



Toft Hill Primary School: Music Long Term Plan

Year	Autumn	Spring	Summer	
R	<p>Exploring sound Performing: Use bodies, voices, untuned instruments and natural objects to create sound. Listening: recognise and respond to a sound by likening it to a character, animal or familiar environmental sound.</p>	<p>Music and movement Performing: sing short songs from memory, adding simple dynamics Listening: respond expressively to music using appropriate movement</p>	<p>Musical stories Performing: play instruments expressively. Sing and play in response to instructions as part of a class performance Composing: create and select appropriate sounds to tell a story</p>	<p>Big band Performing: Playing simple patterns on untuned instruments incorporating high/low (pitch) and fast/slow (tempo) Listening: listen to and comment on the descriptive features of music Composing: selecting appropriate instruments to create an intended effect, using dynamics and tempo to add interest</p>
1	<p>Pulse and rhythm Performing: clapping and playing in time to the pulse Playing simple rhythms on an instrument Listening: Understanding the difference between pulse and rhythm Compose: Improvising vocally within a given structure</p>	<p>Musical vocabulary Performing: performing from graphic notation Listening: listening to and commenting on the descriptive features of music Composing: selecting appropriate instruments to create an intended effect, using dynamics and tempo to add interest</p>	<p>Timbre and rhythmic patterns Performing: performing short chants from memory, with expression Listening: Responding to a sound by likening it to a character or mood Composing: Creating and selecting sounds to match a character or mood</p>	<p>Pitch and tempo Performing: Playing simple patterns on tuned instruments incorporating high/low (pitch) and fast/slow (tempo) Listening: Recognising tempo and pitch changes Composing: Experimenting with tempo and pitch using tuned and untuned instruments</p>
2	<p>African call and response Performing: Recognising playing a short rhythm from simple notation Listening: Suggesting improvements to their work. Relating music to feelings Compose: Creating short sequences of sound on a given idea</p>	<p>Orchestral instruments Performing: Performing a story using vocal and instrumental sound effects Listening: Recognising timbre changes Compose: Improvising vocal sound effects for a story. Creating a tune to describe a character</p>	<p>Musical me Performing: Singing and playing untuned instruments at the same time. Playing a melody from letter notation Listening: Repeating a melody by ear Compose: Choosing appropriate dynamics and timbre for a piece of music</p>	<p>Dynamics, timbre, tempo and motifs Performing: Perform a melodic motif musically Listening: Listen for and recognise instrumentation Compose: Create a melodic motif from a set of five notes</p>
3	<p>Ballads Performing: Performing a ballad as a class Listening: Recognising the features of a ballad Compose: Writing lyrics for a ballad</p>	<p>Developing singing technique Performing: Singing songs with accuracy and control, with developing vocal technique Listening: Discussing the features of battle songs using musical vocabulary Compose: Creating a battle song with voices and untuned percussion</p>	<p>Pentatonic melodies and composition Performing: Playing a pentatonic melody from letter notation. Maintaining a part of during a group performance Listening: Discussing the features of Chinese music using musical vocabulary Compose: Combining three pentatonic melodies with untuned percussion to create a group composition</p>	<p>Traditional instruments and improvisation Performing: Performing a traditional Indian song with voices and instruments from staff notation Listening: Recognising the stylistic features of Indian classical music Compose: Creating an Indian-inspired composition using drone, rag and tal History: Consider how music developed differently in other parts of the world</p>
4	<p>Body and tuned percussion Performing: Accurately performing a composition as part of a group Listening: Identifying scaled dynamics (crescendo / decrescendo) within a piece of music Compose: Creating body percussion rhythms Creating a melody loop on tuned percussion</p>	<p>Changes in pitch, tempo and dynamics Performing: Singing in two parts with expression and dynamics. Performing a vocal ostinato as part of a layered ensemble Listening: Using musical vocabulary to describe the detailed features of a piece of music Suggesting improvements to their own and others work Compose: Creating a rhythmic ostinato</p>	<p>Samba and carnival sounds and instruments Performing: Playing syncopated rhythms with accuracy, control and fluency Listening: Recognising the stylistic features of samba music Compose: Composing a rhythmic break History: Learning about the origin of samba music</p>	<p>Adapting and transposing motifs Performing: Playing melody parts on tuned instruments with accuracy and control, with developing vocal technique Listening: Recognising the use and development of motifs in music Compose: Creating a motif-based composition and notating this using roman mosaic artwork</p>
5	<p>Composition notation Performing: Performing accurately from graphic notation using voices and instruments</p>	<p>Blues Performing: Performing the blues scale on a tuned percussion instrument</p>	<p>South and West Africa Performing: Singing a traditional African song unaccompanied. Playing a chord progression on</p>	<p>Composition to represent the festival of colour Performing: Participating in a class performance Listening: Representing a known piece of music</p>



	<p>Listening: Identifying how the key features of music are written down, by following a score whilst listening</p> <p>Compose: Creating a sound story using voices and instruments, and notate it using hieroglyphs</p>	<p>Listening: Hearing when songs play the 12 bar blues</p> <p>Compose: Improvising a blues performance</p> <p>History: Understanding how this genre of music came to be</p>	<p>tuned percussion</p> <p>Listening: Recognising the stylistic features of south and west African music</p> <p>Compose: Composing an eight beat rhythmic break</p> <p>History: Learning how music evolved in different traditions</p>	<p>using a graphic score</p> <p>Compose: Creating vocal compositions based on a picture and a colour</p>
6	<p>Advanced rhythms</p> <p>Performing: performing a rhythmic canon as a class by clapping. Perform a composition by following their own notation.</p> <p>Listening: constructively critique compositions using musical vocabulary</p> <p>Compose: notate a song by listening to the pulse. Improvise and compose rhythms using the Kodaly method.</p> <p>History: learn about different methods for teaching music</p>	<p>Dynamics, pitch and texture</p> <p>Performing: follow a conductor to perform. Improvise as a group and class to create wave sounds featuring changes in dynamics, texture and pitch.</p> <p>Listening: appraise the work of a classical composer.</p> <p>Compose: notate ideas to create a wave composition using dynamics, pitch and texture.</p>	<p>Theme and variations</p> <p>Performing: performing rhythms using the Kodaly method</p> <p>Listening: recall sounds with increasing aural memory.</p> <p>Compose: composing a rhythmic theme and present it as different variations</p> <p>History: develop an understanding of how the orchestra is put together.</p>	<p>Composing and performing a leaver's song</p> <p>Performing: Improvising over and singing known melodies to a 4-chord backing track Singing in an ensemble with 2 or more independent parts. Performing a song as a class with accuracy, fluency, control and expression</p> <p>Listening: Identifying the way that the features of a song can complement one another to create a coherent overall effect. Using musical vocabulary correctly when describing the features of a piece of music</p> <p>Compose: Writing song lyrics within a given structure. Composing a melody within a given structure</p>