

Westgate Primary School – Music Long Term Planning

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Theme	Exploring Sound	Celebration Music	Music and Movement	Musical Stories	Transport	Big band
Music Substantive Knowledge	<p>Pitch -To understand that what 'high' and 'low' notes are.</p> <p>Tempo -To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music. -To recognise music that is 'fast' or 'slow'</p> <p>Dynamics -To understand that instruments can be played loudly or softly. -To know that signals can tell us when to start or stop playing.</p> <p>Timbre -To know that different instruments can sound like a particular character/object.</p>	<p>-To recognise that people have different beliefs and celebrate special times in different ways.</p> <p>-To know music is a large part of Diwali celebrations</p> <p>-To know Jewish people play and listen to music during Hanukkah</p> <p>-To know that Kwanzaa is a day of dancing, listening to music and spending time with family in African culture</p> <p>Structure -To recognise the chorus in a familiar song</p> <p>Timbre -Drums are one of the most important instruments in African music</p>	<p>-To understand why songs have actions.</p> <p>Pitch -To recognise music that is 'fast' or 'slow' and this is called tempo.</p> <p>Tempo -To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music. -To know that the beat is the steady pulse of a song</p> <p>Notation -To know that signals can tell us when to start or stop playing.</p>	<p>-To understand that a piece of music can tell a story with sounds.</p> <p>Timbre -To know that different instruments can sound like a particular character. -To recognise that voices and instruments can imitate sounds from the world around us.</p> <p>Pitch To understand what 'high' and 'low' notes are.</p> <p>Tempo -To recognise music that is 'fast' or 'slow' and this is called tempo.</p> <p>Dynamics -To know that music can be loud or quiet (dynamics).</p>	<p>Timbre -To recognise that voices and instruments can imitate sounds from the world around us (eg. vehicles).</p> <p>Tempo -To know that the beat is the steady pulse of a song. -To recognise music that is 'fast' or 'slow.' -To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music</p> <p>Notation -To know that signals can tell us when to start or stop playing.</p>	<p>-To know that an instrument is an object that can produce music.</p> <p>Texture -To know that an orchestra is a big group of people playing a variety of instruments together (four families – string, woodwind, brass and percussion). -To know that music often has more than one instrument being played at a time.</p> <p>Notation and performance -To understand that performing means playing a finished piece of music for an audience.</p> <p>Tempo -To know that the beat is the steady pulse of a song.</p>
Disciplinary Knowledge (Skills)	<p>-Listening to sounds and matching them to the object or instrument or voice. -Playing untuned percussion 'in time' with a piece of music. -Experimenting with body percussion and vocal sounds to respond to music. -Selecting appropriate instruments to represent action and mood.</p>	<p>-Selecting classroom objects to use as instruments. -Using their voices to join in with well-known songs from memory. -Moving to music with instruction to perform actions. -Participating in performances to a small audience.</p>	<p>-Experimenting with body percussion and vocal sounds to respond to music -Using their voices to join in with well-known songs from memory. -Moving to music with instruction to perform actions -Participating in performances to a small audience.</p>			

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	<p>Covered across multiple units throughout the year:</p> <ul style="list-style-type: none"> -Responding to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music. -Considering whether a piece of music has a fast, moderate or slow tempo. -Listening to and following a beat using body percussion and instruments. -Stopping and starting playing at the right time. -Exploring the story behind the lyrics or music. -Listening to sounds and matching to the object or instrument -Listening to and repeating simple lyrics and rhythms -Experimenting with playing instruments in different ways. -Exploring lyrics by suggesting appropriate actions. -Understanding that different instruments make different sounds and grouping them accordingly -Listening to sounds and identifying high and low pitch. -Suggesting and demonstrating improvements to own and others' work. 					
Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Theme	Pulse and Tempo			Musical Vocabulary (under the sea)	Timbre and Rhythmic Patterns	
Music Substantive Knowledge	<p>Duration -To know that rhythm means a pattern of long and short notes.</p> <p>Tempo -To know that pulse is the regular beat that goes through music. -To understand that the pulse of music can get faster or slower. -To know that tempo means the speed which a passage of music is played</p> <p>Structure -To know that a piece of music can have more than one section, e.g. a verse and a chorus</p>			<p>Pitch -To understand that pitch means how high or low a note sounds.</p> <p>Timbre -To know that 'timbre' means the quality of a sound; e.g. that different instruments would sound different playing a note of the same pitch.</p> <p>Texture -To know that music has layers called 'texture'.</p>	<p>Rhythm -To know that an instrument or rhythm pattern can represent a character in a story.</p> <p>Timbre -To know that my voice can create different timbres to help tell a story.</p> <p>-To know that Sergei Prokofiev wrote 'Peter and the Wolf' for children in 1936.</p>	
Disciplinary Knowledge (Skills)	<ul style="list-style-type: none"> -Listen to and repeat short, simple rhythmic patterns. -Use their voices expressively to speak and chant. -Sing short songs from memory, maintaining the overall shape of the melody and keeping in time. -Maintain the pulse (playing on the beat) using hands, and tuned and untuned instruments. -Identify simple changes in tempo 			<ul style="list-style-type: none"> -Understanding that different types of sounds are called timbres. -Describing the differences between two pieces of music. -Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. -Creating simple melodies using a few notes. -Choosing dynamics, tempo and timbre for a piece of music. 	<ul style="list-style-type: none"> -Understanding that different types of sounds are called timbres. -Describing the differences between two pieces of music. -Listening to and repeating short, simple rhythmic patterns. -Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. -Choosing dynamics, tempo and timbre for a piece of music. 	

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				-Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.	-Using their voices expressively to speak and chant. -Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.	
<p>Covered across all three units:</p> <ul style="list-style-type: none"> -Recognise and understand the difference between pulse and rhythm. -Listen and respond to other performers by playing as part of a group. -Copying back short rhythmic and melodic phrases on percussion instruments. -Combining instrumental and vocal sounds within a given structure. -Recognising basic tempo, dynamic and pitch changes. -Describing the character, mood, or 'story' of music they listen to (verbally or through movement). 						
Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Theme		Orchestral Instruments	Musical Me		Myths and Legends	
Music Substantive Knowledge		<p>Timbre</p> <ul style="list-style-type: none"> -To know that woodwind, percussion, brass and strings are sections of an orchestra -To know that musical instruments can be used to create 'real life' sound effects. -To know that woodwind instruments, like flutes, are played by blowing air into or across a mouthpiece. -To know that stringed instruments, like violins, make a sound when their strings vibrate. -To know that a brass instrument is played by vibrating your lips against the mouthpiece. <p>Pitch</p> <ul style="list-style-type: none"> -To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches. 	<p>Pitch</p> <ul style="list-style-type: none"> -To understand that 'melody' means a tune. -To understand that a melody is made up from high and low pitched notes played one after the other, making a tune. <p>Notation</p> <ul style="list-style-type: none"> -To know that 'notation' means writing music down so that someone else can play it. <p>Texture</p> <ul style="list-style-type: none"> -To understand that 'accompaniment' can mean playing instruments along with a song. 		<ul style="list-style-type: none"> -To know that 'Tintagel' is an example of a 'symphonic poem' written by Arthur Bax in 1917 <p>Notation</p> <ul style="list-style-type: none"> -I know that a graphic score can show a picture of the structure of music. <p>Texture</p> <ul style="list-style-type: none"> -To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music. 	
Disciplinary Knowledge (Skills)			<ul style="list-style-type: none"> -Identifying melodies that move in steps. -Listening to and repeating a short, simple melody by ear. -Successfully combining and layering several instrumental and vocal patterns within a given structure. -Creating simple melodies from five or more notes. -Using letter name and graphic notation to represent the details of their composition. -Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). -Singing short songs from memory, with melodic and 		<ul style="list-style-type: none"> -Successfully combining and layering several instrumental and vocal patterns within a given structure. -Using letter name and graphic notation to represent the details of their composition. -Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. 	

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			<p>rhythmic accuracy.</p> <ul style="list-style-type: none"> -Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. -Singing back short melodic patterns by ear and playing short melodic patterns from letter notation. 			
<p>Covered across all three units:</p> <ul style="list-style-type: none"> -Recognising timbre changes and structural features in music they listen to. -Listening to and recognising instrumentation. -Beginning to use musical vocabulary to describe music. -Suggesting improvements to their own and others' work. -Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. -Choosing appropriate dynamics, tempo and timbre for a piece of music. -Performing expressively using dynamics and timbre to alter sounds as appropriate. 						
Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Theme (taught through recorder)		Ballads	Developing Singing Technique	Pentatonic Melodies and Composition	Traditional Instruments and Improvisation	
Music Substantive Knowledge		<p>Structure</p> <ul style="list-style-type: none"> -To know that a ballad tells a story through song. -To know that lyrics are the words of a song. -To know that in a ballad, a 'stanza' is a verse 	<p>Pitch</p> <ul style="list-style-type: none"> -To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad. <p>Duration</p> <ul style="list-style-type: none"> -To know that different notes have different durations, and that crotchets are worth one whole beat. -To know that written music tells you how long to play a note for. <p>Notation</p> <ul style="list-style-type: none"> -To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play. 	<p>Dynamics</p> <ul style="list-style-type: none"> -To know that the word 'crescendo' means a sound getting gradually louder. <p>Pitch</p> <ul style="list-style-type: none"> -To know that some traditional music around the world is based on five notes called a 'pentatonic' scale. -To understand that a pentatonic melody uses only the five notes C D E G A 	<p>Pitch</p> <ul style="list-style-type: none"> -To know that Indian music uses all of the sounds in between the 12 'notes' that we are used to in western music. -To know that a 'rag' is the tune in traditional Indian music, and is often played on a stringed instrument called a 'sitar'. <p>Rhythm</p> <ul style="list-style-type: none"> -To know that a 'tala' is a set rhythm that is repeated over and over, usually on the drums called 'tabla'. <p>Texture</p> <ul style="list-style-type: none"> -To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music. <p>Duration</p> <ul style="list-style-type: none"> -To know that a 'drone' in music is a note that goes on and on, staying the same, a bit like someone humming a long-held note. 	

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Disciplinary Knowledge (Skills)	<p>Music taught throughout the year:</p> <ul style="list-style-type: none"> -Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. -Recognising and explaining the changes within a piece of music using musical vocabulary. -Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. -Beginning to show an awareness of metre. -Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work. -Composing a piece of music in a given style with voices and instruments. -Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. -Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance -Understanding that music from different parts of the world, and different times, has different features. -Combining melodies and rhythms to compose a multi-layered composition in a given style. -Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. -Performing from basic staff notation, incorporating rhythm and pitch and identifying these symbols using musical terminology -Suggesting and implementing improvements to their own work, using musical vocabulary.
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Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Theme	Body and Tuned Percussion		Changes in Tempo and Dynamics			Samba and Carnival sounds and instruments
Music Substantive Knowledge	<p>Structure</p> <ul style="list-style-type: none"> -To know that deciding the structure of music when composing can help us create interesting music with contrasting sections. <p>Texture</p> <ul style="list-style-type: none"> -To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'. -To know that a 'loop' in music is a repeated melody or rhythm. <p>Timbre</p> <ul style="list-style-type: none"> -To know that body percussion is using the different ways our bodies can move to make a range of rhythms and sounds <p>Dynamics</p> <ul style="list-style-type: none"> -To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music. 		<p>Texture</p> <ul style="list-style-type: none"> -To know that when you sing without accompaniment it is called 'A Cappella'. -To know that harmony means playing two notes at the same time that usually sound good together. <p>Structure</p> <ul style="list-style-type: none"> -To know that an ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice. <p>Notation</p> <ul style="list-style-type: none"> -To know that 'performance directions' are words added to musical notation to tell the performers how to play. 			<p>-To know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms.</p> <p>Duration</p> <ul style="list-style-type: none"> -To understand that the 'on beat' is the pulse of a piece of music, and the 'off beat' is beats that fall in between these. <p>Structure</p> <ul style="list-style-type: none"> -To understand that a rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms.

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Disciplinary Knowledge (Skills)	<ul style="list-style-type: none"> -Identifying gradual dynamic and tempo changes within a piece of music. -Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. -Developing melodies using rhythmic variation, transposition, inversion, and looping. -Creating a piece of music with at least four different layers and a clear structure. -Composing a coherent piece of music in a given style with voices, bodies and instruments. 		<ul style="list-style-type: none"> -Identifying gradual dynamic and tempo changes within a piece of music. -Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. -Identifying scaled dynamics (crescendo/diminuendo) within a piece of music. -Developing melodies using rhythmic variation, transposition, inversion and looping. -Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions. -Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. 			<ul style="list-style-type: none"> -Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. -Identifying common features between different genres, styles and traditions of music. -Creating a piece of music with at least four different layers and a clear structure. -Playing syncopated rhythms with accuracy, control and fluency.
	<p>Covered across all three units:</p> <ul style="list-style-type: none"> -Recognising the use and development of motifs in music. -Using musical vocabulary to discuss the purpose of a piece of music. -Recognising, naming and explaining the effect of the interrelated dimensions of music. -Beginning to improvise musically within a given style. -Using musical vocabulary when discussing improvements to their own and others' work. -Suggesting improvements to others work, using musical vocabulary. -Singing and playing in time with peers with accuracy and awareness of their part in the group performance. -Composing a coherent piece of music in a given style with voices, bodies and instruments. 					
Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Theme	Composition notation (Ancient Egypt)		Blues	South and West Africa		
Music Substantive Knowledge	<p>Notation</p> <ul style="list-style-type: none"> -To know that simple pictures can be used to represent the structure (organisation) of music. -To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note <p>Tempo</p> <ul style="list-style-type: none"> -To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad. <p>-To know that performing as a group means singing both in tune and in time.</p>		<p>Texture</p> <ul style="list-style-type: none"> -To understand that a chord is the layering of several pitches played at the same time. <p>Structure</p> <ul style="list-style-type: none"> -To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords. -To know that a loop is a repeated rhythm or melody, and is another word for ostinato. <p>Pitch</p> <ul style="list-style-type: none"> -To know that a 'bent note' is a note that varies in its pitch, e.g. the pitch may slide up or down. <p>History of Music</p>	<p>History of Music</p> <ul style="list-style-type: none"> -To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language. -To know that 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings. <p>Pitch</p> <ul style="list-style-type: none"> -To understand that major chords create a bright, happy sound. <p>Duration</p> <ul style="list-style-type: none"> -To know that poly-rhythm means many rhythms played at once. 		

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			-To know that ‘blues’ music aims to share feelings and blues songs tend to be about sadness or worry.	Dynamics, Pitch, Tempo -To know that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.		
Disciplinary Knowledge (Skills)	-Represent the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. -Develop confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others’ work. -Compose a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). -Select, discuss and refine musical choices both alone and with others, using musical vocabulary with confidence.		-Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. -Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. -Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.	-Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. -Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others’ work.		
	Covered across all three units: -Improvise coherently within a given style. -Combine rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. -Work as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. -Suggesting and demonstrating improvements to own and others’ work. -Sing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. -Use staff notation to record rhythms and melodies. -Comparing, discussing and evaluating music using detailed musical vocabulary.					

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Dynamics, Pitch and Tempo	Baroque			Composing a Leavers’ song
Music Substantive Knowledge		History of Music -To know that the conductor beats time to help the performers work well together. -To understand that improvisation means making up music ‘on the spot’. Texture -To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. Timbre	Structure -To know that music in which very similar parts are introduced one by one to overlap is called a canon. -To know that a canon is a musical structure or ‘form’ in which an opening melody is imitated by one or more parts coming in one by one. Texture -To know that a ‘polyphonic’ texture means lots of individual melodies layered together, like a canon.			Structure -To know that a chord progression is a sequence of chords that repeats throughout a song. Dynamics, Pitch, Tempo -To know that a melody can be adapted by changing its dynamics, pitch or tempo. Notation -To know that chord progressions are represented in music by Roman numerals

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		<p>-To know that timbre can also be thought of as ‘tone colour’ and can be described in many ways e.g. warm or cold, rich or bright.</p> <p>Notation -To know that graphic notation means writing music down using your choice of pictures or symbols but ‘staff notation’ means music written more formally on the special lines called ‘staves’.</p> <p>Pitch -To know that a melody can be adapted by changing its dynamics, pitch and tempo</p>	<p>-To know that a ‘counter-subject’ or ‘counter-melody’ provides contrast to the main melody. -To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.</p> <p>History of Music -To know that ground bass is a repeating melody played on a bass instrument in Baroque music.</p>			
<p>Disciplinary Knowledge (Skills)</p>		<p>-Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. -Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. -Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. -Recording own composition using appropriate forms of notation and/or technology. -Performing by following a conductor’s cues and directions</p>	<p>-Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. -Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. -Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. -Identifying the way that features of a song can complement one another to create a coherent overall effect. -Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. -Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</p>			<p>-Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. -Identifying the way that features of a song can complement one another to create a coherent overall effect. -Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. -Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. -Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. -Performing by following a conductor’s cues and directions</p>
<p>Covered across all three units:</p> <ul style="list-style-type: none"> -Performing a solo or taking a leadership role within a performance (some children). -Performing with accuracy and fluency from graphic and staff notation and from their own notation. -Constructively critique their own and others’ work, using musical vocabulary. -Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. -Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments. -Using musical vocabulary correctly when describing and evaluating the features of a piece of music. -Improvising coherently and creatively within a given style, incorporating given features. -Confidently using detailed musical vocabulary (related to the inter- related dimensions of music) to discuss and evaluate their own and others work. 						