p>Perform with control over voice and awareness of others, taking direction from a conductor.</p> <p>Sing rounds and partner songs in different time signatures (2, 3 and 4 time)</p> <p>Sing a simple second part to introduce vocal harmony.</p>	<p>Use the terms: pitch, pulse, dynamics, rhythm, timbre, tempo confidently when describing a piece of music.</p> <p>Recognise the style of music and important musical features of the style. Identify 2/4, 3/4 and 4/4 metre. Describe the texture and structure of a piece of music.</p> <p>Identify and describe instruments within a piece of music.</p>	<p>Small groups Compose music to create a specific mood, for example creating music to accompany a short film clip.</p> <p>Combine rhythmic notation with letter names to create short pentatonic phrases (5 notes).</p> <p>Create sequences of 2, 3 and 4 beat phrases using known note values (minim, crotchet, crotchet rest and paired quavers).</p> <p>Include smooth (legato) and detached (staccato)</p>	<p>Perform a range of songs in school assemblies.</p> <p>Read and perform pitch notation using up to 5 notes.</p> <p>Develop the basic skills of a selected instrument over a sustained learning period.</p> <p>Play and perform melodies following staff notation using a small range of notes as a whole class or small groups.</p> <p>Perform in two or more parts (e.g. melody and</p>	<p>Recognise the notes EGBDF and FACE on the musical stave.</p> <p>Recognise and understand the symbols for a minim, crotchet, paired quavers and rests and say how many beats they represent.</p> <p>Understand major and minor chords.</p> <p>Follow simple rhythmic scores to a steady beat, maintain individual parts accurately</p>	<p>Autumn Charanga: Interesting Time Signatures (How does music bring us together) Combining Elements to Make Music (How does music connect us with our past) Composers: History link – Roman Empire – Early music period – children can explore the musical instruments used and the occasions that music was performed.</p> <p>Spring Charanga: Developing Pulse & Groove Through Improvisation (How does music improve our world) Creating Simple Melodies How Does Music Teach Us About Our Community Composers: History link – Roman Empire – Early music period – children can explore the musical instruments used and the occasions that music was performed.</p>



		<p>Understand what a musical introduction is and its purpose.</p> <p>Identify major and minor tonality</p>	<p>sounds within compositions.</p> <p>Use rhythm notation and stick notation to capture and record compositions.dot</p> <p>Improvisation Improvise using voices, tuned and untuned percussion using up to three notes.</p>	<p>accompaniment or a duet).</p> <p>Experience leading / conducting the playing of music.</p>	<p>within the rhythmic texture.</p>	<p>Summer Charanga: Connecting Notes and Feelings How Does Music shape Our Way Of Life? Purpose, Identity and Expression in Music How Does Music Connect Us With Our Environment. Composers: History link - Early Music - Anglo-Saxons - pre 1066 e.g. Leonin, De La Halle</p>
<p>Vocabulary: Previous Year's plus...Texture Structure Rounds Partner Song SilenceTime Signature Harmony Melody Accompaniment Conductor Pentatonic Minim.</p>						



Year	Singing	Listening	Composing	Performing	Musicianship	Units of Work
5	Sing a broad range of songs with a sense of ensemble and performance. Sing with accurate pitching and appropriate style. Sing three-part rounds, partner songs and songs with a verse and chorus.	Identify and describe the sound of instruments within a piece of music, referring to the inter-related dimensions. Identify 2/4, 3/4, 6/8 and 5/4 metre. Recognise the style of music and important musical features of the style. Compare two songs in the same style. Think about the message of a song.	Small groups or pairs Compose to evoke a specific atmosphere, mood or environment or to accompany a silent film or a scene in a book. Work in pairs to compose a short ternary piece. (A – B – A) Create simple melodies using up to 5 notes and simple rhythmic patterns that work with the style of the song. Experiment with a wider range of dynamics. Record the composition using time signatures, staff notation or technology. Improvisation Improvise with rhythm, using voice and instruments (up to three notes) Improvise freely over a drone or groove using tuned percussion and melodic instruments.	Perform solos or as part of an ensemble. Perform a range of songs in school assemblies and in school performance opportunities. Communicate the words of a song effectively to convey meaning. Sing or play following staff notation written on one stave with confidence Discuss what went well about a performance and what could have been better. Lead a performance section.	Further understand the symbols for semibreves, minims, crotchets, crotchet rests, paired quavers and semiquavers and say how many beats they represent. Understand the difference between 2/4,3/4 and 4/4 time signatures. Read and perform pitch notation within an octave. Read and play short rhythmic phrases at sight, using conventional symbols for known note durations. Understand how triads (chords) are formed and play them on tuned percussion, melodic instruments or keyboards.	Autumn Charanga: Getting started with Music Tech (How does music bring us together) Emotions and Musical Styles (How does music connect us and our past?) Composers: History link – Early music – Nordic folk bands, herding music, dance music, medieval era music Spring Charanga Exploring Key and Time Signatures (How does music improve our world) Introducing Chords How Does Music Teach Us About Our Community Composers: History link – Vikings Early music – Nordic folk bands, herding music, dance music, medieval era music Summer Charanga Words Meaning And Expression How Does Music Shape Our Life? Identifying Musical Elements How Does Music Connect Us with the Environment? Composers: History link – Mayan – Mayans played trumpets, flutes, whistles and drums Music featured and funerals, marriages and other rituals



Vocabulary: Previous Year's plus... Style, Three-part Ensemble, Ternary, Fortissimo, Pianissimo, Mezzo Forte, Mezzo Piano, Drone, Groove, Semibreve, Semiquaver, triad

Gateshead music service deliver music in Year 5 – teaching the class to play an instrument. Currently we teach ukulele

During their time with the Gateshead music teacher, pupils will 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



Year	Singing	Listening	Composing	Performing	Musicianship	Units of Work
6	<p>Sing a broad range of songs, including those that involve syncopated rhythms.</p> <p>Observe rhythm, phrasing, accurate pitching and appropriate style when singing,</p> <p>Sing Three and four-part rounds and partner songs.</p> <p>Experiment with positioning singers randomly i.e. no longer in discrete parts, to develop greater listening skills, balance between parts and vocal independence.</p>	<p>Describe how lyrics often reflect the cultural context of music and have social meaning.</p> <p>Understand what a musical outro is and its purpose.</p> <p>Identify and describe the sound of instruments within a piece of music, referring to the inter-related dimensions</p>	<p>Plan and compose an 8 or 16 beat melodic phrase using the pentatonic scale (C D E G A) and use notation to record.</p> <p>Compose a ternary piece; using music software apps to create and record it.</p> <p>Improvisation Use chord changes as part of an improvised sequence.</p> <p>Extend improvised melodies beyond 8 beats over a fixed drone or groove.</p>	<p>Perform with controlled breathing (voice) and skilful playing (instrument)</p> <p>Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.</p> <p>Play a melody following staff notation written on one staff. Make decisions about dynamic range including ff, pp, mf and mp</p>	<p>Further understand the symbols for semibreves, minims, crotchets, crotchet rests, paired quavers and semiquavers and their equivalent rests, and say how many beats they represent.</p> <p>Further develop the skills to read and perform pitch notation within an octave.</p> <p>Read and play confidently from rhythmic scores in up to 4 parts that contain known note durations.</p> <p>Read and play from notation a four-bar phrase, identifying note names and durations.</p>	<p>Autumn Charanga: Developing Melodic Phrases (How does music bring us together?) Understanding Structure and Form (How does music connect us with our past?) Composers: History link – Early music – 1066 Leonin, Dela Hali</p>
						<p>Spring Charanga: Gaining Confidence through Performance (How does music improve our world) Exploring Notation Further How Does Music Teach Us About Our Community? Composers: History link – Early music – 1066 Leonin, Dela Hali</p>
						<p>Summer Charanga: Using Chords and Structure How Does Music Shape Our Way OF Life? Respecting Each Other through Composition How Does Music Connect Us With our Environment.? Composers: History link – Local Study Brass – Mining heritage and colliery bands.</p>
<p>Vocabulary: Phrasing Four-part Four-bar phrase Syncopated rhythm</p>						