



Templenewsam Halton Primary Music Long Term Plan



	Autumn	Spring	Summer
Early Years	<p>I can use my voice in different ways e.g. whispering, talking, singing, thinking I have begun to find my singing voice, both on my own and with others and can sing a repertoire of chants and 2 and 3 tone songs from memory I can play my instruments safely and pick them up and put them down quietly I can remain quiet whilst waiting for a turn I can differentiate between fast / slow and loud / quiet when listening or playing</p> <p>Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers</p> <p>I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song</p>	<p>I can start and stop when playing with others I can watch and follow the leader's signals when playing or singing I can sit or stand to perform to people I know</p> <p>Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And Toes Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey</p>	<p>I can listen to instructions within a song and react accordingly I can respond to music with movement, e.g. stomp, tiptoe, walk, run and show an awareness of pulse I understand that different instruments produce different sounds and can classify sound makers e.g. shake, tap, scrape I can choose sounds to accompany a song or story</p> <p>Big Bear Funk, Baa Baa Black Sheep, Twinkle Twinkle, Incy Wincy Spider, Rock-a-bye Baby, Row, Row, Row Your Boat.</p>
Year 1	<p>I can sing with an awareness of pitch and phrase, following the shape of melody using big, clear mouth shapes to form words</p>	<p>I can copy a simple rhythm and can differentiate between pulse and rhythm</p>	<p>I can describe music and express my feelings and opinions through various means eg words, thumbs up I can choose and order</p>

	<p>I can sit silently with an instrument and can perform to people I don't know I can keep a steady pulse and play at different speeds</p> <p>Old School Hip-Hop and Reggae</p>	<p>I can differentiate between high and low sounds and can show changes in pitch using tuned percussion e.g. steps, slides, jumps I can control changes in tempo with my body, and instruments, e.g. faster/slower I can control changes in dynamics with my voice and instruments, e.g. louder/quieter</p> <p>Blues, Baroque, Latin, Bhangra, Folk, Funk Bossa Nova</p>	<p>sounds and patterns and use pictures to represent the sounds I can differentiate between long and short sounds and use them when composing, notating my patterns I can choose sounds to represent ideas (eg shakers for leaves falling off a tree)</p> <p>Pop and Classical</p>
<p>Year 2</p>	<p>I can use internalisation (the thinking voice) with some accuracy and control I can practice and refine performances in groups and as a class I can suggest and control changes to performances and compositions by using the opposites (faster/slower, louder/quieter, higher/lower)</p> <p>South African styles, Christmas, Big Band, Motown, Elvis, Freedom Songs</p>	<p>I can perform simple accompaniments (including use of rhythmic ostinato) to a melody and give thought to the meaning / mood I can listen to music with increasing discernment saying what I like and dislike about it I can understand that a piece of music is made up of different sections, e.g. beginning, ending, verse I can choose sounds to represent ideas (e.g. shakers for leaves falling off a tree)</p> <p>Rock and Reggae</p>	<p>I can use words / pictures / symbols to represent sounds and create rhythm patterns I can create and perform simple melodies using two tones on a tuned instrument I can compose in a small group with other children</p> <p>Pop, Soul, Film, Musicals, Western Classical Music and Year 2 own choice.</p>
<p>Year 3</p>	<p>I can sing in tune with expression (using dynamics, phrasing) I can perform a song on my own or as part of a group, to an audience, with increasing clarity (diction) I can perform sounds (including pitch and rhythm) from a simple graphic score, (1 or 2 line)</p>	<p>I can recognise families of instruments and ensembles – orchestra, choir, etc I can improve my own work stating how it has been improved using musical vocabulary I can create and perform simple rhythmic and melodic patterns as part of a team</p> <p>Three little Birds and The Dragon Song</p>	<p>I can share ideas and listen to others when working on a composition I can explore and create melodies that use steps and leaps and a wider range of notes I can select a sound or instrument to achieve an effect, e.g. quiet playing on chime bars to create something peaceful</p>

	<p>I can listen to short extracts and respond to specific questions, eg about the genre, structure</p> <p>Let Your Spirit Fly and Glockenspiel 1</p>		<p>Bringing Us Together and Reflect, Rewind and Replay</p>
<p>Year 4</p>	<p>I can sing accurately with good posture and breathing and can sing songs with a more complicated texture e.g. partner songs and 2 part rounds</p> <p>I can set a starting pitch for a song</p> <p>I can carry on if I make a mistake in a performance</p> <p>I can perform by ear and by using forms of notation</p> <p>Mamma Mia and Glockenspiel 2</p>	<p>I can listen and comment on music from different historical periods, displaying understanding of how music has developed over time</p> <p>I can recognise ensembles (orchestra, choir, etc) and identify families of instruments and world instruments (wind, brass, African drums etc)</p> <p>I can use an extended musical vocabulary to express personal taste</p> <p>Stop! and Lean on Me</p>	<p>I can create my own ostinati and riffs (rhythmic and melodic) and play them in time with others in a group</p> <p>I can improvise a rhythm over a steady pulse</p> <p>I can recognise crotchets, crotchet rests, quavers, minims, semibreves and use them to compose and perform rhythms</p> <p>I can show an understanding of scales in my compositions and performances, e.g. pentatonic, blues etc I can both be in charge of a group, and take directions when working on a composition</p> <p>Blackbird and Reflect, Rewind and Replay</p>
<p>Year 5</p>	<p>I can sing or play expressively to a variety of audiences in different types of venue (e.g. Town Hall) I can lead a group by counting in, beating time etc</p> <p>I can tap a pulse in different metres (2, 3, 4, 5)</p> <p>I can compare music of contrasting styles and genres using appropriate vocabulary</p> <p>Livin' On a Prayer and Classroom Jazz 1</p>	<p>I can suggest and implement improvements to compositions and performances, saying whether the changes have worked in achieving the intended effect and why/not</p> <p>I can use an octave to compose and improvise melodies</p> <p>I understand the concept of, and use, the 'home note' when composing</p> <p>Make you Feel my Love and Fresh Prince of Bel-Air</p>	<p>I can understand the music is given character by the use of metre and rhythm patterns, and select them as appropriate in my compositions</p> <p>I can use a graphic score with a more complex texture</p> <p>I can create music that uses appropriate sounds to achieve an intention, e.g. creating a sea soundscape I can plan a composition, alone or in a group, and monitor its development</p> <p>Dancing in the Street and Reflect, Rewind and Replay.</p>

<p>Year 6</p>	<p>I can demonstrate control of vocal techniques - breathing, posture, good tuning and diction When singing, I can maintain my own part with accurate pitch whilst hearing other parts I can use the inter-related dimensions to improve the quality of my performances when singing or playing I can play in an ensemble, taking an individual part and showing an awareness of balance</p> <p>Happy and Classroom Jazz 2</p>	<p>I can recover from mistakes in a performance I can listen to longer extracts and describe using knowledge of inter-related dimensions of music I can understand and use chords in sequences I can understand that particular sets of notes give music its characteristic sound – e.g. minor chords for sad music, major for happy</p> <p>Benjamin Britain – New Year Carol and Music and Identity</p>	<p>I can use the inter-related dimensions to improve the quality of my compositions I can create and perform more complicated rhythms (semiquavers, syncopation), aurally and from notations I can select appropriate sounds to achieve an effect for a purpose, e.g. strong beat on drum for dance music I can recognise and use simple staff notation</p> <p>You've got a Friend and Reflect, Rewind and Replay</p>
----------------------	--	--	---