



MUSIC: LONG TERM PLAN - SIMPLE OVERVIEW 23-24

Autumn One

Year Three

Singing, rhythm, pulse and rhyme (Y3)

Year Four

Singing, rhythm, pulse and rhyme (Y4)

Year Six

Samba drumming

Spring One

Year Three

Singing, rhythm, pulse and rhyme (Y3)

Year Four

Singing, rhythm, pulse and rhyme (Y4)

Year Five

Samba drumming

Summer One

Year One

Music through story (Y1)

Year Two

Music through story (Y2)

Year Five-Six

Samba drumming

Autumn Two

Year Three

Singing, rhythm, pulse and rhyme (Y3)

Year Four

Singing, rhythm, pulse and rhyme (Y4)

Year Six

Samba drumming

Spring Two

Year One

Music through story (Y1)

Year Two

Music through story (Y2)

Year Five

Samba drumming

Summer Two

Year One

Music through story (Y1)

Year Two

Music through story (Y2)

Year Five-Six

Samba drumming



MUSIC: PROGRESSION OF SKILLS

Listen and Appraise

EYFS

- Use what they have learnt about media and materials in original ways, thinking about uses and purposes.

KS1

- Learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.
- Understand that songs can tell a story or describe an idea

LKS2

- Confidently identify and move to the pulse.
- Talk about the musical dimensions
- Discuss the music and how it makes you feel.
- Listen carefully and respectfully to other people's thoughts
- Name some composers and genres of music from different eras.

UKS2

- Identify and move to the pulse with ease.
- Think about the message of songs.
- Compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.
- Talk about the musical dimensions working together.
- Name different musical periods.

Compose and Perform

EYFS

- Represent their own ideas, thoughts and feelings through music.

KS1

- Help create simple melodies, using one, three or five different notes.
- Learn how the notes of the composition can be written down and changed if necessary.
- Choose a song they have learnt and perform it.
- Record the performance and say how they were feeling about it.

LKS2

- Plan and create a section of music that can be performed.
- Talk about how it was created.
- Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.
- Record the composition in any way appropriate that recognises the connection between sound and symbol.
- Choose what to perform and create a programme.
- Present a musical performance designed to capture the audience.
- Communicate the meaning of the words and clearly articulate them.
- Talk about the best place to be and how to stand or sit.
- Record the performance and say how they were feeling, what they were pleased with, what they would change and why.

UKS2

- Create simple melodies using up to five different notes and simple rhythms that work musically with the style.
- Explain the key note 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.
- 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 what went well and how it could be improved.

Sing and Play

EYFS

- Sing songs, make music, dance and experiment with ways of changing them.

KS1

- Learn about voices singing notes of different pitches (high and low)
- Make different types of sounds with their voices
- Find a comfortable singing position
- Start and stop singing when following a leader.
- Treat instruments carefully and with respect.
- Play a tuned instrumental part that matches their musical challenge, in time with a steady pulse.
- Listen to and follow musical instructions from a leader.

LKS2

- Sing in unison and in simple two-parts.
- Demonstrate a good singing posture.
- Sing with awareness of 'being in tune'.
- Re-join the song if lost.
- Record the performance and say how they were feeling, what they were pleased with, what they would change and why.
- Play any one, or all 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.
- Rehearse and perform their part.
- Experience leading the playing by making sure everyone plays in the playing section of the song.

UKS2

- Sing in unison and to sing backing vocals.
- Experience rapping and solo singing.
- Listen to each other and be aware of how they fit into the group.
- Explain the key note 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.
- Play a musical instrument with the correct technique.
- Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation



MUSIC: VOCABULARY

EYFS

music, instrument, tap, clap, sing, play, loud, quiet, fast, slow

KS1

pulse, rhythm, pitch, rap, improvise, compose, melody, bass, guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, blues, baroque, Latin, Irish folk, funk, groove, audience, imagination, electric guitar, audience, question and answer, dynamics, tempo, performance, rap, Reggae, glockenspiel

LKS2

structure, intro/introduction, verse, chorus, synthesizer, hook, texture, organ, backing vocals, hook, riff, pentatonic scale, disco, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, by ear, notation, piano, acoustic guitar, birdsong, civil rights, racism, equality

KS2

rock, bridge, backbeat, amplifier, appraising, Bossa Nova, syncopation, swing, tune/head, note values, note names, big bands, solo, ballad, verse, interlude, tag ending, strings, cover, old-school hip hop, deck, backing loops, Funk, scratching, timbre, bass line, brass section, harmony, style indicators, dimensions of music, neo soul, producer, Motown, ostinato, phrases, urban gospel, gender equality