

Willerby Carr Lane

Primary School



Curriculum Long Term Plan

MUSIC

POLICY MANAGEMENT

Approved by	
Date approved	
Effective date	
Next review date	
Version Control	The most up to date version of this document is held on the school's intranet

Curriculum Long Term Plan: MUSIC

YEAR 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Topic	Ourselves	Great Fire of London	United Kingdom	United Kingdom	Plants	Animals
Subject Focus	Sound and how it can be created	Intro to rhythm	Intro to pulse	Applying skills in performance	Composition and how it can be recorded	Consolidation of taught skills
Programme of Study	<ul style="list-style-type: none"> 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 interrelated dimensions of music 	<ul style="list-style-type: none"> 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 interrelated dimensions of music 	<ul style="list-style-type: none"> 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 interrelated dimensions of music 	<ul style="list-style-type: none"> 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 interrelated dimensions of music 	<ul style="list-style-type: none"> 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 interrelated dimensions of music 	<ul style="list-style-type: none"> 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 interrelated dimensions of music
Activities	<p>Music express unit: Sounds interesting</p> <ul style="list-style-type: none"> handling and correct use of untuned instruments. Exploring and creating a range of sounds using the instruments (loud, quiet and describing these) Playing games relating to the range of sound which can be made by each instrument (guess the instrument that makes this sound) Consider different sources of sound (sound walks indoor, outside) and the range of sounds (man-made, natural) 	<p>Music express unit: The Long and the short of it</p> <ul style="list-style-type: none"> Range of games individually and in group which focus on rhythm (clapping along to familiar rhythms, creating own to use) Feeling the rhythm within a piece of music through movement. Exploring phrase length through singing a range of songs – Singing Sherlock. Using percussion instruments to create own /paired/ group pieces of music focusing on use of rhythms. 	<p>Music express unit: Feel the pulse</p> <ul style="list-style-type: none"> Range of games where children explore keeping the pulse to familiar pieces of music (clap along, stamp along, physically move to the beat) Consider the effect of the speed of the pulse through small group work using percussion. 	<p>Music express unit: Taking off</p> <ul style="list-style-type: none"> Learn and practise songs to sing in unison for the year group play. Use instruments as an accompaniment to song. Consider the beat/rhythm as you play. Performance skills – how can you improve upon your work. Consider changes which could effect the quality/sound of the work. 	<p>Music express unit: What’s the score?</p> <ul style="list-style-type: none"> Begin to work in groups to compose music related to a theme eg weather/ sea-scapes. Consider and explore ways of using voice/tuned instruments in order to gain effects required. Use graphic scores in order to remember what each person has played within a group composition. Use range of symbols and try and link them to the phrase length of the notes/rhythms being played. Discuss the role of conductor and engage children in taking turns to take this role. 	<p>Music express unit: Rain, rain go away</p> <ul style="list-style-type: none"> Unit based on weather. Children to work in small groups to compose, improve and record their work (use of graphic scores) Children to refer to prior learning in order to bring together what they have learnt during the year.
Skills	<ul style="list-style-type: none"> recognise and name tuned and untuned instruments begin to appreciate that an instruments can make a range of sounds dependent upon how they are played. to be aware of how sounds can be changed. to sit carefully and focus attention on what they are hearing. identifying different sound sources 	<ul style="list-style-type: none"> I am becoming more confident at considering musical features eg tempo. I can recognise phrase lengths when singing and playing. I can handle instruments correctly and have an increasing awareness of how they can be played to create different effects (timbre, dynamics, tempo) 	<ul style="list-style-type: none"> I can ‘feel’ the pulse of music and clap along as it gets faster, slower. I can identify the pulse in different pieces of music. I am beginning to understand what a rhythm is and can begin to make up my own rhythmic patterns. I can sing alongside others I can sing with an awareness of pulse and rhythm. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> I am beginning to understand the need to record my musical ideas visually so that I can play them back at a later date. I can use a variety of symbols to represent my musical ideas. I can draw my musical ideas on a graphic notation chart to create a score. I am able to recall and interpret my symbols and their meanings when using a graphic notation chart. I can use music tech programmes to compose graphically (2 simple) 	<ul style="list-style-type: none"> I can select instruments for purpose as I know what they sound like when played with other instruments (layering of effects) I am beginning to understand how compositions can be visually recorded (graphic notation) and can use this to play back a piece of music. I can perform my compositions to those around me. I can distinguish some well-defined musical features eg pitch, timbre, tempo

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YEAR 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Topic	Where in the World	Where in the World	Florence Nightingale and Mary Seacole	Florence Nightingale and Mary Seacole	Habitats	Habitats
Subject Focus	Long & Short Sounds Controlling sounds through singing and playing – voice and instruments	Pulse and Rhythm Controlling sounds through singing and playing – voice and instruments	Pitch (Boom whackers) Creating and developing musical ideas - ocarina	Scores Creating and developing musical ideas - ocarina	Timbre, Tempo and Dynamics Responding and reviewing – refining performance	continued
Programme of Study	<ul style="list-style-type: none"> 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 interrelated dimensions of music 	<ul style="list-style-type: none"> 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 interrelated dimensions of music 	<ul style="list-style-type: none"> 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 interrelated dimensions of music 	<ul style="list-style-type: none"> 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 interrelated dimensions of music 	<ul style="list-style-type: none"> 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 interrelated dimensions of music 	<ul style="list-style-type: none"> 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 interrelated dimensions of music
Activities	<ul style="list-style-type: none"> Music express unit: Long & Short Sounds 	<ul style="list-style-type: none"> Music express unit: Pulse and Rhythm 	<ul style="list-style-type: none"> Music express unit: Pitch (Boom whackers) Calypto music, banana boat song, Jamaican farewell Ocarina pupil books 	<ul style="list-style-type: none"> Music express unit: What's the Score Ocarina pupil books 	<ul style="list-style-type: none"> Exploring sounds-Timbre, Tempo and Dynamics Learning songs for a performance 	<ul style="list-style-type: none"> Music express unit:
Skills	<p><i>Level 1</i> I recognise and explore how sounds can be made and changed. I use my voice in different ways such as speaking, singing and chanting. I repeat short rhythmic and melodic patterns. I perform with awareness of others.</p> <p><i>Level 2</i> I sing with a sense of shape of the melody. I perform simple patterns and accompaniments, keeping to a steady pulse. I can identify the pulse in different pieces of music and show this by clapping.</p> <ul style="list-style-type: none"> 	<p><i>Level 1</i> I create and choose sounds in response to starting points. I try out my ideas and change as I go along. When performing I take account of musical instructions. I recognise and explore how sounds can be made and changed.</p> <p><i>Level 2:</i> I recognise and explore how sounds can be organised. I respond to starting points given to me. I choose carefully and order sounds in a beginning, middle and end. I improvise with making sounds with my voice. I can show higher or lower in a graphic score.</p> <ul style="list-style-type: none"> I can draw and explain simple graphic scores to show the sounds I have created. 	<p><i>Level 1</i> I create and choose sounds in response to starting points. I try out my ideas and change as I go along. When performing I take account of musical instructions. I recognise and explore how sounds can be made and changed.</p> <p><i>Level 2:</i> I recognise and explore how sounds can be organised. I respond to starting points given to me. I choose carefully and order sounds in a beginning, middle and end. I improvise with making sounds with my voice. I can show higher or lower in a graphic score.</p> <ul style="list-style-type: none"> I can draw and explain simple graphic scores to show the sounds I have created. 	<p><i>Level 1</i> When performing I take account of musical instructions. I respond to different moods in music. I perform with awareness of others. I can sing songs with expression (louder and quieter.)</p> <p><i>Level 2</i> I notice how music can be used to create different moods and effects (louder and quieter.) I sing with a sense of shape of the melody. I improve my own performance.</p> <ul style="list-style-type: none"> 	<p><i>Level 1</i> When performing I take account of musical instructions. I respond to different moods in music. I perform with awareness of others. I can sing songs with expression (louder and quieter.)</p> <p><i>Level 2</i> I notice how music can be used to create different moods and effects (louder and quieter.) I sing with a sense of shape of the melody. I improve my own performance.</p> <ul style="list-style-type: none"> 	

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YEAR 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	The Stone Age to The Iron Age	The Stone Age to The Iron Age	Romans	Romans	Extreme Earth	Forces and Magnets
Subject Focus	Controlling sounds through voice and instruments (recorders)		Responding and reviewing, creating and developing musical ideas	Cont	Creating and developing musical ideas – tuned and untuned instruments	Cont
Programme of Study	<ul style="list-style-type: none"> Learn a variety of new songs appropriate to the beginning of Key Stage 2 Sing with the correct volume, which changes during the piece Sing a short piece in tune As part of a group, create a piece of music using only percussion Maintain their rhythm while others are playing a different one Perform as part of a group (percussion instruments) 		<ul style="list-style-type: none"> Learn a variety of new songs appropriate to the beginning of Key Stage 2 Sing with the correct volume, which changes during the piece Sing a short piece in tune As part of a group, create a piece of music using only percussion Maintain their rhythm while others are playing a different one Perform as part of a group (percussion instruments) 		<ul style="list-style-type: none"> Learn a variety of new songs appropriate to the beginning of Key Stage 2 Sing with the correct volume, which changes during the piece Sing a short piece in tune As part of a group, create a piece of music using only percussion Maintain their rhythm while others are playing a different one Perform as part of a group (percussion instruments) 	<ul style="list-style-type: none"> Learn a variety of new songs appropriate to the beginning of Key Stage 2 Sing with the correct volume, which changes during the piece Sing a short piece in tune As part of a group, create a piece of music using only percussion Maintain their rhythm while others are playing a different one Perform as part of a group (percussion instruments)
Activities	<ul style="list-style-type: none"> Introduce key terminology (i.e. volume, rhythm, tone, tempo, beat, pitch, percussion) To create a musical instrument that could have been used in The Stone Age Explore changing volumes and tempo with the instruments Explore changing beats and rhythm with the instruments Use the instruments in small groups to create a piece of music Perform the piece of music to another group/class 		<ul style="list-style-type: none"> To explore two new songs (theme: The Romans) Be able to keep to a steady rhythm, firstly with a body part and then with an instrument 		<ul style="list-style-type: none"> To explore a new song (genre: musical theatre) Recap key terminology Explore volume change using their voice Once rehearsed well, sign begin to sing a short piece in tune Learn to sing alongside a group knowing when to come in Be able to sing two different rhythms alongside each other To confidently perform a rehearsed piece to another group/class 	
Skills	<p><i>Level 2</i> I can recognise and explore how sounds can be organised. I respond to starting points given to me. I perform simple patterns and accompaniments keeping to a steady pulse. I improvise making sounds with my voice. I represent sounds with symbols.</p> <p><i>Level 3</i> I perform simple melodic and rhythmic parts. I improvise repeated patterns.</p> <ul style="list-style-type: none"> I perform simple patterns and accompaniments keeping to a steady pulse. 		<ul style="list-style-type: none"> <i>Level 2</i> I perform simple patterns and accompaniments keeping to a steady pulse. I represent sounds with symbols. I improve my own work. <p><i>Level 3</i> I perform simple patterns and accompaniments keeping to a steady pulse. I combine several layers of sound with an awareness of the combined effect.</p> <ul style="list-style-type: none"> I discuss my work, and that of others, using appropriate vocabulary. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> <i>Level 2</i> I represent sounds with symbols. I improve my own work. I perform simple patterns and accompaniments keeping to a steady pulse. <p><i>Level 3</i> I have created and played a rhythmic ostinato. I can compose music that combines musical elements. I notice and explore the ways sounds can be combined and used expressively.</p> <ul style="list-style-type: none"> 	

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YEAR 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Topic	Ancient Egypt	Humans	Anglo Saxons	Electricity	Indian Summer	Animals and their Habitats
Subject Focus						
Programme of Study	<ul style="list-style-type: none"> 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 interrelated 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 	<ul style="list-style-type: none"> 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 interrelated 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 	<ul style="list-style-type: none"> 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 interrelated 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 	<ul style="list-style-type: none"> 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 interrelated 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 	<ul style="list-style-type: none"> 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 interrelated 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 	<ul style="list-style-type: none"> 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 interrelated 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
Activities	<ul style="list-style-type: none"> Wider Opportunities – Percussion Introduction to Instruments and context. African Djembe drums and Xylophones. Introductory piece - "We Will Rock You." Piece - "In the Hall of the Mountain King" African Drums and Brazilian Samba. - Samba Piece - "Dancing Potatoes." Singing and playing an African song - "Senua de Dende" Learning to read standard music notation. (Crotchets, Quavers and rests, FACE, EGBDF.) 	<ul style="list-style-type: none"> continued 	<ul style="list-style-type: none"> Wider Opportunities – Percussion Composition. Exploring different musical elements. Trying out ideas, finalising a piece written by the class. - "Fast Food" Mood, sound effects, exploring different sounds/ feel. Piece - "The Storm." African song - "Djambo" "The Lion Sleeps Tonight" 	<ul style="list-style-type: none"> continued 	<ul style="list-style-type: none"> Wider Opportunities – Percussion Rehearse through all the pieces, preparing for the concert. Decide who to play which part, finalising how everything is to be performed. Memorising parts. -Record all the pieces. Listen back and appraise. Listen to Music from different times and places. Historical, chronological context. Games using ensemble skills, leading and different musical elements. General musical knowledge "Quiz." Performance! 	<ul style="list-style-type: none"> continued
Skills	<ul style="list-style-type: none"> Playing positions, making the right sounds. Playing repeated melody, drums the same rhythm. Playing 4 or 5 different groups of instruments and rhythms. Includes solos. Singing in unison, melody, chord and multiple drum parts Learning to read standard music notation. (Crotchets, Quavers and rests, FACE, EGBDF.) 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Composing using Rhythm, Melody, Tempo, Dynamics, Timbre, etc. Improvisation. Solos for those who want to. Longer melody and chord parts. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Rehearsal and performance 	<ul style="list-style-type: none">

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YEAR 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Topic	Sense of Belonging	Mayans	Journey into Space	The Vikings	On the Banks of the Humber	On the Banks of the Humber
Subject Focus	Reggae rhythms	continued	Composing	continued		
Programme of Study	<ul style="list-style-type: none"> 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 interrelated 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 	<ul style="list-style-type: none"> 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 interrelated 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 	<ul style="list-style-type: none"> 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 interrelated 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 	<ul style="list-style-type: none"> 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 interrelated 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 	<ul style="list-style-type: none"> 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 interrelated 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 	<ul style="list-style-type: none"> 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 interrelated 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
Activities	<ul style="list-style-type: none"> Wider Opportunities – Percussion <i>Bob Marley – Reggae rhythms</i> African song and piece - "Zulu Warrior" "The Banana Boat Song" Samba piece - "Dancing Potatoes" Remembering musical words and meanings: Dynamics, tempo, melody, chord, crescendo, bars, etc. Learn how to make chords (notes 1, 3 and 5) 	<ul style="list-style-type: none"> continued 	<ul style="list-style-type: none"> Wider Opportunities – Percussion Composition, - trying out ideas, finalising a piece written by the class. - "SBA's piece" - Lost in Space "I'm a Believer" African song and piece - "Yalele" 	<ul style="list-style-type: none"> continued 	<ul style="list-style-type: none"> Wider Opportunities – Percussion Rehearse through all the pieces, preparing for the concert. Decide who to play which part, finalising how everything is to be performed. Memorising parts. Record all the pieces. Listen back and appraise. Recap music notation. Include Semiquavers, Crotchet and Quaver rests. Listen to Music from different times and places. Historical, chronological context. Games using ensemble skills, leading and different musical elements. General musical knowledge "Quiz." Performance! 	<ul style="list-style-type: none"> continued
Skills	<ul style="list-style-type: none"> singing, long melody, chord parts, multiple drum parts, more complicated structure. Harmonised melody, split chord parts Longer patterns, more complicated rhythms, solo sections, everyone to play all parts. Remembering musical words and meanings: Dynamics, tempo, melody, chord, crescendo, bars, etc. Learn how to make chords (notes 1, 3 and 5) 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Composition, using musical elements like dynamics and timbre . (including writing chord parts to fit a melody, working out which notes to use.) Play along to the original song, then along to the guitar, keeping time with it. Different xylophone parts making up the chords. Using dynamics more to create more sensitive playing, call and respond singing. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Memorising parts Appraise own performance Musical notation Performance 	<ul style="list-style-type: none">

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YEAR 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Topic	Victorians	World War II	Rainforests	Cold Climates	Ancient Greece	Moving On
Subject Focus	Creating and developing musical ideas – rhythmic patterns and vocal style	Cont	Creating and developing musical ideas – tuned and untuned instruments	Cont	Controlling sounds through performing – appraising, refining and leading.	Cont
Programme of Study	<ul style="list-style-type: none"> 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 interrelated 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 	<ul style="list-style-type: none"> 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 interrelated 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 	<ul style="list-style-type: none"> 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 interrelated 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 	<ul style="list-style-type: none"> 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 interrelated 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 	<ul style="list-style-type: none"> 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 interrelated 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 	<ul style="list-style-type: none"> 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 interrelated 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
Activities	<ul style="list-style-type: none"> Focus: Victorian times – Scott Joplin, Edward Elgar LCP – Music Hall 6B 	<ul style="list-style-type: none"> Focus: Vera Lynn 	<ul style="list-style-type: none"> Long & Short Sounds use their voices expressively and creatively by singing songs 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. Music Express – Journey into Space (Y6 p18-25) 	<ul style="list-style-type: none"> Long & Short Sounds use their voices expressively and creatively by singing songs 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. 	<ul style="list-style-type: none"> Long & Short Sounds use their voices expressively and creatively by singing songs 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. LCP – Who Knows? 6C Music Express – Who knows (Y6 p54-61) 	<ul style="list-style-type: none"> Long & Short Sounds use their voices expressively and creatively by singing songs 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.
Skills	<ul style="list-style-type: none"> <i>Level 4</i> <p>I improvise melodic and rhythmic phrases as part of a group performance. I compare and evaluate different kinds of music using an appropriate musical vocabulary.</p> <p>While performing by ear and from notations, I maintain my own part with awareness of how the different parts fit together and the need to achieve an overall effect.</p> <p><i>Level 5</i></p> <p>I notice and explore musical devices. I notice and explore how music reflects time, place and culture.</p>	<ul style="list-style-type: none"> Cont 	<ul style="list-style-type: none"> <i>Level 4</i> <p>I suggest improvements to their own and others' work, commenting on how intentions have been achieved.</p> <p>I notice and explore the relationship between sounds.</p> <p><i>Level 5</i></p> <p>I compose music for different occasions using appropriate musical devices. I improvise melodic and rhythmic material within given structures. I use a variety of notations when I compose.</p> <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Cont 	<ul style="list-style-type: none"> <i>Level 4</i> <p>I notice and explore how music reflects different intentions. I compose by developing ideas within musical structures. While performing by ear and from notations, I maintain my own part with awareness of how the different parts fit together and the need to achieve an overall effect.</p> <p>I suggest improvements to their own and others' work, commenting on how intentions have been achieved.</p> <p><i>Level 5</i></p> <p>I notice how venue, occasion and purpose affect the way music is created, performed and heard.</p>	

	<p>I perform significant parts from memory and from notations, with awareness of my own contribution</p> <p>I analyse and compare musical features.</p> <p>I notice how venue, occasion and purpose affect the way music is created, performed and heard.</p> <p>I refine and improve my work.</p> <ul style="list-style-type: none">•				<p>I perform significant parts from memory and from notations, with awareness of my own contribution</p> <p>I refine and improve my work.</p> <ul style="list-style-type: none">•	
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