



**THE RADSTONE**

**Primary School**

**LONG TERM PLANNING**

**Music**

## Purpose of Study

At The Radstone Primary School, it is our intent that we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. We hold regular singing assemblies, concerts and festivals and encourage all children to participate in these. Through singing songs, children learn about the structure and organisation of music. We teach them to listen and to appreciate different forms of music from a variety of genres, traditions and countries. Children develop descriptive language skills in music lessons when learning about how music can represent different feelings, emotions and narratives. Children will learn technical vocabulary such as dynamics, pitch, beat and rhythm and are encouraged to discuss music using these terms.

## Music in the Early Years

In Reception children will begin to develop their knowledge and understanding of the key areas of music: Singing; Listening; composing/performing (playing musical instruments). Planned activities will encourage them to explore and invent sounds to accompany stories, sing well-known nursery rhymes and songs and move to music.

## Aims of the Music national curriculum

The aim of our Music curriculum for children to:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

**By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.**

	Autumn	Spring	Summer
<b>Reception</b>	<ul style="list-style-type: none"> <li>• speak and chant short phrases together</li> <li>• find their singing voice and begin to develop a sense of pitch over a small range of notes</li> <li>• sing a variety of songs both accompanied and unaccompanied</li> <li>• play instruments and sound-makers by shaking, scraping, rattling and tapping</li> <li>• start and stop together</li> <li>• respond appropriately to a range of classroom songs, e.g. tidy-up songs, circle time songs, line-up songs</li> <li>• sing short phrases or responses on their own if confident</li> <li>• respond to symbols or hand signs</li> </ul>	<ul style="list-style-type: none"> <li>• sing short phrases or responses on their own</li> <li>• begin to develop a sense of beat, using instruments or body sounds</li> <li>• respond to symbols or hand signs</li> <li>• play loudly, quietly, fast, slow</li> <li>• copy a simple rhythm pattern or number of beats played on an instrument</li> <li>• add chosen sound effects at an appropriate moment in a story or song</li> <li>• sort and name different sounds</li> <li>• begin to identify and describe key features or extreme contrast within a piece of music</li> <li>• recognise the sounds of the percussion instruments used in the classroom and identify and name them</li> </ul>	<ul style="list-style-type: none"> <li>• make changes in their voices to express different moods /feelings</li> <li>• play along to music showing a developing awareness of the beat</li> <li>• play with a sense of purpose and enjoyment</li> <li>• create a sequence of different sounds in response to a given stimuli</li> <li>• respond appropriately to a range of classroom songs, e.g. tidy-up songs, circle time songs, line-up songs</li> <li>• begin to use musical terms (louder/quieter, faster/slower, higher/lower)</li> </ul>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• sing in time to a steady beat</li> <li>• co-ordinate actions to go with a song</li> <li>• play classroom instruments by tapping, shaking, scraping, rattling</li> <li>• play to a steady beat</li> <li>• follow simple signals: stop/start</li> <li>• Using voices expressively</li> <li>• Listening and appraising</li> </ul>	<ul style="list-style-type: none"> <li>• sing songs in different styles conveying different moods (happy,sad, angry etc.) and with sense of enjoyment</li> <li>• perform an action or a sound (clapping, stamping, etc.) on the steady beat whilst singing</li> <li>• imitate a rhythm pattern on an instrument</li> <li>• play a single pitched note to accompany a song (drone)</li> <li>• play the <b>rhythmic</b> pattern of a spoken sentence, e.g. 'Hungry caterpillar'</li> <li>• use graphics/symbols to portray the sounds they have made</li> </ul>	<ul style="list-style-type: none"> <li>• sing songs showing increasing vocal control (singing more in tune, breathing deeply, singing words clearly)</li> <li>• play loudly, quietly, fast, slow (<b>tempo</b>)</li> <li>• play a repeated rhythmic pattern [<b>ostinato</b>] to accompany a song</li> <li>• sequence symbols to make a simple structure [<b>score</b>]</li> <li>• compose own sequence of sounds without help and perform</li> <li>• recognise the sounds of the percussion instruments used in the classroom and identify and name them</li> </ul>

		<ul style="list-style-type: none"> <li>recognise and respond through movement /dance to the different musical characteristics and moods of music</li> </ul>	<ul style="list-style-type: none"> <li>begin to use musical terms [louder/quieter, slower/faster]</li> <li>begin to articulate how changes in speed, pitch and dynamics affect the mood</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>sing a variety of songs with more accuracy of pitch</li> <li>echo short sung melodic phrases</li> <li>identify if pitch is getting higher/lower/staying the same</li> <li>play instruments with control e.g. maintaining a steady beat(<b>pulse</b>), getting faster/slower (<b>tempo</b>)louder/quieter (<b>dynamics</b>)</li> <li>perform a rhythm accompaniment to a song</li> <li>compose short melodic phrases</li> <li>compose repeated rhythmic patterns [<b>ostinati</b>]</li> <li>recognise different qualities of sound [<b>timbre</b>]</li> </ul>	<ul style="list-style-type: none"> <li>sing words clearly and breathing at the end of phrases</li> <li>convey the mood or meaning of the song</li> <li>perform a sequence of sounds using a graphic score</li> <li>work and perform in smaller groups</li> <li>follow a leader (initially teacher) starting and stopping together</li> <li>compose music that has long and short sounds, and/or changes in <b>tempo</b>, <b>timbre</b> and <b>dynamics</b>, in small groups</li> </ul>	<ul style="list-style-type: none"> <li>sing with a sense of control of <b>dynamics</b> [volume] and <b>tempo</b> [speed]</li> <li>demonstrate some confidence in performing as a group and as an individual</li> <li>compose a piece of music that has a beginning, middle and end [<b>structure</b>]</li> <li>compose music that conveys different moods</li> <li>respond through movement/dance to different musical characteristics and moods [angrily, sadly, cheerfully, daintily etc.]</li> <li>recognise and respond to the mood of a piece of music: begin to use music terminology when describing how the mood is created [i.e. the mood is sad because the music is played very slowly and quietly)</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>sing songs in a variety of styles with confidence</li> <li>show increasing awareness of pitch and awareness of the shape of a melody (phrasing)</li> <li>keep a steady beat on an instrument individually/in a group</li> <li>maintain a melodic or rhythmic ostinato to accompany a song</li> </ul>	<ul style="list-style-type: none"> <li>imitate increasingly longer sung phrases with accuracy</li> <li>sing with an awareness of the phrases in a song</li> <li>understand that posture, breathing and diction are important</li> <li>copy a short melodic phrase by ear on a pitched instrument</li> </ul>	<ul style="list-style-type: none"> <li>chant or sing in two parts</li> <li>sing songs with a recognised structure (verse and chorus/ call and response)</li> <li>demonstrate an awareness of character or style in performance</li> <li>follow simple hand directions from a leader</li> <li>perform with an awareness of others</li> </ul>

	<ul style="list-style-type: none"> <li>• use tuned percussion with increasing confidence</li> <li>• compose words and actions to go with songs</li> <li>• recognise some familiar instruments in recorded music: piano, drums, guitar, violin etc</li> </ul>	<ul style="list-style-type: none"> <li>• play using symbols including graphic and/or simple traditional notation</li> <li>• compose music that has a recognisable structure; beginning, middle and end or verse/chorus</li> <li>• compose music that tells a story, paints a picture or creates a mood</li> <li>• compose music that uses repetition/echo</li> </ul>	<ul style="list-style-type: none"> <li>• combine musical sounds with narrative and movement</li> <li>• perform a composed piece to a friendly audience, as a member of a group or class</li> <li>• listen to their own compositions and use musical language to describe what happens in them</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• sing songs in a variety of styles with an increasing awareness of the tone of their voices and the shape of the melody</li> <li>• copy short phrases and be able to sing up and down in step independently</li> <li>• identify whether a song has a verse/chorus or call and response structure</li> <li>• sing two/three part rounds with more confidence and increasing pitch accuracy</li> <li>• sing confidently as part of a small group or solo being aware of posture and good diction</li> <li>• follow a leader, stopping / starting, playing faster/ slower and louder / quieter</li> <li>• perform to an audience of adults, an assembly or other classes with increasing confidence</li> </ul>	<ul style="list-style-type: none"> <li>• sing songs showing musical expression [phrasing, changes of tempi, dynamics; reflecting the mood and character of the song and its context]</li> <li>• use tuned percussion instruments with increasing confidence to accompany songs and improvise</li> <li>• play by ear – find known phrases or short melodies using tuned instruments</li> <li>• play music in a metre of two or three time</li> <li>• compose a piece of music that reflects images/ and atmosphere, that has a clearly defined plan, making subtle adjustments to achieve the intended effect</li> <li>• identify whether a song has a verse/chorus or call and response structure</li> <li>• recognise and talk about some contrasting styles of music in broad terms, using appropriate musical language [tempo, dynamics, metre, texture, timbre]</li> </ul>	<ul style="list-style-type: none"> <li>• sing two/three part rounds/songs with more confidence and increasing pitch accuracy</li> <li>• sing confidently as part of a small group or solo being aware of posture and good diction</li> <li>• read and play from some conventional music symbols</li> <li>• follow a leader, stopping / starting, playing faster/ slower and louder / quieter</li> <li>• perform to an audience of adults, an assembly or other classes with increasing confidence</li> <li>• arrange a song using tuned/ untuned accompaniments developed from the song: perform to a friendly audience</li> <li>• use a range of ICT to sequence, compose, record and share work</li> <li>• identify the use of metre in 2 or 3 in a piece of recorded or live music</li> <li>• recognise the combined effect of layers of sound by listening to their own arrangements, compositions and recordings</li> <li>• recognise music from different times and countries, identifying key elements that give it its unique sound</li> </ul>

<p><b>Year 5</b></p>	<ul style="list-style-type: none"> <li>• sing songs in a wide variety of styles, showing accuracy and expression</li> <li>• sing as part of three-part round: sing a second part with increasing confidence</li> <li>• play a range of percussion/orchestral instruments with increasing confidence and ability</li> <li>• play and improvise as part of a group and as solo performer</li> <li>• compose music for a special occasion [e.g. march or fanfare]</li> <li>• write lyrics to match a melody</li> <li>• recognise and talk about specific styles/traditions with growing awareness of musical similarities/differences</li> </ul>	<ul style="list-style-type: none"> <li>• sing a song with an understanding of its history and purpose (i.e. song about the environment, gospel song, protest song)</li> <li>• perform a song showing an awareness of phrasing and the shape of the melody</li> <li>• play by ear – copy back; finding phrases or melodies on instruments with increasing confidence</li> <li>• sustain a melodic ostinato or drone to accompany singing/other instruments</li> <li>• compose descriptive music in groups, using the musical elements and musical devices such as repetition, ostinati, drones, combining musical phrases and effects</li> <li>• recognise relationships between lyrics and melody</li> <li>• recognise chords / clusters</li> <li>• talk about music they hear using musical terms</li> </ul>	<ul style="list-style-type: none"> <li>• sing independently in wide variety of styles with increasing confidence and accuracy</li> <li>• perform in a variety of styles/genres and own compositions, to an audience of adults and school assembly</li> <li>• perform a piece of music using notation [graphic or conventional]</li> <li>• perform expressively showing an understanding of the music and its context</li> <li>• compose a group / class arrangement of a song using voices and instruments</li> <li>• refine and record compositions either graphically or using ICT</li> <li>• perform in a variety of styles/genres and own compositions, to an audience of adults and school assembly</li> <li>• talk about the differences in musical styles/genres and reflect and articulate how and why these differences occur</li> </ul>
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