



CORBY PRIMARY ACADEMY

Music – Long Term Plan – 2022/2023

Subject		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	NC Aims
EYFS	<p>Listen & Appraise</p> <p>Musical Activities:</p> <p>a. Games</p> <p>b. Singing</p> <p>c. Playing</p> <p>d. Improvisation</p> <p>e. Composition</p> <p>Perform/Share</p>	<p>-Speak and chant short phrases together.</p> <p>-Find their singing voice and begin to develop a sense of pitch over a small range of notes.</p> <p>-Sing a variety of songs both accompanied and unaccompanied</p>	<p>-Play instruments and sound-makers by shaking, scraping, rattling and tapping.</p> <p>-Start and stop together</p>	<p>-Sing short phrases or responses on their own</p> <p>-Begin to develop a sense of beat, using instruments or body sounds</p> <p>-Respond to symbols or hand signs</p> <p>-Play loudly, quietly, fast, slow</p> <p>-Copy a simple rhythm pattern or number of beats played on an instrument</p>	<p>-Add chosen sound effects at an appropriate moment in a story or song</p> <p>-Sort and name different sounds</p> <p>-Begin to identify and describe key features or extreme contrast within a piece of music</p> <p>-Recognise the sounds of the percussion instruments used in the classroom and identify and name them</p>	<p>-Make changes in their voices to express different moods /feelings</p> <p>-Play along to music showing a developing awareness of the beat</p> <p>-Play with a sense of purpose and enjoyment</p>	<p>-Create a sequence of different sounds in response to a given stimuli</p> <p>-Respond appropriately to a range of classroom songs, e.g. tidy-up songs, circle time songs, line-up songs</p> <p>-Begin to use musical terms (louder/quieter, faster/slower, higher/lower)</p>	<ul style="list-style-type: none"> To know twenty nursery rhymes off by heart. To know the stories of some of the nursery rhymes. To know that we can move with the pulse of the music. To know that the words of songs can tell stories and paint pictures. To sing or rap nursery rhymes and simple songs from memory. Songs have sections. A performance is sharing music. To learn that music can touch your feelings. To enjoy moving to music by dancing, marching, being animals or Pop stars. To sing along with a pre-recorded song and add actions. To sing along with the backing track. Perform any of the nursery rhymes by singing and adding actions or dance. Perform any nursery rhymes or songs adding a simple instrumental part. Record the performance to talk about.
Y1	<p>Listen & Appraise</p> <p>Musical Activities:</p> <p>a. Games</p> <p>b. Singing</p> <p>c. Playing</p> <p>d. Improvisation</p> <p>e. Composition</p>	<p>-Speak and chant together</p> <p>-Sing in time to a steady beat</p> <p>-Co-ordinate actions to go with a song</p> <p>-Play classroom instruments by tapping, shaking, scraping, rattling</p> <p>-Play to a steady beat</p> <p>-Follow simple signals: stop/start</p>	<p>-Sing songs in different styles conveying different moods (happy, sad, angry etc) and with sense of enjoyment</p> <p>-Perform an action or a sound (clapping, stamping, etc) on the steady beat whilst singing</p> <p>-Imitate a rhythm pattern on an instrument</p> <p>-Play a single pitched note to accompany a song (drone)</p> <p>-Play with help the rhythmic pattern of a spoken sentence, e.g. 'Hungry caterpillar'</p> <p>-Use graphics/symbols to portray the sounds they have made</p> <p>-Recognise and respond through movement /dance to the different musical characteristics and moods of music</p>	<p>-Sing songs showing increasing vocal control (singing more in tune, breathing deeply, singing words clearly)</p> <p>-Play loudly, quietly, fast, slow</p> <p>-Play a repeated rhythmic pattern [ostinato] to accompany a song</p> <p>-Sequence symbols to make a simple structure [score]</p>	<p>-Compose own sequence of sounds without help and perform</p> <p>-Recognise the sounds of the percussion instruments used in the classroom and identify and name them</p> <p>-Begin to use musical terms [louder/quieter, slower/faster]</p> <p>-Begin to articulate how changes in speed, pitch and dynamics affect the mood</p>	<p>The national curriculum for music aims to ensure that all pupils:</p> <ul style="list-style-type: none"> ♣ perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians ♣ learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence 		
Y2	<p>Perform/Share</p>	<p>-Sing a variety of songs with more accuracy of pitch.</p> <p>-Echo short sung melodic phrases.</p> <p>-Identify if pitch is getting higher/lower/staying the same.</p> <p>-Play instruments with control e.g. maintaining a steady beat, getting faster/louder.</p> <p>-Perform a rhythm accompaniment to a song</p> <p>-Compose short melodic phrases.</p>	<p>-Sing words clearly and breathing at the end of phrases.</p> <p>-Convey the mood or meaning of the song.</p> <p>-Perform a sequence of sounds using a graphic score.</p>	<p>-Work and perform in smaller groups</p> <p>-Follow a leader (teacher) starting and stopping together.</p> <p>-Compose music that has long and short sounds, and/or changes in tempo, timbre and dynamics, in small groups.</p>	<p>-Sing with a sense of control of dynamics [volume] and tempo [speed]</p> <p>-Demonstrate some confidence in performing as a group and as an individual</p> <p>-Compose a piece of music that has a beginning, middle and end [structure]</p> <p>-Compose music that conveys different moods</p>	<ul style="list-style-type: none"> ♣ understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. 		



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		<ul style="list-style-type: none"> -Compose repeated rhythmic patterns [ostinati] -Recognise different qualities of sound [timbre] 				<ul style="list-style-type: none"> -Respond through movement/dance to different musical characteristics and moods [angrily, sadly, cheerfully, daintily etc.] -Recognise and respond to the mood of a piece of music: begin to use music terminology when describing how the mood is created [i.e. the mood is sad because the music is played very slowly and quietly] 		<p>Children will be taught to:</p> <ul style="list-style-type: none"> ● Listen with concentration and understanding to a range of high-quality live and recorded music. ● Use their voices expressively and creatively by singing songs and speaking chants and rhymes. ● Play tuned and un-tuned 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 interrelated dimensions of music
Y3	<p>Listen & Appraise</p> <p>Musical Activities:</p> <ul style="list-style-type: none"> a. Games b. Singing c. Playing 	<ul style="list-style-type: none"> -Sing songs in a variety of styles with confidence -Show increasing awareness of pitch and awareness of the shape of a melody -Keep a steady beat on an instrument individually/in a group -Maintain a melodic or rhythmic ostinato to accompany a song -Use tuned percussion with increasing confidence -Compose words and actions to go with songs -Recognise some familiar instruments in recorded music: piano, drums, guitar, violin etc 		<ul style="list-style-type: none"> -Imitate increasingly longer sung phrases with accuracy. -Sing with an awareness of the phrases in a song. -Understand that posture, breathing and diction are important. -Copy a short melodic phrase by ear on a pitched instrument. -Play using symbols including graphic and/or simple traditional notation. 	<ul style="list-style-type: none"> -Compose music that has a recognisable structure; beginning, middle and end or verse/chorus. -Compose music that tells a story, paints a picture or creates a mood -Compose music that uses repetition/echo -Recognise aurally wooden, metal, skin percussion instruments and begin to know their names. 		<ul style="list-style-type: none"> -Chant or sing a round in two parts -Sing songs with a recognised structure (verse and chorus/ call and response) -Demonstrate an awareness of character or style in performance. -Follow simple hand directions from a leader. -Perform with an awareness of others -Combine musical sounds with narrative and movement -Perform a composed piece to a friendly audience, as a member of a group or class -Listen to their own compositions and use musical language to describe what happens in them. 	<p>Children will be taught to:</p> <ul style="list-style-type: none"> ● 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. ● Use their voices expressively and creatively by singing songs and speaking chants and rhymes. ● Play tuned and un-tuned instruments musically.
Y4	<ul style="list-style-type: none"> d. Improvisation e. Composition <p>Perform/Share</p>	<ul style="list-style-type: none"> -Sing songs in a variety of styles with an increasing awareness of the tone of their voices and the shape of the melody -Sing confidently as part of a small group or solo being aware of posture and good diction -Copy short phrases and be able to sing up and down in step independently -Compose simple rhythmic accompaniment to a song using ostinato patterns and drones. 	<ul style="list-style-type: none"> -Compose a simple melody from a selected group of notes [i.e. a pentatonic scale] -Compose music that has a recognisable structure -Recognise aurally the range of percussion [tuned and untuned] used in school and some orchestral instruments taught in school -Identify repeated rhythmic or melodic phrases in live music. 			<ul style="list-style-type: none"> -Sing songs showing musical expression [phrasing, changes of tempi, dynamics; reflecting the mood and character of the song and its context] -Use tuned percussion instruments with increasing confidence to accompany songs and improvise -Play by ear – find known phrases or short melodies using tuned instruments -Play music in a metre of two or three time -Compose a piece of music that reflects images/ and atmosphere, that has a clearly defined plan, 	<ul style="list-style-type: none"> -Sing two/three part rounds with more confidence and increasing pitch accuracy -Sing confidently as part of a small group or solo being aware of posture and good diction -Read and play from some conventional music symbols -Follow a leader, stopping / starting, playing faster/ slower and louder / quieter -Perform to an audience of adults, an assembly or other classes with increasing confidence -Arrange a song using tuned/ untuned accompaniments 	<ul style="list-style-type: none"> ● Listen with concentration and understanding to a range of high-quality live and recorded music. ● Experiment with, create, select and combine sounds using the interrelated dimensions of music. ● Improvise and compose music for a range of purposes using the interrelated dimensions of music.



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						<p>making subtle adjustments to achieve the intended effect</p> <ul style="list-style-type: none"> -Identify whether a song has a verse/chorus or call and response structure -Recognise and talk about some contrasting styles of music in broad terms, using appropriate musical language [tempo, dynamics, metre, texture, timbre] 	<p>developed from the song: perform to a friendly audience</p> <ul style="list-style-type: none"> -Identify the use of metre in 2 or 3 in a piece of recorded or live music -Recognise music from different times and countries, identifying key elements that give it its unique sound 	<ul style="list-style-type: none"> • Listen with attention to detail and recall sounds with increasing aural memory. • Use and understand staff and other musical notations. • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. 	
Y5		<ul style="list-style-type: none"> -Sing songs in a wide variety of styles, showing accuracy and expression -Sing as part of three-part round: sing a second part with increasing confidence -Play a range of percussion/orchestral instruments with increasing confidence and ability -Play and improvise as part of a group and as solo performer -Compose music for a special occasion [e.g. march or fanfare] -Write lyrics to match a melody -Recognise and talk about specific styles/traditions with growing awareness of musical similarities/ differences. 	<ul style="list-style-type: none"> -Sing a song with an understanding of its history and purpose (i.e. song about the environment, gospel song, protest song) -Perform a song showing an awareness of phrasing and the shape of the melody -Play by ear – copy back; finding phrases or melodies on instruments with increasing confidence -Sustain a melodic ostinato or drone to accompany singing/other instruments. 	<ul style="list-style-type: none"> -Compose descriptive music in groups, using the musical elements and musical devices such as repetition, ostinati, drones, combining musical phrases and effects -Recognise relationships between lyrics and melody -Recognise chords / clusters -Talk about music they hear using musical terms 		<ul style="list-style-type: none"> -Sing independently with increasing confidence and accuracy -Perform a piece of music using notation [graphic or conventional] -Perform expressively showing an understanding of the music and its context -Perform in a variety of styles/genres and own compositions, to an audience of adults and school assembly -Compose a group / class arrangement of a song using voices and instruments 			
Y6			<ul style="list-style-type: none"> -Sing confidently in a wide variety of styles with expression -Communicate the meaning/mood of a song -Sing a simple second part of a two-part song: maintain own part in a round with confidence -Perform on a range of instruments confidently to an audience -Create simple songs reflecting the meaning of the words? -Compose music that reflects its given intentions e.g. a rap, a march -Identify 'what happens when' within simple structures. 		<ul style="list-style-type: none"> -Perform a song from memory with attention to phrasing, dynamics and accuracy of pitch, for a special occasion. -Continue to play by ear on pitched instruments, extending the length of phrases, melodies played. -Perform with sensitivity to different dynamics, tempo. -Maintain a rhythmic or melodic accompaniment to a song. -Maintain own part on a pitched instrument in a small ensemble. 	<ul style="list-style-type: none"> -Arrange a song for class performance with an appropriate pitched and unpitched accompaniment. -Recognise and identify features of expression (phrasing, melody, harmony, different dynamics, metre and tempi) in an extract of live or recorded music. -Compare two pieces of instrumental music from different countries/ times and discuss the similarities and differences. 	<ul style="list-style-type: none"> -Read and play with confidence from conventional or graphic notation -Lead/conduct a group of instrumental performers -Perform own compositions to an audience -Use a range of symbols (conventional or graphic) to record compositions. -Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures, including performances of their own and others' compositions -Use musical vocabulary and knowledge to help identify areas for development or refinement when composing. 		
KS3	<p>The national curriculum for music aims to ensure that all pupils:</p> <ul style="list-style-type: none"> ♣ perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians ♣ learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence ♣ understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. 								