

**Primary Music Curriculum
Long Term Plan
For St James' CE Primary
School**





	Unit 1	Unit 2
Reception		
Year 1	Hey you! Round and round. Rhythm in the way we walk	In the Groove Lv Beethoven
Year 2	Hands, feet, heart I wanna play in a band	I Wanna Play in a Band Pytor Tchaikovsky
Year 3	St Helens Christmas Concert	Ukelele/Bringing Us Together G Holst
Year 4	Lean on me	Recorder/Mamma Mia Felix Mendelssohn
Year 5	Livin' on a prayer Classroom jazz 1	Djembele/Dancin in the Street JS Bach
Year 6		Samba/Happy B Britten

Music Long Term Plan 2019-20

Year Group	Unit 1 – Autumn 2		Unit 2 – Summer 2	
	Key Skills	Key Knowledge	Key Skills	Key Knowledge
Reception				
Year 1	<ul style="list-style-type: none"> • begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music. • learn about working in a group/band/ensemble. • use their voices expressively and creatively by singing songs and speaking chants and rhymes • start to play a classroom instrument in a group/band/ensemble. • play untuned instruments musically • begin to explore and create their own responses, melodies and rhythms. • begin to create their own responses, melodies and rhythms and record them in some way. • begin to work together in a group and perform 	<ul style="list-style-type: none"> • Pulse, rhythm, tempo, 	<ul style="list-style-type: none"> • begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music. • learn about working in a group/band/ensemble. • use their voices expressively and creatively by singing songs and speaking chants and rhymes • start to play a classroom instrument in a group/band/ensemble. • play untuned instruments musically • begin to explore and create their own responses, melodies and rhythms. • begin to create their own responses, melodies and rhythms and record them in some way. • begin to work together in a group/band and perform 	<ul style="list-style-type: none"> • Pulse, rhythm, pitch, tempo, dynamics. • listen with understanding to a range of high-quality live and recorded music
Year 2	<ul style="list-style-type: none"> • begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music. • begin to internalise, understand, feel, know how the dimensions of music work together. • learn about working in a group/band/ensemble. • use their voices expressively and creatively by singing songs and speaking chants and rhymes • start to play a classroom instrument in a group/band/ensemble and perform • play tuned and untuned instruments musically • begin to explore and create their own responses, melodies and rhythms. 	<ul style="list-style-type: none"> • Pulse, rhythm, pitch, tempo, dynamics. • listen with concentration and understanding to a range of high-quality live and recorded music 	<ul style="list-style-type: none"> • begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music. • begin to internalise, understand, feel, know how the dimensions of music work together. • learn about working in a group/band/ensemble. • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play a classroom instrument in a group/band/ensemble and perform • play tuned and untuned instruments musically • begin to explore and create their own responses, melodies and rhythms. 	<ul style="list-style-type: none"> • Pulse, rhythm, pitch, tempo, dynamics. • listen with concentration and understanding to a range of high-quality live and recorded music • learn about singing and vocal health.

	<ul style="list-style-type: none"> begin to create your own responses, melodies and rhythms and record them in some way. begin to work together in a group/band/ensemble and perform 		<ul style="list-style-type: none"> begin to create your own responses, melodies and rhythms and record them in some way. begin to work together in a group/band/ensemble and perform 	
Year 3	<ul style="list-style-type: none"> Games - continue to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Eventually explore the link between sound and symbol. Singing - continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble. Perform/Share - Continue to work together in a group/band/ensemble and perform to each other and an audience. 	<ul style="list-style-type: none"> perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes listen with attention to detail and recall sounds with increasing aural memory 	<ul style="list-style-type: none"> Listen & Appraise - begin to recognise styles, find the pulse, recognise instruments, discuss, listen, discuss other dimensions of music. Games - continue to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Eventually explore the link between sound and symbol. Singing - continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble. Playing - play a classroom/band instrument in a group/band/ensemble. Improvisation - continue to explore and create your own responses, melodies and rhythms. Composition - - continue to create your own responses, melodies and rhythms and record them in some way. Eventually explore the link between sound and symbol. Perform/Share - Continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together. 	<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music.

<p>Year 4</p>	<ul style="list-style-type: none"> • Listen & Appraise - recognise styles, recognise instruments, listen. • Games - continue to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Start to explore the link between sound and symbol. • Singing - continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble. • Playing - Continue to play a classroom/band instrument in a group/band/ensemble. explore the link between sound and symbol. • Improvisation continue to explore and create your own responses melodies and rhythms. • Composition continue to create your own responses, melodies and rhythms and record them in some way. Start to explore the link between sound and symbol. • Perform/Share - Continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together. 	<ul style="list-style-type: none"> • sing and play musically with increasing confidence and control. • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • listen with attention to detail and recall sounds with increasing aural memory • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music. • Pulse, rhythm, pitch, tempo, dynamics. 	<p>Listen & Appraise - recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music.</p> <ul style="list-style-type: none"> • Games - continue to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Start to explore the link between sound and symbol. • Singing - continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble. • Playing - Continue to play a classroom/band instrument in a group/band/ensemble. Start to explore the link between sound and symbol. • Improvisation - continue to explore and create your own responses melodies and rhythms. • Composition - continue to create your own responses, melodies and rhythms and record them in some way. Start to explore the link between sound and symbol. • Perform/Share - Continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together. 	<ul style="list-style-type: none"> • sing and play musically with increasing confidence and control. develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music. • Pulse, rhythm, pitch, tempo, dynamics.
<p>Year 5</p>	<p>In greater depth and with increasing confidence:</p> <ul style="list-style-type: none"> • Listen & Appraise - recognise styles, find the pulse, recognise instruments, listen, discuss other • internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games (Explore the link between sound 	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for 	<p>In greater depth and with increasing confidence:</p> <ul style="list-style-type: none"> • Listen & Appraise - recognise styles, find the pulse, recognise instruments, listen, discuss other • internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games (Explore the link between sound and symbol. 	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music

	<ul style="list-style-type: none"> • and symbol. • Singing - sing, learn about singing and vocal health. Continue to learn about working in a • group/band/ensemble. • Playing - play a classroom/band instrument in a group/band/ensemble. Explore the link • between sound and symbol. • Improvisation - explore and create your own responses, melodies and rhythms. • Composition - create your own responses, melodies and rhythms and • record them in some way. Explore the link between sound and symbol. • Perform/Share - work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together. 	<p>a range of purposes using the inter-related dimensions of music</p> <ul style="list-style-type: none"> • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music. • pulse, rhythm, pitch, tempo, dynamics 	<ul style="list-style-type: none"> • Singing - sing, learn about singing and vocal health. Continue to learn about working in a • group/band/ensemble. • Playing - play a classroom/band instrument in a group/band/ensemble. Explore the link • between sound and symbol. • Improvisation - explore and create your own responses, melodies and rhythms. • Composition - create your own responses, melodies and rhythms and • record them in some way. Explore the link between sound and symbol. Perform/Share - work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together. 	<ul style="list-style-type: none"> • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music. • pulse, rhythm, pitch, tempo, dynamics
Year 6	<ul style="list-style-type: none"> • Games - internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Explore the link between sound and symbol. • Singing - sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble. • Playing - play a classroom/band instrument in a group/band/ensemble. Explore the link between sound and symbol. 	<ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music 	<ul style="list-style-type: none"> • Games - internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Explore the link between sound and symbol. • Singing - sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble. • Playing - play a classroom/band instrument in a group/band/ensemble. Explore the link between sound and symbol. • Improvisation - create your own responses, melodies and rhythms. 	<ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations

	<ul style="list-style-type: none"> • Improvisation - create your own responses, melodies and rhythms. • Composition - create your own responses, melodies and rhythms and record them in some way. Explore the link between sound and symbol. • Perform/Share - Continue to work together in a group/band/ensemble 	<ul style="list-style-type: none"> • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music. 	<ul style="list-style-type: none"> • Composition - create your own responses, melodies and rhythms and record them in some way. Explore the link between sound and symbol. • Perform/Share - Continue to work together in a group/band/ensemble 	<ul style="list-style-type: none"> • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music.
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