



### Toft Hill Primary School: Music Long Term Plan

Year	Autumn	Spring	Summer
R	<p><b>Let's Sing!</b>  <b>NC:</b> learn to sing using their voice  <b>Focus:</b> learn to sing nursery rhymes  <b>Key learning:</b> how to use your voice to sing</p>	<p><b>Investigate different sounds</b>  <b>NC:</b> explore how sounds are created  <b>Focus:</b> explore the different sounds created using a range of percussion instruments  <b>Key learning:</b> investigate different sounds with instruments</p>	<p><b>What is rhythm?</b>  <b>NC:</b> speaking chants and rhymes  <b>Focus:</b> recognise rhyme and rhythm  <b>Key learning:</b> perform to a story or poem using rhythm</p>
1	<p><b>What is the pulse?</b>  <b>NC:</b> listen with concentration to music  <b>Focus:</b> hold the pulse and play rhythms in time to the music  <b>Key learning:</b> how to identify the pulse</p>	<p><b>How can we change the dynamics and tempo?</b>  <b>NC:</b> use their voices expressively and creatively  <b>Focus:</b> play instruments and sing songs changing the dynamics and tempo appropriately  <b>Key learning:</b> change the dynamics and tempo of a piece of music</p>	<p><b>Perform with expression</b>  <b>NC:</b> experiment with, create, select and combine sounds  <b>Focus:</b> create and perform rhythmic patterns exploring timbre using voice and instruments  <b>Key learning:</b> perform considering the timbre of the sound</p>
2	<p><b>How do we read music?</b>  <b>NC:</b> understand simple musical notations  <b>Focus:</b> create and perform melodies on tuned instruments recording compositions by letter notation  <b>Key learning:</b> perform a melody from letter notation</p>	<p><b>How can we structure music?</b>  <b>NC:</b> explore how music is created  <b>Focus:</b> identify the texture and structure within pieces of music  <b>Key learning:</b> represent the structure of a piece of music on a graphic score</p>	<p><b>What is a motif?</b>  <b>NC:</b> create short sequences of sound  <b>Focus:</b> interpret the mood created through dynamics, timbre, tempo and motifs in music  <b>Key learning:</b> create a motif</p>
3	<p><b>How do we change between the notes B, A and G using the recorder?</b>  <b>NC:</b> play a musical instrument  <b>NC:</b> develop an understanding of the history of music  <b>Focus:</b> follow rhythms using the notes B, A and G to play the recorder showing awareness to the duration of notes  <b>Key learning:</b> perform the notes B, A and G on the recorder</p>	<p><b>Perform with layers of texture</b>  <b>NC:</b> perform with control  <b>Focus:</b> sing, move and play instruments changing the dynamics, tempo and pitch  <b>Key learning:</b> change the dynamics, tempo and pitch during a piece of music</p>	<p><b>Compose a ballad</b>  <b>NC:</b> compose music for a range of purposes  <b>Focus:</b> listen, create and perform a ballad from memory fluently with expression  <b>Key learning:</b> write lyrics in the style of a ballad</p>
4	<p><b>Develop motifs</b>  <b>NC:</b> compose music for a range of purposes  <b>Focus:</b> create, record, perform and experiment with different versions of a motif  <b>Key learning:</b> develop motifs using rhythmic variation, inversion and looping</p>	<p><b>How do we play chords on a ukulele?</b>  <b>NC:</b> play a musical instrument with increasing accuracy and control  <b>Focus:</b> recall rhythmic patterns on a ukulele changing between different chords  <b>Key learning:</b> play the chords C, F and C7 on a ukulele with a controlled gentle strumming pattern</p>	<p><b>What is rock and roll music?</b>  <b>NC:</b> appreciate and understand a wide range of high-quality recorded music from great composers and musicians  <b>NC:</b> develop an understanding of the history of music  <b>Focus:</b> listen to, sing and play instruments in rock and roll songs in a group  <b>Key learning:</b> perform a walking bass line in time</p>
5	<p><b>How can we create simple sequences on a ukulele?</b>  <b>NC:</b> listen and recall sounds with increasing aural memory  <b>Focus:</b> improvise and structure simple sequences. Develop strumming technique.  <b>Key learning:</b> revise chords C, F, C7, Dm, and learn G7.</p>	<p><b>How can we structure a piece of music?</b>  <b>NC:</b> improvise and compose music for a range of purposes using the inter-related dimensions of music  <b>Focus:</b> identify and create loops of music. Structure loops into a piece of music with a back beat  <b>Key learning:</b> structure loops over a back beat</p>	<p><b>What is an ostinato?</b>  <b>NC:</b> play and perform in ensemble contexts using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  <b>Focus:</b> recognise, sing, play and create ostinatos considering dynamics and tempo and experimenting with layering sounds  <b>Key learning:</b> perform a layered performance using ostinatos</p>
6	<p><b>Play a ukulele by reading musical notation</b>  <b>NC:</b> use and understand staff and musical notations  <b>Focus:</b> play and improvise repeated patterns over a steady pulse with increasing confidence reading grids and chord diagrams.  <b>Key learning:</b> learn to play chords Am, D7, E7 and A7. Begin to read and write chord diagrams.</p>		<p><b>Create and perform a melody on a ukulele</b>  <b>NC:</b> compose music to be sung and played using an instrument with control and confidence  <b>Focus:</b> create and notate melodies to songs using up to 6 different chords on ukulele.  <b>Key learning:</b> compose melodies</p> <p><b>Compose a song</b>  <b>NC:</b> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  <b>Focus:</b> evaluate songs, compose and arrange an</p>



			using semi quavers and rests	original song with verses and a chorus <b>Key learning:</b> structure lyrics into verses and a chorus
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