

Queensgate Primary School- Music Long term plan

Nursery	Expressive Arts and Design –To listen with increased attention to sounds. To respond to what they have heard, expressing their thoughts and feelings. To remember and sing entire songs. To sing the pitch of a tone sung by another person ('pitch match'). To sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. To create their own songs or improvise a song around one they know. To play instruments with increasing control to express their feelings and ideas.	
Reception	ELG – To invent, adapt and recount narratives and stories with peers and their teacher. To sing a range of well-known nursery rhymes and songs. To perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	
	Listen and Respond	
	Knowledge	Skills
	Know twenty nursery rhymes off by heart. Know the stories of some of the nursery rhymes.	To learn that music can touch your feelings. To enjoy moving to music by dancing, marching, being animals or pop stars.
	Explore & Create	
	Know that we can move with the pulse of the music. Know that the words of songs can tell stories and paint pictures.	Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse. Copy basic rhythm patterns of single words, building to short phrases from the song/s. Explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel. Invent a pattern using one pitched note, keep the pulse throughout with a single note. Begin to create simple 2-note patterns to accompany the song.
	Singing	
	Sing or rap nursery rhymes and simple songs from memory. Know songs have sections.	To sing along with a pre-recorded song and add actions. To sing along with the backing track.
	Share & Perform	
Know a performance is sharing music.	Perform nursery rhymes by singing and adding actions or dance. Perform nursery rhymes or songs adding a simple instrumental part. Record the performance to talk about.	
Year 1	Listen & Appraise	
	Knowledge	Skills
Know 5 songs off by heart. Know what the songs are about. Know and recognise the sound and names of some of the instruments they use.	To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.	

Games	
Know that music has a steady pulse, like a heartbeat. Know that we can create rhythms from words, our names, favourite food, colours and animals.	Find the pulse. Choose an animal and find the pulse Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat. Create rhythms for others to copy Listen and sing back. Use your voices to copy back using 'la', whilst marching to the steady beat Listen and sing back some different vocal warm-ups. Use your voices to copy back using 'la'.
Singing	
Confidently sing or rap five songs from memory and sing them in unison.	Learn about voices, singing notes of different pitches (high and low) Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. Learn to start and stop singing when following a leader.
Playing	
Learn the names of the notes in their instrumental part from memory or when written down. Learn the names of the instruments they are playing.	Treat instruments carefully and with respect. Play a tuned instrumental part with the song they perform. Learn to play an instrumental part that matches their musical challenge, using (a one-note part, a simple part, medium part). Listen to and follow musical instructions from a leader.
Improvisation	
Know that improvisation is about making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise!	Clap and improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). Sing, Play and improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. Improvise! – Take it in turns to improvise using one or two notes.
Composition	
To know that composing is like writing a story with music. Know that everyone can compose.	Create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary.
Performance	
Know a performance is sharing music with other people, called an audience.	Choose a song they have learnt from the Scheme and perform it. Add their ideas to the performance. Record the performance and say how they were feeling about it

Year 2	Listen & Appraise	
	Knowledge	Skills
	Know five songs off by heart. Know some songs have a chorus or a response/answer part. Know that songs have a musical style.	Learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. Learn how songs can tell a story or describe an idea.
	Games	
	Know that music has a steady pulse, like a heartbeat. Know that we can create rhythms from words, our names, favourite food, colours and animals. Know rhythms are different from the steady pulse. Know we add high and low sounds: Pitch when we sing and play our instruments.	Find the pulse. Choose an animal and find the pulse. Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat. Create rhythms for others to copy. Listen and sing back. Use your voices to copy back using 'la', whilst marching the steady beat. Listen and sing back and some different vocal warm-ups. Use your voices to copy back using 'la'.
	Singing	
	Confidently know and sing five songs from memory. Know that unison is everyone singing at the same time. Know that songs include other ways of using the voice e.g. rapping (spoken word). Know why we need to warm up our voices.	Learn about voice - singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). Learn to find a comfortable singing position. Learn to start and stop singing when following a leader.
	Playing	
	Learn the names of the notes in their instrumental part from memory or when written down. Know the names of untuned percussion instruments played in class.	Treat instruments carefully and with respect. Learn to play a tuned instrumental part that matches their musical challenge (a one-note, simple or medium part). Play the part in time with the steady pulse. Listen to and follow musical instructions from a leader.
	Improvisation	
Know that improvisation is making up your own tunes on the spot. Know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Know that everyone can improvise, and you can use one or two notes.	Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. Improvise! – Take it in turns to improvise using one or two notes.	
Composition		
Know that composing is like writing a story with music. Know that everyone can compose.	Help create three simple melodies with the Units using one, three or five different notes. Learn how the notes of the composition can be written down and changed if necessary.	
Performance		

	<p>Know that a performance is sharing music with an audience. Know that a performance can be a special occasion and involve a class, a year group or a whole school. Know an audience can include your parents and friends.</p>	<p>Choose a song they have learnt from the Scheme and perform it. Add their ideas to the performance. Record the performance and say how they were feeling about it.</p>
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Year 3	Listen & Appraise	
	Knowledge	Skills
	<p>Know five songs from memory and who sang them or wrote them. Know the style of the five songs. Choose one song and be able to talk about: Its lyrics: what the song is about Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the song (introduction, verse, chorus etc.) Name some of the instruments they heard in the song.</p>	<p>To confidently identify and move to the pulse. To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people’s thoughts about the music.</p>
	Games	
	<p>Know how to find and demonstrate the pulse. Know the difference between pulse and rhythm. Know how pulse, rhythm and pitch work together to create a song. Know that every piece of music has a pulse/steady beat. Know the difference between a musical question and an answer.</p>	<p>Find the Pulse - Rhythm Copy Back: Bronze - Clap and say back. Silver - Create your own simple rhythm patterns. Gold - Perhaps lead the class using their simple rhythms. Pitch Copy Back Using 2 Notes: Bronze - Copy back – ‘Listen and sing back’ (no notation). Silver - Copy back with instruments, without then with notation. Gold -Copy back with instruments, without and then with notation. Pitch Copy Back and Vocal Warm-ups.</p>
	Singing	
	<p>Know and be able to talk about: Singing in a group can be called a choir. Leader or conductor: A person who the choir or group follow. Songs can make you feel different things e.g. happy, energetic or sad Singing as part of an ensemble or large group is fun, but that you must listen to each other. To know why you must warm up your voice.</p>	<p>To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being ‘in tune’. To have an awareness of the pulse internally when singing.</p>
Playing		
<p>Know and be able to talk about the instruments used in class inc a recorder.</p>	<p>To treat instruments carefully and with respect. Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song.</p>	

		To listen to and follow musical instructions from a leader.
	Improvisation	
	<p>Know and be able to talk about improvisation.</p> <p>Know improvisation is making up your own tunes on the spot.</p> <p>Know when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</p> <p>Know that using one or two notes confidently is better than using five.</p> <p>Know that if you improvise using the notes you are given, you cannot make a mistake.</p>	<p>Bronze - Copy Back – Listen and sing back</p> <p>Play and Improvise – Using instruments, listen and play your own answer using one note.</p> <p>Improvise! – Take it in turns to improvise using one note.</p> <p>Silver - Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes.</p> <p>Play and Improvise – Using your instruments, listen and play your own answer using one or two notes.</p> <p>Improvise! – Take it in turns to improvise using one or two notes.</p> <p>Gold - Sing, Play and Copy Back – Listen and copy back using instruments, two different notes.</p> <p>Play and Improvise – Using your instruments, listen and play your own answer using two different notes.</p> <p>Improvise! – Take it in turns to improvise using three different notes.</p>
	Composition	
	<p>Know and be able to talk about:</p> <p>That a composition is music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</p> <p>Different ways of recording compositions (letter names, symbols, audio etc.)</p>	<p>Help create at least one simple melody using one, three or five different notes.</p> <p>Plan and create a section of music that can be performed within the context of the unit song.</p> <p>Talk about how it was created.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>
	Performance	
<p>Know and be able to talk about:</p> <p>That performing is sharing music with other people: an audience.</p> <p>A performance doesn't have to be a drama! It can be to one person or to each other.</p> <p>Know that you need to know and have planned everything that will be performed.</p> <p>Know that you must sing or rap the words clearly and play with confidence</p> <p>Know a performance can be a special occasion and involve an audience including of people you don't know Know it is planned and different for each occasion. Know involves communicating feelings, thoughts and ideas about the song/music</p>	<p>Choose what to perform and create a programme.</p> <p>Communicate the meaning of the words and clearly articulate them.</p> <p>Talk about the best place to be when performing and how to stand or sit.</p> <p>Record the performance and say how they were feeling: what they were pleased with? What they would change and why?</p>	

Year 4	Ukuele	Composing and Improvising	Solfa Work	Rhythmic Work
Autumn	Know how to hold a Ukulele correctly. Playing in time to a steady PULSE Playing and identifying the four open strings. Playing chords C, A minor and F.	Using all known rhythms, open strings and chords. Compose short phrases and improvise within a given framework. Sing contrasting styles of songs using different tempi and dynamics.	Hand signals, singing back etc.	Rhythms into Ukulele strumming patterns: Cat, Monkey, Rest, Cow.
Spring	Incorporate Dynamics into Ukulele. Play using correct fingers on the fretboard to produce a clean tone New chords, G, G7 , C7	Composing strumming patterns using notation and word rhythms. Play and perform melodies following TAB notation as a whole class or in small groups Sing contrasting styles of songs using different tempi and dynamics.	Hand signals, singing back etc.	Rhythms into Ukulele strumming patterns: Cat, Monkey, Rest, Cow, Armadillo, Elephant, Ant Eater.
Summer	Know that new pieces will be from treble clef, TAB and chord charts. Know to use correct fingers on the fretboard to produce a clean tone New chords, Em, B7,Dm.	Composing strumming patterns using notation and word rhythms. Composing melodies using treble clef and/or TAB using PENTATONIC scale in C Play and perform melodies following standard notation as a whole class or in small groups. Sing contrasting styles of songs using different tempi and dynamics.	Hand signals, singing back etc.	Rhythms into Ukulele strumming patterns: Cat, Monkey, Rest, Cow, Armadillo, Elephant, Ant Eater, Rest.

Year 5	Listen & Appraise	
	Knowledge	Skills
	<p>Know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</p> <p>Know the style of the five songs and to name other songs from the units in those styles.</p> <p>Choose two or three other songs and be able to talk about:</p> <p>Some of the style indicators of the songs (musical characteristics that give the songs their style)</p> <p>The lyrics: what the songs are about</p> <p>Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)</p> <p>Identify the main sections of the songs (intro, verse, chorus etc.)</p> <p>Name some of the instruments they heard in the songs</p> <p>The historical context of the songs.</p> <p>What else was going on at this time?</p>	<p>To identify and move to the pulse with ease.</p> <p>To think about the message of songs.</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>When you talk, try to use musical words.</p> <p>To talk about the musical dimensions working together in the Unit songs.</p> <p>Talk about the music and how it makes you feel.</p>

Games

Know how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song
Know how to keep the internal pulse.

Bronze -Find the pulse
Copy back rhythms based on the words of the main song, that include syncopation/off beat
Copy back one-note riffs using simple and syncopated rhythm patterns.
Silver - Find the pulse
Lead the class by inventing rhythms for others to copy back
Copy back two-note riffs by ear and with notation
Question and answer using two different notes.
Gold - Find the pulse
Lead the class by inventing rhythms for them to copy back
Copy back three-note riffs by ear and with notation
Question and answer using three different notes.

Singing

Know and confidently sing five songs and their parts from memory and to sing them with a strong internal pulse.
Choose a song and be able to talk about: Its main features, singing in unison, the solo, lead vocal, backing vocals or rapping,
Know what the song is about and the meaning of the lyrics
Know and explain the importance of warming up your voice.

To sing in unison and to sing backing vocals.
To enjoy exploring singing solo.
To listen to the group when singing.
To demonstrate a good singing posture.
To follow a leader when singing.
To experience rapping and solo singing.
To listen to each other and be aware of how you fit into the group.
To sing with awareness of being 'in tune'.

Playing

Know and be able to talk about:
Different ways of writing music down – e.g. staff notation, symbols,
The notes C, D, E, F, G, A, B + C on the treble stave.
Know the instruments they might play or be played in a band or orchestra or by their friends.

Play a musical instrument with the correct technique within the context of the Unit song.
Select and learn an instrumental part that matches their musical challenge, using a one-note, simple or medium part or the melody of the song from memory or using notation.
To rehearse and perform their part within the context of the Unit song.
To listen to and follow musical instructions from a leader.
To lead a rehearsal session.

Improvisation

Know and be able to talk about improvisation.
Know that improvisation is making up your own tunes on the spot
When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.
Know that using one or two notes confidently is better than using five
Know that if you improvise using the notes you are given, you cannot make a mistake

Play and Copy Back:
Bronze - Use one note
Silver - Use the two notes.
Gold - Use the three notes.
Play and Improvise:
Bronze – Question and Answer using instruments. Use one note in your answer.
Silver – Question and Answer using instruments. Use two notes in your answer.
Always start on a G.

	<p>Know that you can use some of the riffs you have heard in the challenges in your improvisations Know three well-known improvising musicians.</p>	<p>Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G. <i>Improvisation!</i> Bronze – Improvise using one note. Silver – Improvise using two notes. Gold – Improvise using three notes. Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern).</p>
	Composition	
	<p>Know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure Know that notation recognises the connection between sound and symbol.</p>	<p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>
Performance		
	<p>Know and be able to talk about: Performing is sharing music with other people, an audience. A performance doesn't have to be a drama! It can be to one person or to each other Everything that will be performed must be planned and learned You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion A performance involves communicating ideas, thoughts and feelings about the song/music.</p>	<p>To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"</p>

Year 6	Listen & Appraise	
	Knowledge	Skills
	<p>Know five songs from memory, who sang or wrote them, when they were written and why? Know the style of the songs and to name other songs from the Units in those styles. Choose three or four other songs and be able to talk about: The style indicators of the songs (musical characteristics that give the songs their style) The lyrics: what the songs are about.</p>	<p>To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. Use musical words when talking about the songs. To talk about the musical dimensions working together in the Unit songs.</p>

Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)
 Identify the structure of the songs (intro, verse, chorus etc.)
 Name some of the instruments used in the songs
 The historical context of the songs.
 What else was going on at this time, musically and historically?
 Know and talk about that fact that we each have a musical identity.

Talk about the music and how it makes you feel, using musical language to describe the music.

Games

Know and be able to talk about:
 How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music
 How to keep the internal pulse

Bronze – Find the pulse
 Copy back rhythms based on the words of the main song, that include syncopation/off beat
 Copy back one-note riffs using simple and syncopated rhythm patterns.
Silver – Find the pulse
 Lead the class by inventing rhythms for others to copy back
 Copy back two-note riffs by ear and with notation
 Question and answer using two different notes.
Gold – Find the pulse
 Lead the class by inventing rhythms for them to copy back
 Copy back three-note riffs by ear and with notation
 Question and answer using three different notes.

Singing

Know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.
 Know about the style of the songs so you can represent the feeling and context to your audience
 Choose a song and be able to talk about:
 Its main features, Singing in unison, the solo, lead vocal, backing vocals or rapping
 Know what the song is about and the meaning of the lyrics
 Know and explain the importance of warming up your voice.

To sing in unison and to sing backing vocals.
 To demonstrate a good singing posture.
 To follow a leader when singing.
 To experience rapping and solo singing.
 To listen to each other and be aware of how you fit into the group.
 To sing with awareness of being 'in tune'.

Playing

Know and be able to talk about:
 Different ways of writing music down – e.g. staff notation, symbols
 The notes C, D, E, F, G, A, B + C on the treble stave
 The instruments they might play or be played in a band or orchestra or by their friends.

Play a musical instrument with the correct technique within the context of the Unit song.
 Select and learn an instrumental part that matches their musical challenge, using– a one-note, simple or medium part or the melody of the song from memory or using notation.
 To rehearse and perform their part within the context of the Unit song.
 To listen to and follow musical instructions from a leader.
 To lead a rehearsal session.

Improvisation

Know and be able to talk about improvisation.
Know that improvisation is making up your own tunes on the spot.
Know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.
Know that using one, two or three notes confidently is better than using five.
Know that if you improvise using the notes you are given, you cannot make a mistake
Know that you can use some of the riffs and licks you have learnt in the challenges in your improvisations
Know three well-known improvising musicians.

Play and Copy Back

Bronze –Use one note.
Silver –Use the two notes.
Gold –Use the three notes.

Play and Improvise

Bronze – Question and Answer using instruments. Use one note in your answer.
Silver – Question and Answer using instruments. Use two notes in your answer.
Always start on a G.
Gold – Question and Answer using instruments. Use three notes in your answer.
Always start on a G.

Improvisation!

You will be using up to three notes.
Bronze – Improvise using one note.
Silver – Improvise using two notes.
Gold – Improvise using three notes.

Composition

Know and be able to talk about:
A composition: music that is created by you and kept in some way.
It's like writing a story. It can be played or performed again to your friends.
Know a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure
Know that notation: recognises the connection between sound and symbol.

Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.
Explain the keynote or home note and the structure of the melody.
Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.
Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).

Performance

Know and be able to talk about:
Performing is sharing music with an audience with belief
Know that a performance doesn't have to be a drama! It can be to one person or to each other
Know that everything that will be performed must be planned
Know you must sing or rap the words clearly and play with confidence
Know that a performance can be a special occasion and involve an audience including of people you don't know
Know that a performance involves communicating ideas, thoughts and feelings about the song/music.

Choose what to perform and create a programme.
Communicate the meaning of the words and clearly articulate them.
Talk about the venue and how to use it to best effect.
Record the performance and compare it to a previous performance.
Discuss and talk musically about it – What went well?, It would have been even better if...?