

Knowledge is “food for thought” Central RSA Academy Trust Primary Music Long term Plan

	Key concept/skills	Knowledge/ Understanding	Musical Terms	Musical Enquiry – using evidence/ communicating ideas	Key musical enquiry questions/ Examples of P4C questions	End points
EYFS		<p>Use of voice expressively and creatively Explore singing at different speeds and pitch to create moods and feelings. Discover how to use the voice to create loud and soft sounds.</p> <p>Play tuned and untuned instruments Understand how to hold and play an instrument with care. Explore the different sounds instruments make. Choose an instrument to create a specific sound.</p> <p>Listen with concentration and understanding Listen to music and respond by using hand and whole-body movements. Listen to different sounds (animal noise, water etc.) and respond with voice and movement.</p> <p>Experiment with create, select and combine sounds Investigate a variety of ways to create sound with different materials. Experiment performing songs and music together with body movements to a steady beat.</p>	<p>Long / short sounds Voice Instrument Rhythm Loud / quiet High / low mood</p>			<p>Sing echo songs and perform movements to a steady beat.</p> <p>Play instruments to a steady beat.</p> <p>Express feelings in music by responding to different moods in a musical score.</p> <p>Choose different instruments, including the voice, to create sound effects in play.</p>
1		<p>Use of voice expressively and creatively Explore the use of the voice in different ways such as speaking, singing, and chanting. Discover how the voice can produce rhythm and pulse, high and low (pitch) to create different effects.</p> <p>Play tuned and untuned instruments Repeat and investigate simple beats and rhythms. Learn to play sounds linking with symbols. Understand how to play an instrument with care and attention.</p> <p>Listen with concentration and understanding</p>	<p>EYFS words and: Beat Pulse Pitch Composer Solo Compose Perform tune</p>			<p>Sing with expression, confidence, and creativity to an audience.</p> <p>Play instruments showing an awareness of others.</p> <p>Reflect on music and say how it makes people feel, act, and move.</p> <p>Create a sequence of long and short sounds with help,</p>

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		<p>Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.). Respond to different composers and discuss different genres of music.</p> <p>Experiment with create, select and combine sounds Investigate making sounds that are very different (loud and quiet, high and low etc.) Explore own ideas and change as desired.</p>				including clapping longer rhythms.
2		<p>Use of voice expressively and creatively Sing with a sense of the shape of a melody. To represent sounds with symbols. To improvise in making sounds with the voice.</p> <p>Play tuned and untuned instruments Perform simple patterns and accompaniments keeping to a steady pulse. Recognise and explore how sounds can be organised. Respond to starting points that have been given.</p> <p>Listen with concentration and understanding Listen and understand how to improve own composition. Sort composers into different genres and instruments into different types.</p> <p>Experiment with create, select and combine sounds Choose carefully and order sounds in a beginning, middle and end. Use sounds to achieve an effect. (Including use of ICT) Investigate long and short sounds Explore changes in pitch to communicate an idea.</p>	<p>All words to date and: Tempo Dynamics Timbre Duet Tuned untuned</p>			<p>Perform songs using creativity and expression and create dramatic effect.</p> <p>Understand how to control playing a musical instrument so that they sound, as they should.</p> <p>Notice how music can be used to create different moods and effects and to communicate ideas.</p> <p>Create short musical patterns.</p>
3		<p>Play and perform Improvise repeated patterns. Beginning to understand the importance of pronouncing the words in a song well. Start to show control in voice.</p> <p>Improvise and compose music Carefully choose sounds to achieve an effect. Order my sounds to help create an effect. Create short musical patterns with long and short sequences and rhythmic phrases.</p> <p>Listen with attention to detail and recall sounds</p>	<p>All previous words and: Duration Melody Lyrics Element Notation Improvise</p>			<p>Sing in tune</p> <p>Perform simple melodic and rhythmic parts</p> <p>Perform with confidence.</p> <p>Compose music that combines musical elements.</p>

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		<p>To notice and explore the way sounds can be combined and used expressively. Listen to different types of composers and musicians.</p> <p>Use and understand staff and other music notation Introduce notation through learning to play the P-Buzz. Use staff and coloured notation when performing on the P-Buzz.</p> <p>Appreciate and understand a wide range of live and recorded music Comment on likes and dislikes. Recognise how musical elements can be used together to compose music.</p> <p>Develop and understanding of the history of music Understand that the sense of occasion affects the performance.</p>				<p>Begin to recognise and identify instruments being played.</p> <p>Describe the different purposes of music throughout history and in other cultures.</p>
4		<p>Play and perform Sing in tune with awareness of others. Improvise repeated patterns growing in sophistication. Sing songs from memory with accurate pitch. Understand the importance of pronouncing the words in a song well. Show control in voice. Play notes on instruments with care so they sound clear. Perform with control and awareness of what others in the group are singing or playing.</p> <p>Improvise and compose music Awareness of the effect of several layers of sound. compose and perform melodies and songs. (Including using ICT). Use sound to create abstract effects. Recognise and create repeated patterns with a range of instruments. Create accompaniments for tunes.</p> <p>Listen with attention to detail and recall sounds To notice and explore the way sounds can be combined and used expressively. Listen to different types of composers and musicians.</p>	<p>All previous words and: Structure Texture Layer accompaniment</p>			<p>Perform simple melodic and rhythmic parts with awareness of others.</p> <p>Maintain a simple part within a group.</p> <p>Compose music that combines several layers of sound.</p> <p>Carefully choose order, combine and control sounds with awareness of their combined effect.</p> <p>Compare music and express growing tastes in music.</p> <p>Explain how musical elements can be used together to compose music.</p> <p>Understand that the sense of occasion affects the performance.</p>

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		<p>Use and understand staff and other music notation Learn to read music during percussion sessions. Use Staff and musical notation when composing work. Know how many beats in a minim, crotchet and semibreve and recognise their symbols. Know the symbol for a rest in music, and use silence for effect in my music</p> <p>Appreciate and understand a wide range of live and recorded music Begin to recognise and identify instruments and numbers of instruments and voices being played.</p> <p>Develop and understanding of the history of music Combine sounds expressively</p>			
5		<p>Play and perform Whilst performing by ear and from notations, I maintain my own parts with awareness of how the different parts fit together and the need to achieve an overall effect. Breathe well and pronounce words, change pitch and show control in singing. Hold a part in a round. Perform songs in a way that reflects there meaning and the occasion. Sustain a drone or melodic ostinato to accompany singing. Play an accompaniment on an instrument (e.g. glockenspiel, bass drum or cymbal).</p> <p>Improvise and compose music Use the venue and sense of occasion to create performances that are well appreciated by the audience. Compose by developing ideas within musical structures. Improvise within a group.</p> <p>Listen with attention to detail and recall sounds To notice, analyse and explore the way sounds can be combined and used expressively.</p> <p>Use and understand staff and other music notation when learning to play the recorder. Know and use standard musical notation of crotchet, minim and semibreve.</p>	<p>All previous words and: Stave Treble clef Crotchet Minim Semibreve rest</p>		<p>Create songs with an understanding of the relationship between lyrics and melody.</p> <p>Perform songs with an awareness of the meaning of the words.</p> <p>Improvise melodic and rhythmic phases as part of a group performance.</p> <p>Comment on musicians' use of technique to create effect.</p> <p>Read simple and short pieces of music.</p> <p>Compare and evaluate different kinds of music using appropriate musical vocabulary.</p>

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		<p>Read the musical stave and can work out the notes, EGBDF and FACE. Draw a treble clef at the correct position on the stave.</p> <p>Appreciate and understand a wide range of live and recorded music Explain and evaluate how musical elements, features and styles can be used together to compose music.</p> <p>Develop and understanding of the history of music Use different venues and occasions to vary my performances.</p>				<p>Understand the different cultural meanings and purposes of music, including contemporary culture.</p>
6		<p>Play and perform Refine and improve my own work. Sing or play from memory with confidence, expressively and in tune. Perform alone and in a group, displaying a variety of techniques. Take turns to lead a group. Sing a harmony part confidently and accurately.</p> <p>Improvise and compose music Improvise melodic and rhythmic material within given structures. Show thoughtfulness in selecting sounds and structures to convey an idea. Use a variety of different musical devices including melody, rhythms, and chords.</p> <p>Listen with attention to detail and recall sounds Notice and explore the relationship between sounds. Notice and explore how music reflects different intentions.</p> <p>Use and understand staff and other music notation Use of a variety of notation when performing and composing. Quickly read notes and know how many beats they represent. Use a range of words to help describe music. (e.g. pitch, duration, dynamics, tempo, timbre, texture, and silence. Describe music using musical words and use this to identify strengths and weaknesses in music.</p>	<p>All previous words.</p>			<p>Perform significant parts from memory and from notations with awareness of my own contribution.</p> <p>Create my own musical patterns.</p> <p>Compose music for different occasions appropriate musical devises.</p> <p>Analyse and compare musical features choosing appropriate musical vocabulary.</p> <p>Understand and express opinions on the different cultural meanings and purposes of music, including contemporary cultural</p>

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		<p>Identify the strings on the ukulele. Begin to show understanding of chords and how they are built.</p> <p>Appreciate and understand a wide range of live and recorded music Explain and evaluate how musical elements, features and styles can be used together to compose music.</p> <p>Develop and understanding of the history of music Notice and explore how music reflects time, place and culture. Use different venues and occasions to vary my performances.</p>				
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