

## Music National Curriculum

Aims
<p>The national curriculum for music aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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.</li> </ul>
Subject Content
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>play tuned and untuned instruments musically</li> <li>listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>

## Music Long Term Plan

Term	Year 1	Year 2
Autumn	<b>Unit 1 Ourselves</b> <b>Unit 2 Number</b> <b>Unit 3 Animals</b> <b>Unit 4 Weather</b>	<b>Unit 1 Ourselves (Exploring sounds)</b> <b>Unit 2 Toys (Beat)</b> <b>Unit 3 Our Land (Exploring sounds)</b> <b>Unit 4 Our Bodies (Beat)</b>
	Recognising and developing a sense of steady beat using voices and body percussion	Developing the use of vocal sounds to express feelings Notating pitch shape and duration using simple line graphics

	<p>Understanding pitch, and making high and low vocal sounds</p> <p>Relating pitch to high and low body posture</p> <p>Recognising and performing pitch changes and contrasts</p> <p>Learning to play percussion with control</p> <p>Keeping a steady beat and using dynamics to vary the musical effect</p> <p>Exploring and controlling dynamics (volume), duration and timbre with voices, body percussion and instruments</p> <p>Recognising and responding to changes in tempo in music</p> <p>Identify sequence of sounds (structure) in a piece of music</p> <p>Creating and responding to vocal sounds</p> <p>Exploring how to change sounds</p> <p>Improvising descriptive music</p> <p>Responding to music through movement.</p>	<p>Understanding the structure of call and response songs</p> <p>Developing an expressive song performance with voices and instruments</p> <p>Singing in two parts and combining steady beats</p> <p>Developing an expressive song performance with voices and instruments</p> <p>Developing a sense of steady beat through chant, actions and instruments</p> <p>Marking beats within a four-beat metre</p> <p>Rehearsing and refining to develop a performance</p> <p>Recognising and responding to different steady beats</p> <p>Performing rhythmic movement patterns to a steady beat</p> <p>Performing rhythmic patterns on percussion</p> <p>Listening to and identifying contrasting sections of descriptive music</p> <p>Matching descriptive sounds to images</p> <p>Listening to, and evaluating composition</p> <p>Responding to images</p> <p>Creating and performing descriptive instrumental music inspired by</p> <p>British myths and legends</p>
<b>Spring</b>	<p><b>Unit 5 Machines</b></p> <p><b>Unit 6 Seasons</b></p> <p><b>Unit 7 Our School</b></p> <p><b>Unit 8 Pattern</b></p>	<p><b>Unit 5 Animals (Pitch)</b></p> <p><b>Unit 6 Number (Beat)</b></p> <p><b>Unit 7 Storytime (Exploring Sounds)</b></p> <p><b>Unit 8 Seasons (Pitch)</b></p>
	<p>Relating pitch changes to graphic symbols and performing pitch changes vocally</p> <p>Singing a song</p> <p>Playing and maintaining a steady beat</p> <p>Controlling changes in speed (tempi)</p> <p>Creating a soundscape as part of a song performance</p>	<p>Identifying and responding to changes in pitch, upwards and downwards</p> <p>Performing changes in pitch using whole body movement and voice</p> <p>Reading pitch line notation</p> <p>Understanding and differentiating between beat and rhythm</p> <p>Singing with expression, paying attention to the pitch shape</p>

	<p>Exploring different ways to emphasise beats to form a group (metre)</p> <p>Exploring instrument sounds and different ways to vary their sound</p> <p>Identifying changes in pitch and responding to them with movement</p> <p>Listening and responding to a falling pitch signal</p> <p>Distinguishing between pitched and un-pitched percussion sounds</p> <p>Listening in detail to a piece of orchestral music</p> <p>Exploring different sound sources and materials</p> <p>Analysing the dynamics and duration of sounds around the school</p> <p>Exploring these elements/dimensions on instruments</p> <p>Creating two contrasting textures</p> <p>Interpreting sounds and exploring instruments</p>	<p>of the melody</p> <p>Performing a rising pitch sequence in a song</p> <p>Playing pitch lines on tuned percussion</p> <p>Performing a steady beat and simple rhythms using movement and body percussion</p> <p>Accompanying a song with vocal and instrumental ostinati</p> <p>Singing with expression and paying attention to the pitch shape of the melody</p> <p>Listening and responding to pitch changes with movements</p> <p>Combining pitch change with changes in other elements/dimensions</p> <p>Combining sounds to create a musical effect</p> <p>Understanding how music, dance and drama can combine in storytelling</p> <p>Combining sounds to create a musical effect</p> <p>Performing to an audience</p>
<b>Summer</b>	<p><b>Unit 9 Story Time</b></p> <p><b>Unit 10 Our Bodies</b></p> <p><b>Unit 11 Travel</b></p> <p><b>Unit 12 Water</b></p>	<p><b>Unit 9 Weather (Pitch)</b></p> <p><b>Unit 10 Pattern (Beat)</b></p> <p><b>Unit 11 Water (Pitch)</b></p> <p><b>Unit 12 Travel (Performance)</b></p>
	<p>Learning new songs and chants</p> <p>Combining voices, movement and instruments to perform a chant and a song</p> <p>Creating word rhythms</p> <p>Performing word rhythms with movement</p> <p>Rehearsing and performing with others</p> <p>Playing fast, slow, loud and quiet</p> <p>Identifying a repeated rhythm pattern</p>	<p>Performing a rhythmic chant and playing an independent rhythm pattern to accompany it</p> <p>Performing an updated version of a traditional nursery rhyme with a rap section included</p> <p>Accompanying a song with three different repeated word patterns</p>

	<p>Understanding how music can tell a story Understanding musical structure by listening and responding</p> <p>Creating music that matches an event in a story</p> <p>Responding to change of mood in a piece of music with a slow and fast steady beat</p> <p>Inventing and performing new rhythms to a steady beat</p>	<p>Understanding melody through songs, movement and performing</p> <p>pitch shapes on tuned instruments</p> <p>Preparing and improving a performance using movement, voice and percussion</p> <p>Interpreting a score to perform different beat patterns</p> <p>Performing beat patterns with voices and percussion</p> <p>Playing different patterns of steady beat in groups and matching them to a simple score</p> <p>Understanding melody through songs, movement and performing</p> <p>pitch shapes on tuned instruments</p> <p>Using instruments expressively</p> <p>Listening in detail to a piece of orchestral music</p> <p>Responding to a song with movement</p> <p>Using simple musical vocabulary to describe music</p> <p>Composing music to illustrate a story</p> <p>Exploring different ways to organise music Performing and creating simple three-beat rhythms using a simple score</p> <p>Using musical scales, high notes and low notes in a composition</p>
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