

WHOLE SCHOOL LTP –

	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
FS	<p>Singing Rhymes/chants</p> <p>Listening-Classical Respond to music: express thoughts and feelings Music from other cultures.</p> <p>Musicianship Respond to pulse Fast and slow Start and stop Use and remember sequences and patterns of movements related to music and rhythm.</p>	<p>Singing Remember and sing entire songs.</p> <p>Listening Christmas music: respond, express thoughts and feelings</p> <p>Musicianship Look at, name and explore percussion instruments. Accompany chants & rhymes using a beat</p>	<p>Singing Action songs</p> <p>Listening-Pop Listen and match the pitch and tone sung by another person</p> <p>Musicianship Melodic shape of familiar songs High and low sounds and actions to accompany sounds.</p>	<p>Singing</p> <p>Listening</p> <p>Musicianship Exploration of natural materials and design (of percussion instruments) and impact on sound produced.</p> <p>Develop small motor skills to use a range of instruments safely and confidently.</p> <p>Dynamics and Tempo: Loud & quiet Fast & slow</p>	<p>Singing Songs from other countries</p> <p>Listening Music from other countries</p>	<p>Singing</p> <p>Listening</p> <p>Musicianship Play percussion instruments with increasing control to express feelings and ideas.</p> <p>Use simple graphic scores to show fast/slow, loud/quiet and number of times to play</p>
Y1	<p>Singing chants and rhymes</p> <p>Listening-Classical</p> <p>Musicianship <u>Pulse/Beat</u> Walk, move or clap a steady beat Change beat to tempo Body Percussion Respond to a pulse</p>	<p>Singing Christmas songs repetition and rhyme</p> <p>Verse/chorus</p> <p>Listening – Christmas (traditional music) How music differs at this time of year.</p>	<p>Singing Songs exploring long and short sounds. Echo singing</p> <p><i>Simple traditional hymns with verse/chorus structure and repeated phrases</i></p> <p>Listening</p>	<p>Singing Songs with a range of pitch and actions.</p> <p>Listening Classical Music</p> <p>Musicianship <u>Pitch</u> - Follow pictures to guide singing and playing</p> <p>Recognise how graphic notation can represent</p>	<p>Singing Action songs</p> <p>Listening Classical</p> <p>Composing (Jack and Beanstalk) Create musical sound effects and short sequences to accompany a story.</p>	<p>Singing Range of call and response songs to control vocal pitch and match the pitch they hear with accuracy.</p> <p>Learning songs from memory.</p> <p>Verse chorus structure</p> <p>Singing to perform.</p> <p>Listening</p>

	<p><u>Rhythm</u> – copycat rhythms Repeating rhythm patterns Perform word patterns</p>	<p>Musicianship Pitch – high/low Sing familiar songs in high & low voices</p>	<p>Samba and Blues</p> <p>Identify long and short sounds in music.</p> <p>Musicianship Long and short sounds-duration</p> <p>Explore the sounds percussion instruments can make: long and short sounds</p> <p>Follow graphic scores to play long and short sounds.</p> <p>Composing Create sequences of long and short sounds.</p>	<p>sounds in different ways. Explore and invent own symbols for Create own sound effects and sort sequences.</p> <p>Hold and use percussion instruments correctly</p>	<p>Create and perform own rhythmic patterns</p> <p>Musicianship Explore percussion sounds to enhance story telling Ascending notes Dynamics: fast/slow, loud/quiet</p> <p>Beats and rhythms to replicate sounds</p>	<p>Pop Music</p> <p>Musicianship</p>
Y2	<p>Singing Songs to teach pitch. Know meaning of dynamics and tempo.</p> <p>Listening Classical</p> <p>Musicianship</p>	<p>Singing Christmas songs: Sing songs with increasing vocal control. Respond to leader’s directions. Tempo – fast/slow</p>	<p>Singing Singing games and songs to show pitch intervals. Match voices to given intervals. Sing short phrases independently and as part of a group.</p>	<p>Singing Follow the direction of a leader/conductor.</p> <p>Listening Sea Shanties (Call and response)</p> <p>Musicianship <u>Rhythm</u></p>	<p>Singing Sing songs with range of pitch and with increasing vocal control. Duration of notes Breathing/phrasing</p> <p>Listening Rock and Roll</p>	<p>Singing Wide range of songs performed from memory.</p> <p>Listening Classical Listen to a story told through music and action. Identify sounds used to represent characters.</p>

	<p><u>Pulse/Beat</u> Speed of beat can change (tempo) Mark the beat by tapping/clapping walking Group beats in twos and threes- Identify beat groupings in music-conduct in 2, 3 and 4.</p> <p><u>Rhythm</u> Copycat rhythms Create rhythms using word phrases</p> <p><u>Notation</u> Read rhythm patterns and clap or chant them using stick notation-crotchets, quavers and crotchet rest</p>	<p>Respond to pitch changes in short melodic phrases.</p> <p>Listening</p> <p>Musicianship Visual symbols- crescendo, decrescendo and pause</p> <p><u>Rhythm</u> Read rhythm patterns. Clap or chant them Create and perform</p> <p><u>Notation</u> stick notation: crotchets</p>	<p>Listening Pop</p> <p>Musicianship <u>Pitch</u> Respond to pitch through actions - hand movements moving up and down.</p> <p><u>Notation</u> Recognise dot notation and match it to 3-note tunes using tuned percussion-glockenspiels.</p> <p>Recognise that notes sit on a stave and relate where they are on the stave to the pitch they will make.</p> <p>Crotchets, quavers and rests.</p>	<p>Copy-cat rhythms with body percussion and untuned instruments.</p> <p>Composing Create simple question and answer phrases to be sung and played on untuned percussion instruments, creating musical conversations. Long and short sounds</p>	<p>Musicianship <u>Rhythm</u> Copy -cat rhythms <u>Notation</u> Reading stick notation that represent crotchets, quavers and crotchet rests. <u>Pitch</u> Recognise dot notation high and low</p>	<p>Discuss atmosphere and character created by specific instruments</p> <p>Composing Create music in response to a non-musical stimulus. Compose a similar story supported by musical representation</p>
Y3	Singing	Singing	Singing Dynamics	Singing	Singing Sea Shanties	Singing

	<p>Songs with variety of structures. Verse chorus etc</p> <p>Listening-Classical</p> <p>Musicianship Walk, move or clap a steady beat Change beat as tempo changes. Beat and rhythm <u>Reading Notation</u> Crotchets, quavers and rests</p> <p>Differences between crotchets and paired quavers (Y4)</p> <p>Apply word chants to rhythms.</p>	<p>Sing wide range of unison songs, range of pitch, sing tunefully and with expression. Perform as a choir</p> <p>Listening Traditional Christmas-Classical</p> <p>Musicianship Explore rhythmic patterns through singing and familiar music</p>	<p>Listening Pop</p> <p>Musicianship <u>Reading Notation</u> Apply word chants to rhythms. Understand how to link each syllable to one musical note.</p>	<p>Unison songs-musicality in singing</p> <p>Listening Classical (Beginning, middle and end- Nutcracker</p> <p>Composing Structure musical ideas to create music that has a beginning, middle and end. Compose in response to different stimuli (art work).</p>	<p>Traditional songs Unison and simple 2-part</p> <p>Listening Musical Traditions</p> <p>Musicianship <u>Reading notes on the stave</u> Re-visit the stave: lines, spaces and clef. Use dot notation on a stave to show higher or lower pitch. Note values: crotchets, quavers and rests.</p> <p>Performing Develop facility in playing tuned percussion (glockenspiel). Play and perform simple melodies following staff notation and the notes C-E</p>	<p>Hymns-perform as a choir in assemblies (1st Holy Communion)</p> <p>Listening Music Traditions</p> <p>Musicianship</p> <p>Performing Perform in groups Use a range of pitch and varied styles of music and musical structures-verse/chorus/repeated phrases/2 parts.</p> <p>improvise using tuned/untuned percussion, voice or other instruments, inventing short 'on the spot' responses.</p>
<p>Y4 All learn recorder following Shirley Hughes book.</p>	<p>Singing Sing in rounds and partner songs in different time signatures</p> <p>Listening-Classical Recorder Music- Baroque/20th century (iFlautisti)</p>	<p>Singing Sing with a broad range of pitch, in unison. Perform a range of songs in school as assemblies and performances.</p>	<p>Singing Familiar songs from memory-hymns</p> <p>Listening Disco and Pop</p> <p>Musicianship <u>Reading Notation</u> Play uniform melodies following</p>	<p>Singing Follow dynamic and phrasing directions given by leader</p> <p>Listening 20th Century</p> <p>Musicianship <u>Reading Notation</u> Play uniform melodies following staff notation</p>	<p>Singing Songs in different time signatures.</p> <p>Listening Classical</p> <p>Musicianship Improvise using a limited range of pitches on the instrument they are now learning.</p>	<p>Singing Perform range of songs in school assemblies-hymns for Mass</p> <p>Listening Different Traditions</p> <p>Compose Explore a developing knowledge of musical components by composing</p>

	<p>Musicianship <u>Reading Notation</u> Develop basic skills of a selected musical instrument - recorder</p> <p>Read and perform pitch notation from a staff. Time signatures</p>	<p>Listening Traditional Christmas various genres</p> <p>Musicianship Follow directions for crescendo and decrescendo</p>	<p>staff notation notes B, A, G Understand the differences between minims, crotchets, paired quavers and rests. Read and perform pitch notation within a defined range-notes B-G on recorder. Follow and perform simple rhythmic scores to a steady beat.</p>	<p>introduce notes E, high C and high D. Play in on own, group or whole-class. Compose Combine known rhythmic notation with letter names to create short phrases on instrument . Create sequences with notation cards; arrange into bars. Record creative ideas using graphic symbols, staff notation rhythm notation</p>	<p>Performing Perform in 2 or more parts from simple notation using the instruments.</p> <p>Identify static (constant sound) and moving parts (melody) in a piece of music.</p>	<p>music to create a specific mood. Introduce major and minor chords – to show mood in music Begin to make compositional decisions about the overall structure of improvisations/compositions.</p>
Y5	<p>Singing 3-part rounds, partner songs and songs with verse and chorus structure. Listening Classical Performance Develop skill of playing by ear on tuned instruments.</p> <p>Instrumental Performance</p>	<p>Singing Sing a range of songs from an extended repertoire with a sense of ensemble and performance. Include phrasing, accurate pitch and appropriate style.</p> <p>Listening Various genres- Christmas Perform</p>	<p>Musicianship <u>Reading Notation</u> Play melodies on tuned percussion following staff notation written on the stave.</p> <p>Listening Classical</p> <p>Performing Perform a range of repertoire pieces and arrangements</p>	<p>Singing Sing songs from memory/parts from memory. Solo and group singing. Listening Jazz/Blues</p> <p>Improvisation Improvise freely over a drone, developing sense of shape and character using voice, tuned percussion and melodic instruments.</p>	<p>Singing Harmony</p> <p>Listening Musical Traditions</p> <p>Composing Use chords to evoke a certain atmosphere or mood. Create music to set a scene. Compose melodies which are enhanced by rhythmic or chordal</p>	<p>Singing Partner songs and songs with verse chorus structure. Following score to show pitch of notes and musical direction.</p> <p>Listening 20th Century</p> <p>Compose Ternary form Explore ternary form and in pairs, compose a short piece in ternary form.</p>

	<p>How triads are formed and play on tuned percussion. Perform/compose simple chordal accompaniments.</p> <p>Improvise Improvise over a drone, developing sense of shape and character, using tuned instruments.</p>	<p>a range of songs in school performance opportunities.</p> <p>Musicianship <u>Reading Notation</u> Play melodies on tuned percussion following staff notation written on the stave Differences between semibreves, minims, crotchets, quavers, paired quavers, crotchets rests. Read and perform pitch notation within an octave.</p>	<p>combining acoustic instruments. Understand how triads are formed and play them on tuned percussion and melodic instruments. Perform accompaniments to simple, familiar songs.</p>	<p>Experiment using a wider range of musical elements.</p>	<p>accompaniment. (keyboards)</p> <p>Capture and record creative ideas using graphic symbols, staff notation</p>	
Y6	<p>Singing Round singing 3 and 4 -part rounds,</p> <p>Listening Music Traditions- Gamalan</p> <p>Improvise Cyclic patterns-create music that includes repetition and</p>	<p>Singing Perform a range of songs as a choir in school assemblies, school performances.</p> <p>Listening Traditional Christmas-variety of genres.</p>	<p>Singing Rhythm and phrasing</p> <p>Listening Rock and Pop</p> <p>Composition Plan and compose an 8 or 16 beat melodic phrase using the</p>	<p>Singing Identify and use more complex structures in songs.</p> <p>Listening Varied</p> <p>Instrumental Performance Writing and performing own songs using a range</p>	<p>Singing Create appropriate style though singing- syncopated rhythms.</p> <p>Listening Jazz and Blues</p> <p>Improvise Create music with multiple sections that</p>	<p>Singing Year 6 performance Singing a broad range of songs, including those with syncopated rhythms...with a sense of ensemble and performance. Observe rhythm, phrasing, accurate pitch and appropriate style.</p>

	<p>contrast (Gamalan Music)</p> <p>Compose Enhance melodies with rhythmic contrasts.</p>		<p>pentatonic scale (C, D, E, G, A) and incorporate rhythm variety. Play and notate this melody.</p>	<p>of musical devices including; melodies, rhythms, chords, lyrics, tempo, pitch.</p>	<p>include repetition and contrast.</p> <p>Compose Melodies made from pairs of phrases which can be enhanced by rhythmic or chordal accompaniment. (Song writing)</p>	<p>Listening Musical/Opera/Film Instrumental Performance</p>
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