




Long Term Plan for: Music



m.d. = musical dimension = **Playing & Notation** = **Singing & Performance** = Improvisation, Composition & Technology = **Listening & Appreciation** = Exploring Sound & Instrumental Families

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Handle/Play body/instrumental percussion with some control as an accompaniment.	As Y1, but increased control & play acc. as a class or small group, on the beat or with a repeated rhythm.	Read/Play/Compose in group with support. Simple rhythm & B,A,G melody using  .	As Y3, but greater independence for all areas & perform with a partner not a group.	As Y4, but music from 1920's-1960's. Comment with understanding of several m.ds.	As Y5, but music from 1960's – Present Day. Display understanding & confidence on a range of m.ds.
Autumn 2	Sing/Perform with limited pitch but increasing accuracy primarily in unison. Vary dynamic/tempo.	As Y1, but introducing simple group/part singing. Extended pitch range, which is mainly in tune.	Listen attentively to music from Pre-Historic-Renaissance eras. Describe at least 1 musical dimension.	As Y3, but Classical and Romantic eras. Comment with understanding of more than 1 m.d.	As for Y4, but now introducing recorder instead of tuned percussion.	As for Y5, but now playing alone with some control over performance style.
Spring 1	Improvise/Compose thematic stories, exploring dynamics, pitch & tempo.	As Y1, also exploring different timbres & creating rhythmic elements to the work.	As Y2, but focusing on body and vocal sounds. Use a graphic score & add some m.d. to it.	As Y3, use graphic score & m.ds with greater confidence and independence.	Explore the orchestral 'families', how they are categorised by sound & identify them in music.	As Y5, & demonstrate their understanding using more structured, musical vocabulary.
Spring 2	Listen to excerpts with various styles & genres & identify/ describe some sounds.	As Y1, longer excerpts. Identify some musical families describing how sounds are made.	Understand & explain how sound is created & specifically in string & percussion insts.	Understand & explain how sound is created & specifically in brass & woodwind insts.	As Y4, m.ds should be obvious to the ear & pupils independently follow a graphic score.	As Y5, musical terminology used with confidence to explain the m.ds and score.
Summer 1	Devise/Use signs, gestures & symbols for speed & pitch –teacher led. Use dot notation for pitch.	As Y1, but now pupil led conducting. Introduce 1,2 and 4 beat formal notation symbols.	As Y2, & explore a variety of songs in different styles. Give a short, sung class performance.	As Y3, with greater control over accuracy & expression & more challenging part/solo singing.	Use Sp2 skills to help explore the 'Garage Band' (or similar) programme to develop a composition.	Use Sp2 skills to help explore the 'Garage Band' (or similar) programme to develop a composition.
Summer 2	Use Sp1 knowledge to extend to use of tuned percussion using 3-5 notes maximum.	As Y1, use the pentatonic scale & introduce simple IT composing progs.	Use Sp1 skills to help explore the keyboard & keyboard apps to develop a composition.	Use Sp1 skills to help explore the keyboard & keyboard apps to develop a composition.	As Y4, more confidence to maintain own part in 2 part/solo songs. Extended class perf.	As Y5, good control over accuracy, & expression. Confidence in class 'musical'.