

MUSIC Long Term Plan		Cycle 1 of 2			Coordinator: Reviewed:	18.1.16	
Cohort	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
EYFS	Current Coverage						
Year 1	Current Coverage						
	TIME MACHINE HISTORICAL FIGURES MATERIALS	PERCY PARKEEPER			AMAZING AFRICA		
	SOUNDS TIMBRE	PITCH DYNAMICS DURATION			BEAT PULSE		
Year 2	Current Coverage						
	TIME MACHINE HISTORICAL FIGURES MATERIALS	PERCY PARKEEPER			AMAZING AFRICA		
	SOUNDS TIMBRE	PITCH DYNAMICS DURATION			BEAT PULSE		
Year 3	Current Coverage						
	TASTE OF TOURISM RIO LONDON NY ROME	WORLD WAR 2			CLASSIFYING PLANTS ANIMALS WATER CYCLE		
	RHYTHMS DURATION PART PLAYING	DESCRIBING & EVALUATING MUSIC			PLAYGROUND GAMES USE SOUNDS		
Year 4	Current Coverage						
	TASTE OF TOURISM RIO LONDON NY ROME	WORLD WAR 2			CLASSIFYING PLANTS ANIMALS WATER CYCLE		
	RHYTHMS DURATION PART PLAYING	DESCRIBING & EVALUATING MUSIC			PLAYGROUND GAMES USE SOUNDS		
Year 5	Current Coverage						
	EXTREME ENVIRONMENTS LIGHT ELEC	GROOVY GREEKS			LIFE AS WE KNOW IT HABITATS LIVING THINGS		
	DURATION / SELECTING DIMENSIONS	SONGWRITING/ SONGS FOR OCCASIONS			ROUNDS HARMONY / ACCOMPANIMENTS (DRONES CHORDS CYCLIC)		
Year 6	Current Coverage						
	EXTREME ENVIRONMENTS LIGHT ELEC	GROOVY GREEKS			LIFE AS WE KNOW IT HABITATS LIVING THINGS		
	DURATION / SELECTING DIMENSIONS	SONGWRITING / SONGS FOR OCCASIONS			ROUNDS HARMONY / ACCOMPANIMENTS (DRONES CHORDS CYCLIC)		

MUSIC Long Term Plan		Cycle 2 of 2			Coordinator: Reviewed:	18.1.16	
Cohort	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
EYFS	Current Coverage						
Year 1	Current Coverage						
	ALL ABOUT ME	FAIRYTALE LAND			HOLIDAYS PAST & PRESENT		
	MUSICAL PATTERNS	RHYTHM & RHYTHMIC PATTERNS			MUSICAL SYMBOLS		
Year 2	Current Coverage						
	ALL ABOUT ME	FAIRYTALE LAND			HOLIDAYS PAST & PRESENT		
	MUSICAL PATTERNS	RHYTHM & RHYTHMIC PATTERNS			MUSICAL SYMBOLS		
Year 3	Current Coverage						
	TRADITIONAL STORIES STONE AGE IRON AGE	MOUNTAINS VOLCANOES ROAL DAHL			EGYPTIANS		
	NOTATION ACCOMPANIMENTS	TIMBRE CREATE EFFECTS			REPEATED PATTERNS		
Year 4	Current Coverage						
	TRADITIONAL STORIES STONE AGE IRON AGE	MOUNTAINS VOLCANOES ROAL DAHL			EGYPTIANS		
	NOTATION ACCOMPANIMENTS	TIMBRE CREATE EFFECTS			REPEATED PATTERNS		
Year 5	Current Coverage						
	SPACE VIKINGS	VICTORIANS TWIST TOYS BLOOD			HUMBER GANGES		
	RHYTHMIC PATTERNS	NOTATION / METRE / TEMPO / DYNAMICS / SILENCE			TIMBRE / TEXTURE / STRUCTURE		
Year 6	Current Coverage						
	SPACE VIKINGS	VICTORIANS TWIST TOYS BLOOD			HUMBER GANGES		
	RHYTHMIC PATTERNS	NOTATION / METRE / TEMPO / DYNAMICS / SILENCE			TIMBRE / TEXTURE / STRUCTURE		

MUSIC – END OF KEY STAGE EXPECTATIONS

END OF KEY STAGE 1		
A To PERFORM	(i)	Take part in <i>singing</i> accurately following the melody
	(ii)	Follow instructions on how to <i>sing</i> or <i>play</i> an instrument
	(iii)	Follow instructions on when to <i>sing</i> or <i>play</i> an instrument
	(iv)	Make and control long and short sounds using <i>voice</i>
	(v)	Make and control long and short sounds using <i>instruments</i>
	(vi)	Imitate changes in pitch
B To COMPOSE	(i)	Recognise then create a sequence of long and short sounds
	(ii)	Recognise and create loud and quiet sounds
	(iii)	Recognise and create high and low sounds
	(iv)	Create a mixture of different sounds (using i ii iii)
	(v)	Choose sounds to create an effect
	(vi)	Sequence sounds to create an overall effect
	(vii)	Clap rhythms
	(viii)	Create short musical patterns
	(ix)	Create short rhythmic phrases
C To TRANSCRIBE	(i)	Use symbols to represent a composition
	(ii)	Use it to help with a performance
D To DESCRIBE MUSIC	(i)	Identify the beat of a tune
	(ii)	Recognise changes in timbre
	(iii)	Recognise changes in dynamics
	(iv)	Recognise changes in pitch

END OF LOWER KEY STAGE 2		
A To PERFORM	(i)	Sing from memory with accurate pitch and sing in tune
	(ii)	Maintain a simple part within a group
	(iii)	Pronounce words within a song clearly
	(iv)	Show control of voice
	(v)	Play notes on an instrument with care so they are clear
	(vi)	Perform with control and awareness of others
B To COMPOSE	(i)	Compose and perform melodic songs
	(ii)	Use sound to create abstract effects
	(iii)	Create repeated patterns with a range of instruments
	(iv)	Create accompaniments for tunes / songs
	(v)	Use drones as accompaniments
	(vi)	Choose sounds to create an effect
	(vii)	Order sounds to create an effect
	(viii)	Combine sounds to create an effect
	(ix)	Control sounds to create an effect
	(x)	Use digital technologies to compose pieces of music
C To TRANSCRIBE	(i)	Devise non-standard symbols to indicate when to play and rest
	(ii)	Recognise the notes on the musical stave
	(iii)	Recognise symbols for minim crotchet and semi-breve and know the beats they represent
D To DESCRIBE MUSIC	(i)	Use: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music
	(ii)	Evaluate music using musical vocabulary
	(iii)	Use above to identify areas of likes and dislikes
	(iv)	Understand layers of sound
	(v)	Discuss above to discuss their effect on mood and feelings

END OF UPPER KEY STAGE 2		
A To PERFORM	(i)	Sing or play from memory and with confidence
	(ii)	Perform solos or as part of an ensemble
	(iii)	Sing or play expressively and in tune
	(iv)	Hold a part within a round
	(v)	Sing a harmony part confidently and accurately
	(vi)	Sustain a drone or melodic obstinate to accompany singing
	(vii)	Perform with controlled breathing (voice) and skilful playing (instrument)
B To COMPOSE	(i)	Create songs with verses and a chorus
	(ii)	Create rhythmic patterns with an awareness of timbre and duration
	(iii)	Combine a variety of musical devices, including melody, rhythm and chords
	(iv)	Thoughtfully select elements for a piece in order to gain a defined effect
	(v)	Use drones and melodic obstinate (based on the pentatonic scale)
	(vi)	Convey the relationship between the lyrics and the melody
	(vii)	Use digital technologies to compose, edit and refine pieces of music
C To TRANSCRIBE	(i)	Use the standard musical notation of crotchet, minim and semi-breve to indicate how many beats to play
	(ii)	Read and create notes on the musical stave
	(iii)	Understand the purpose of the treble and bass clef and use them in transcribing compositions
	(iv)	Understand and use the sharp and flat symbols
	(v)	Use and understand simple time signatures
D To DESCRIBE MUSIC	(i)	Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture
	(ii)	Use and understand: lyrics and melody; sense of occasion; expressive; solo; rounds; harmonies
	(iii)	Use and understand: accompaniments; drones; cyclic patterns.
	(iv)	Use and understand a combination of musical elements
	(v)	Understand the cultural context and describe how the lyrics reflect the cultural context of music and have social meaning