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LTP for Music 2022-23 onwards



Each topic will start with time spent discussing what has previously been learnt and how the current topic will build on previous learning. Key subject specific vocabulary will be taught in each topic.

EYFS do not have their own LTP for Music as they learn based on Development Matters and are assessed on the ELGs in June.

| NC Objectives Pupils should be taught to: ♣ use their voices expressively and creatively by singing songs and speaking chants and rhymes ♣ play tuned and untuned instruments musically ♣ 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. | What are we learning in Willow Class? | | | | | | |
|---|--|--|---|---|--|--|---|
| | COMPOSITION | INSTRUMENTS | | IMPROVISATION | SINGING | NOTATION | HISTORY |
| | Improvised composition using sounds to represent a picture /scene/emotion. | Experiment playing tuned/untuned percussion in groups starting to use different effects such as dynamics (loud, quiet) | | Create own improvised sound effects inspired by stories and poems using a range of untuned instruments and vocal sounds. Begin to experiment with different types of sound (e.g. loud/quiet). | Begin to sing simple songs with expression explore creative ways in which the voice can be used. | Read and create own graphic scores using given graphics | Model Music Curriculum playlist (see below) plus Community Time music listening |
| | Tier 2 Vocab Improvise Compose | Instruments Loud/Quiet High/low | Combine Fast/slow | Improvise Sound Direction Hand signals | Voice Tune Expression | Graphic Score Copycat | History |
| | Tier 3 Vocab Elements of music | Dynamics Tuned Untuned | | Sound effects | Melody Chant Vocal sounds Pitch | Rhythm Graphic score | Orchestra families: string, woodwind, brass, percussion |
| | STRUCTURE | PITCH | RHYTHM | TIMBRE | TEXTURE | DYNAMICS | TEMPO |
| | Show awareness of structure – listen to and distinguish between a verse and chorus | Read and write graphic representations of rising and falling pitch | Clap/sing back rhythms and play rhythmic games Play rhythms on tuned and untuned instruments | Choose sounds to match pictures, scenes, stories, emotions etc. | Sing in rounds. Play untuned instruments in unison | Play sounds getting louder and getting softer Listen to and identify loud and soft dynamics | Play untuned instruments at fast and slow tempos and moving between the two i.e. getting faster, getting slower Describe music as fast or slow |
| PROGRESSION AND SEQUENCING-From Lower EYFS | | | | | | | |
| Sing and recognise high and low pitch Move to rhythms e.g. skipping, marching/Recognise that sounds are made in a variety of ways Sing in unison Play loud and soft sounds Move appropriately to music at different speeds e.g. running, crawling Experiment with making sounds (voice and percussion). Explore and experiment with untuned and body percussion. Practise improvising using voice and untuned instruments/body percussion through copy-back and answer games, etc. | | | | Start to sing simple songs, nursery rhymes and chants holding a melody line. Represent ideas, thoughts and feelings through pictorial representations of music. Sing songs with verse/chorus structure/Recognise repetition | | | |

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|---|--|--|---|---|--|---|---|
| | COMPOSITION | INSTRUMENTS | | IMPROVISATION | SINGING | NOTATION | HISTORY |
| | Rehearsed composition using sounds to represent a picture /scene/emotion. | Develop playing tuned/untuned percussion to create short rhythmic patterns and vary the tempo. | | Continue to develop use of improvisation for singing and composition. | Continue to sing songs expressively and creatively. Begin to show an awareness of pitch. | Learn minims, crotchets and quavers through rhythmic word association. | Model Music Curriculum playlist (see below) plus Community Time music listening |
| | Tier 2 Vocab Rehearse | Fast Slow | | Repeated pattern Clapping Beat | Expressive Rise Fall | Getting louder Getting quieter | Listening Concentration Respond |
| | Tier 3 Vocab Verse Chorus | Tuned Untuned Percussion | Tempo Found sounds Body/vocal | Ostinato | Pitch Pitch matching | Minims/Crotchets Quavers Crescendo | Beat Steady beat (Specific instruments) |
| | STRUCTURE | PITCH | RHYTHM | TIMBRE | TEXTURE | DYNAMICS | TEMPO |
| | Show awareness of structure – listen to and distinguish between a verse and chorus | Read and write graphic representations of rising and falling pitch | Clap/sing back rhythms and play rhythmic games Play rhythms on tuned and untuned instruments | Choose sounds to match pictures, scenes, stories, emotions etc. | Sing in rounds. Play untuned instruments in unison | Play sounds getting louder and getting softer Listen to and identify loud and quiet dynamics | Play untuned instruments at fast and slow tempos and moving between the two i.e. getting faster, getting slower Describe music as fast or slow |
| PROGRESSION AND SEQUENCING-From Willow | | | | | | | |
| Improvised composition using sounds to represent a picture /scene/emotion. Experiment playing tuned/untuned percussion in groups starting to use different effects such as dynamics (loud, quiet) Create own improvised sound effects inspired by stories and poems using a range of untuned instruments and vocal sounds. Begin to experiment with different types of sound (e.g. loud/quiet). | | | | Begin to sing simple songs with expression explore creative ways in which the voice can be used. Read and create own graphic scores using given graphics | | | |

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|---|--|--|---|--|---|---|---|--|
| | COMPOSITION | | INSTRUMENTS | | IMPROVISATION | SINGING | NOTATION | HISTORY |
| | Basic rhythmic or melodic composition as a class or in groups. | | Select appropriate instruments for compositions and start to perform in groups for a specific audience. Begin to explore instruments from different cultures. | | Begin to explore basic rhythmic patterns to compose a piece. Begin to practise and improvise compositions as a group to perform to a specific audience. | Hold a melody line with confidence showing control in their singing. | Reading notated rhythms on a single line without word association. | Model Music Curriculum playlist (see below) plus Community Time music listening |
| | Tier 2 Vocab Tune | | Explore Sound | | Audience Piece | Confidence Control High/low | Notation Dot notation | Binary |
| | Tier 3 Vocab Melody | | Timbre Multi-timbral | | Ostinato | Pitch Melody Choir Bass | Rhythmic Forte Notation piano Quavers | Repertoire Baroque |
| | STRUCTURE | PITCH | | RHYTHM | TIMBRE | TEXTURE | DYNAMICS | TEMPO |
| | Compose using given forms e.g. verse/chorus, A B A etc. | Compare high and low pitch in music Read and write notes A to C progressing to A to E | | Read minims, crotchets, quavers and crotchet rests Read and write minims, crotchets and quavers | Recognise the sounds of individual instruments | Sing and play untuned instruments together Sing in parts. Play tuned instruments in unison | Describe changes in dynamics Introduce the terms and symbols for <i>forte</i> and <i>piano</i> | Compare music using the terms faster or slower Describe changes in tempo in music |
| PROGRESSION AND SEQUENCING-From KS1 | | | | | | | | |
| Show awareness of structure – listen to and distinguish between a verse and chorus Read and write graphic representations of rising and falling pitch Clap/sing back rhythms and play rhythmic games Play rhythms on tuned and untuned instruments Choose sounds to match pictures, scenes, stories, emotions etc. Sing in rounds. | | | | Play untuned instruments in unison Play sounds getting louder and getting quieter Listen to and identify loud and soft dynamics Play untuned instruments at fast and slow tempos and moving between the two i.e. getting faster, getting slower Describe music as fast or slow | | | | |

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|---|--|--|---|---|--|---|
| | COMPOSITION | INSTRUMENTS | IMPROVISATION | SINGING | NOTATION | HISTORY |
| | Student-led ensemble in groups using tuned and/or untuned instruments. | Start to take turns in leading the group. Develop performing skills on both classroom instruments and individual instruments such as the ocarina. Understand and use the correct techniques for a range of tuned/untuned percussion. Continue to use individual instruments confidently. | Continue to use expression when singing in groups and individually. Perform in student-led ensemble groups using tuned or untuned instruments and improvise with rhythm and expression. | Show confidence in part singing; sing with increasing control and expression individually and in groups. | Reading and writing notes A – G on a three-line staff, inc. bar lines and time signatures. Progress to a full staff. | Model Music Curriculum playlist (see below) plus Community Time music listening |
| | Tier 2 Vocab Groups Individual | Technique Skills Perform | Contribution | Control | Notes | Accompaniment Amplify |
| Tier 3 Vocab Ensemble 7 Elements of Music | Ocarina | Harmony | Crescendo Diminuendo | Bar lines Stave Time signatures p, mp, pp, f,mf,ff | Renaissance Fanfare | |
| STRUCTURE | PITCH | RHYTHM | TIMBRE | TEXTURE | DYNAMICS | TEMPO |
| Choose a suitable structure for a composition | Read and write notes A to G Read and write middle C to top G | Read and write minims, crotchets, quavers and rests | Recognise the sounds of individual instruments playing in an ensemble and their contribution to the overall sound | Play tuned and untuned instruments in two parts: rhythmic and melodic lines Play three-part ensembles e.g.rhythm, harmony and melody | Introduce the terms and symbols for <i>crescendo</i> and <i>diminuendo</i> Use and understand <i>pp</i> , <i>p</i> , <i>mp</i> / <i>mf</i> , <i>f</i> <i>ff</i> / <i>cresc</i> / <i>dim</i> . | Introduce musical language for tempo e.g. <i>lento</i> , <i>allegro</i> Develop musical language for tempo e.g. <i>andante</i> , <i>presto</i> |
| PROGRESSION AND SEQUENCING-From KS1 and Beech Cycles A/B | | | | | | |
| Compose using given forms e.g. verse/chorus, A B A etc. Compare high and low pitch in music Sing and play untuned instruments together Sing in parts. Play tuned instruments in unison | | | Describe changes in tempo in music Describe changes in dynamics Introduce the terms and symbols for forte and piano Compare music using the terms faster or slower | | | |

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|---|--|---|--|---|---|--|
| | COMPOSITION | INSTRUMENTS | IMPROVISATION | SINGING | NOTATION | HISTORY |
| | Layered composition (e.g. rhythm and melody) as class or in groups. | Develop skills to play tuned/untuned percussion instruments in groups and learn to recognise the importance of individual roles in an ensemble. | Begin to practise using expression in their singing and develop listening to improvise as a group. | Begin to sing in parts, showing expression and an understanding of pitch. | Reading and writing notes A – C on a single line, progressing to A – E on two lines. | Model Music Curriculum playlist (see below) plus Community Time music listening |
| | Tier 2 Vocab Layers | Compare Style | Practise/practice | Leaps Steps | Notes | Structure |
| | Tier 3 Vocab Texture | Musical accent Chord | Polyrhythms | Rests Unison Harmony In parts Quartet Duet | Staff notation Pentatonic | ABA Ternary 'Classical' |
| PROGRESSION AND SEQUENCING-From Lower KS2/Cycle A & B | | | | | | |
| STRUCTURE | PITCH | RHYTHM | TIMBRE | TEXTURE | DYNAMICS | TEMPO |
| Compose using given forms e.g. verse/chorus, A B A etc. | Compare high and low pitch in music Read and write notes A to C progressing to A to E | Read minims, crotchets, quavers and crotchet rests Read and write minims, crotchets and quavers | Recognise the sounds of individual instruments | Sing and play untuned instruments together Sing in parts. Play tuned instruments in unison | Describe changes in dynamics Introduce the terms and symbols for <i>forte</i> and <i>piano</i> | Compare music using the terms faster or slower Describe changes in tempo in music |
| Show awareness of structure – listen to and distinguish between a verse and chorus Read and write graphic representations of rising and falling pitch Clap/sing back rhythms and play rhythmic games Play rhythms on tuned and untuned instruments Choose sounds to match pictures, scenes, stories, emotions etc. Sing in rounds. Play untuned instruments in unison | | | Play sounds getting louder and getting quieter Listen to and identify loud and soft dynamics Play untuned instruments at fast and slow tempos and moving between the two i.e. getting faster, getting slower Describe music as fast or slow | | | |

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|---|--|---|---|---|---|---|---|---|---|--|---|--|
| | COMPOSITION | | INSTRUMENTS | | IMPROVISATION | | SINGING | | NOTATION | | HISTORY | |
| | Student-led ensemble in groups using tuned and/or untuned instruments to convey an emotion or message (lyrics could be used here). | | Start to take turns in leading and directing the group. Develop performing skills on both classroom instruments and individual instruments such as steel pans Understand and use the correct techniques for a range of tuned/untuned percussion. Continue to use individual instruments confidently. | | Continue to use expression when singing in groups and individually. Perform in student-led ensemble groups using tuned or untuned instruments and improvise with rhythm and expression. | | Show an awareness of musical shaping in their singing; show fluency, expression and accuracy and begin to show a balancing of dynamics when singing in parts. | | Reading and writing notes middle C to top G on a treble clef staff, incorporating bar lines, time signatures and rests. | | Model Music Curriculum playlist (see below) plus Community Time music listening | |
| | Tier 2 Vocab Message | | Directing Attack | | Accurate | | Shaping Balance | | Flat Sharp | | Articulation | |
| | Tier 3 Vocab | | Conductor Musicianship | | Andante Largo Presto Allegro | | Musical shaping | | Middle C Treble clef | | A cappella Romantic period | |
| | STRUCTURE | PITCH | RHYTHM | TIMBRE | TEXTURE | DYNAMICS | | TEMPO | | | | |
| | Choose a suitable structure for a composition | Read and write notes A to G Read and write middle C to top G | Read and write minims, crotchets, quavers and rests | Recognise the sounds of individual instruments playing in an ensemble and their contribution to the overall sound | Play tuned and untuned instruments in two parts: rhythmic and melodic lines Play three-part ensembles e.g. rhythm, harmony and melody | Introduce the terms and symbols for <i>crescendo</i> and <i>diminuendo</i> Use and understand <i>pp</i> , <i>p</i> , <i>mp/mf</i> , <i>f</i> <i>ff/cresc/dim</i> . | | Introduce musical language for tempo e.g. <i>lento</i> , <i>allegro</i> Develop musical language for tempo e.g. <i>andante</i> , <i>presto</i> | | | | |
| PROGRESSION AND SEQUENCING-From Lower KS2/Cycle A & B | | | | | | | | | | | | |
| Compose using given forms e.g. verse/chorus, A B A etc. Compare high and low pitch in music Sing and play untuned instruments together | | | | | Sing in parts. Play tuned instruments in unison Describe changes in dynamics Introduce the terms and symbols for forte and piano Compare music using the terms faster or slower Describe changes in tempo in music | | | | | | | |



Useful planning tools

- **Glossary of musical terms**
- **Year group Powerful Knowledge and Skills from formative assessment spreadsheet:**
 1. Singing with singing repertoire from Model Music Curriculum
 2. Musicianship
 3. Notation
 4. Improvisation, Composition and Performance
- **Topic titles for each class**
- **Handy progression flow charts for each Element of Music**

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| Glossary of Tier 2 and Tier 3 vocabulary | | | | | |
|--|--|------------------|--|--------------|---|
| Untuned | Able to produce sounds of indefinite pitch | Dynamics | Volume | Steel Pans | Originating Trinidad and Tobago |
| Percussion | Instruments played by striking or shaking | Pitch | Degree of highness/lowness of a tone | Djembes | African drums from Ghana |
| Body percussion | Sounds produced by the body | Composing | Creating an original piece of music | Glockenspiel | Instrument with tuned metal pieces |
| Found sounds | When we find sounds to make music with | Improvising | Creating music in the moment | Xylophone | Instrument with tuned wooden pieces |
| Vocal sounds | Sounds made with the voice and mouth | Notation | How music is written down | Ensemble | A group of musicians playing together |
| Verse | Writing, usually in rhyme | Graphic Notation | Pictorial representations of musical sounds | Tuned | Able to produce notes of a particular pitch |
| Chorus | Part of a song repeated after each verse | Staff Notation | Formal music written on a stave | Rhythm | Regular repeated pattern of sound |
| 7 Elements of Music | Ingredients of music | Melody | Tune | Unison | Singing or playing together as one |
| Tempo | Speed | Harmony | Combination of sounds creating a pleasant effect | | |
| Timbre | Quality of sound | Crescendo | Getting louder | | |
| Texture | Layers of sound | Decrescendo | Getting quieter | | |
| Structure | Order of the music | Polyrhythms | More than one rhythm going at the same time | | |

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| Singing Formative Powerful Knowledge and Skills | |
|--|--|
| Year 1 | Year 4 |
| Singing simple songs, chants and rhymes from memory | Singing unison songs with octave range |
| Singing collectively at the same pitch | Pitching accurately |
| Responding to simple visual directions | Crescendo and decrescendo following directions |
| Responding to counting in | Rounds and partner songs in 2,3,4 time |
| Small range: mi-so including pentatonic songs | Sing repertoire with small and large leaps |
| Call and response songs | Simple harmony |
| Control of vocal pitch and matching pitch with accuracy | Perform range of songs in school assemblies |
| Year 2 | Year 5 |
| Sing songs with a pitch range of do-so with increased vocal control | ...as part of a choir |
| Songs with a small pitch range, pitching accurately | ...with sense of ensemble and performance |
| Know meaning of dynamics and tempo and be able to demo when singing by responding to leader's direction and visual symbols < > | Observe phrasing |
| | Observe accurate pitching |
| Year 3 | Observe appropriate style |
| Singing unison songs with do-so range | 3 part rounds |
| Perform forte and piano | Partner songs |
| Perform action songs in time | Songs with verse and chorus |
| Walk, move to or act a steady beat with others | Year 6 |
| Change the tempo as the tempo of the music changes | Singing with syncopated rhythms |
| Perform as a choir in school assemblies | ...as part of a choir |
| | ...with sense of ensemble and performance |
| | Observe rhythm |
| | Observe phrasing |
| | Observe accurate pitching |
| | Observe appropriate style |
| | 3 part round |
| | 4 part round |
| | Partner songs |
| | School performance opportunities |

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Singing repertoire

- Sing for Pleasure: *Boom Chicka Boom*
- Voices Foundation: *Have you Brought your Whispering Voice?*
- Voices Foundation: *Hello, How are You*
- Banoe: *Copy Kitten*
- Voicelinks: *I'm a Train*
- Bounce High, Bounce Low
- Singing Sherlock: *Dr Knickerbocker*
- Dragon Dance
- Trad. Bangladesh: *Mo matchi (Song of the Bees)*
- Trad. Ghana: *Kye Kye Kule*
- Trad. England: *An Acre of Land*

- Little Sally Saucer
- Trad. *Star Light, Star Bright, First Star I See Tonight*
- Trad. *Hey, Hey, Look at Me*
- Trad. *Rain, Rain Go Away*
- Trad. *Acka Backa*
- Voicelinks: *The King is in the Castle*
- Young Voiceworks: *Ebenezer Sneezer*
- Trad. *Oats and Beans and Barley Grow*
- Singing Sherlock 1: *Teddy Bear Rock n Roll*
- Trad. *Oliver Cromwell*
- Trad. *Lovely Joan*
- Trad. *Searching for Lambs*
- Voicelinks: *Fireworks*
- Trad. Bangladesh: *Hatti – ma tim tim (An Imaginary Bird)*
- Trad. Bangladesh: *Charti Kula beng (Four Fat Frogs)*
- Trad. Australia: *I Got Kicked by a Kangaroo*
- Trad. America: *Built My Lady a Fine Brick House*
- Sing Up: *Paintbox*

- Sing Up: *Heads and Shoulders*
- Singing Sherlock 2: *Si, Si, Si*
- Flying a Round: *To stop the train*
- Trad. Japan: *Kaeru no uta*
- Trad. Morocco: *A ram sam sam/Pease Pudding Hot*
- Trad. Bangladesh: *Now charia de (A Boatman's Song)*
- Junior Songscape: *Listen to the Rain*
- Voicelinks: *Extreme Weather*
- Sing Up: *Skye Boat Song*
- Trad. Ireland: *Be Thou My Vision*
- Junior Voiceworks 1: *Now The Sun Is Shining*
- Voiceworks 1: *Candle Light*
- Singing Sherlock 2: *Shadow*
- Singing Express 3: *Mirror*
- Trad. England: *Ah! Poor bird/Hey, Ho! Nobody home/Rose*

- Junior Voiceworks 1: *Calypso*
- Junior Voiceworks 2: *Our Dustbin*
- Voiceworks 1: *Hear the Wind*
- Kendrick: *Servant King*
- *Happy Birthday*
- Great Weather Songs: *Long Journey*
- Great Celebration Songs: *World in Union*
- Sing Up: *Just like a Roman*
- Trad. Ghana: *Namuma*
- Sing for Pleasure: *Ghosts*
- Sing for Pleasure: *Lost in Space*

- Trad. Ireland: *Danny Boy*
- Kodály: *Rocky Mountain*
- Kodály: *My Paddle*
- *High Low Chickalo*
- *Ally Ally O*
- Trad. Caribbean: *Four White Horses*
- Trad. Uganda: *Dipidu*
- *Are You Ready?*
- *Row, Row, Row your Boat*

- Trad. South Africa: *Siyahamba*
- Junior Voiceworks 1: *Calypso*
- Sing Up: *Touch the Sky*
- Sing Up: *Dona Nobis Pacem*
- Sing Up: *We are the Champions*
- British National Anthem – *God Save the Queen*
- Sing Up: *We Go Together*
- Trad. Ghana: *Senwa de Dende*
- Sing Up: *Be the Change*
- Sing Up: *One Moment, One People*
- Sing Up: *There's a Power in the Music*

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| Musicianship Powerful Knowledge and Skills | |
|--|---|
| Year 1 | Year 2 |
| Pulse/Beat | Pulse/Beat |
| Walk, move, clap a steady beat with other | Understand speed of the beat can change creating faster or slower tempo |
| Change the tempo of the beat | Mark the beat of a listening piece by tapping or clapping, recognising changes in tempo |
| Use body percussion to play ostinati | Walk in time to the beat |
| Use classroom percussion to play ostinati | Know left and right |
| Use tuned instruments to maintain a steady beat | Begin to group beats in 2s and 3s by tapping knees on first beat and clapping remaining beats |
| Respond to pulse in recorded/live music through movement and dance | Identify beat groupings in familiar music |
| Rhythm | Rhythm |
| Perform short copycat rhythm patterns accurately led by teacher | Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion |
| Perform ostinati while keeping time with steady beat | Create rhythms using word phrases |
| Perform word-pattern chants | Read and respond to chanted rhythm patterns and represent them with stick notation, inc crotchets, quavers and crotchet rest |
| Pitch | Pitch |
| Listen to sounds in local school environment, comparing high and low | Create and perform own chanted rhythm patterns with the same stick notation |
| Sing familiar songs in both high and low voices | Pitch |
| Explore percussion sounds to enhance storytelling | Play a range of singing games based on the cuckoo interval matching voices accurately, supported by a leader playing the melody |
| Follow picture and symbols to guide singing and playing)0 0 0 0 | Sing short phrases independently within a singing game or short song |
| | Respond independently to pitch changes in short melodic phrases, indicating with actions |
| | Recognise dot notation and match it to 3-note tunes played on tuned percussion |

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Notation

| | Year 3 | Year 4 | Years 5 & 6 |
|---|---------------------------|---------------------------|--------------------------------|
| Crotchets | ✓ | ✓ | ✓ |
| Paired quavers | ✓ | ✓ | ✓ |
| Minims | ✓ | ✓ | ✓ |
| Semibreves | | | ✓ |
| Semiquavers | | | ✓ |
| Rests | | ✓ | ✓ |
| Time signatures 2/4, 3/4 and 4/4 | | | ✓ |
| Fast (<i>allegro</i>), slow (<i>adagio</i>) | ✓ | ✓ | ✓ |
| Getting faster (<i>accelerando</i>), getting slower (<i>rallentando</i>) | | ✓ | ✓ |
| Stave, lines and spaces, clef*, reading dot notation | ✓ do-me Range of a 3rd | ✓ do-so Range of a 5th | ✓ do-do' Range of an octave |
| Loud (<i>forte</i>) | ✓ | ✓ | ✓ |
| Quiet (<i>piano</i>) | ✓ | ✓ | ✓ |
| Getting louder (<i>crescendo</i>), Getting softer (<i>decrescendo</i>) | | ✓ | ✓ |

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LTP for Music 2022-23 onwards



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Year 3 Improvising and Composing Powerful Knowledge and Skills

Improvising

Improvising using voice, tuned and untuned percussion
On the spot responses to limited note range
Echo and answer question phrases
Beginning, middle and end
Respond to different stimuli

Composing

Combine rhythmic notation with do-re-mi, rising and falling
Compose song accompaniments on untuned percussion using known rhythms and note values

Performing

Play tuned percussion or melody instrument (ocarina)
Play and perform melodies do-mi following staff notation
Use listening skills to correctly order dot notation do-mi
Solo copy stepwise melodic phrases at adagio and allegro
Extend to question and answer phrases

Year 4

Improvising

Improvise using limited range of pitches on the instrument they are now using
Legato and staccato

Composing

Combine rhythmic notation with letter names for pentatonics
Arrange rhythmic notation cards for minim, crotchet, paired quaver and crotchet rest to create sequences of 2,3,4-beat phrases arranged into bars

Explore musical components (elements) to compose music for specific mood

Major and minor chords

Include steel pans to expand range of composing instruments

Capture and record music: graphic, dot, staff, rhythmic and technology

Performing

Basic skills of a selected instrument
Perform from staff notation: do-so
Melody and accompaniment

Year 5

Improvising

Over a drone developing sense of shape and character
Over a groove responding to beat, melodic shape, dynamics

Composing

Melodies comprised of pairs of phrases in C major or A minor
Enhance melody with rhythm
Enhance the melody with chords
Paired ternary piece
Chords to evoke atmosphere, mood environment
Compose to accompany silent film

Compose to set a scene in play or book

Capture and record using any of: graphic notation, rhythm notation with time signatures, staff notation, technology

Instrumental performance

Play melody following staff notation within octave range as whole class
Understand how triads are formed and play them to a piece
Perform a range of pieces
Playing by ear longer phrases and known melodies

Year 6

Improvising

Multiple sections inc repetition and contrast
Chord changes
Melodies beyond 8 beats over a fixed groove

Composing

Melody across 8 or 16 beats using pentatonic scale
Play the melody on tuned percussion
Notate the melody
Melodies from pairs of phrases using G minor or E minor
Enhance melody with rhythm

Enhance the melody with chords

Ternary form using tech to create and record

Performing

Play melody following staff notation within octave range
Make decisions about dynamic range: ff pp mf mp
Accompany melody with block chords or bass line
In Choir, Pans, Samba

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LTP for Music 2022-23 onwards



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| Acorn topics | | | |
|--------------|--|--|---|
| Term | Topic Title | Special Events | Ideas |
| A1 | Let's Build a House (Houses and Homes) | Walk around Hockwold to find different houses | Three Little Pigs Different types of houses Drawing our houses/Look at photos Houses from around the world |
| A2 | Way back home (Space) | Putting up planets in Classroom | Planets, Aliens Christmas Firework day Diwali |
| Sp1 | The Owl who was Afraid of the dark (Light and Dark) | Visit from Plop | Helping Plop Bird cake Light and dark |
| Sp2 | People who Help Us | Visit to a fire station Visits from professionals | Fireman, nurse, Dr, Dentist, vet Policeman, Road crossing Easter Staying safe Healthy eating |
| Su1 | Watch Me Grow | Guess what I am? Farm visit | Chicks, Frogs, Butterflies, Humans Animals |
| Su2 | Water, Water Everywhere | Frozen experiment Sealife Centre visit | Problem Solving Creatures in the ocean Uses of water Floating and sinking Staying safe The water cycle |

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| WILLOW | | |
|--------|----------------------|---------------------|
| Term | Title | Main Subject |
| A1 | All About Me | Science/PSHE |
| A2 | Terrific Transport | History/Art/DT |
| Sp1 | Pirates | Geography/Computing |
| Sp2 | Great Fire of London | History/Art/DT |
| Su1 | Materials | Science/DT |
| Su2 | Go Wild | Science |

| ELM | | |
|------|---------------------|--------------------------|
| Term | Title | Main Subject |
| A1 | Hockwold and Beyond | Geography/Computing/PSHE |
| A2 | The Victorians | History |
| Sp1 | Under the Sea | Science/Geography/Art |
| Sp2 | Heroes and Heroines | History |
| Su1 | Where in the World? | Science/Geography |
| Su2 | We are Zoologists | Science/DT |

| Oak – Cycle A | | |
|---------------|--------------------|--|
| Term | Title | Main Subject |
| A1 | World at War | History – WW1 Science – Electricity Year 6 |
| A2 | WW2 | History – WW2 Science – Forces |
| Sp1 | Romans | History – Romans Geography – Italy, roads, rivers, coasts and hemispheres Science - Light |
| Sp2 | Romans | History - Romans Geography - Volcanoes Science – changing materials |
| Su1 | Earth and Space | Science – Earth and Space Geography – World Map & Climate Zones |
| Su2 | The Circle of Life | Science – famous scientists and how humans develop to old age Stephen Hawking and Marie Curie |

| Oak – Cycle B | | |
|---------------|---------------------------|--|
| Term | Title | Main Subject |
| A1 | Time Detectives | History – Early Islamic Civilisation & early technology Science - fossils |
| A2 | Frozen | Geography – physical geog and climate of Antarctica Science – life cycles (penguin) |
| Sp1 | 3 x Location (Whole term) | Geography – Hockwold, Norfolk, Germany, S America Science – living things and their habitats History – local study |
| Sp2 | Evolution | Science evolution and inheritance – Charles Darwin |
| Su1 | Healthy Bodies | Science — Animals including humans – healthy bodies - organs |
| Su2 | Time Detectives | History – Early Islamic Civilisation & early technology Science - fossils |

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LTP for Music 2022-23 onwards



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Iceni Hockwold - Music Progression

| | Pitching with voice/Singing |
|----|--|
| 1 | Make vocal sounds |
| 2 | High/low notes |
| 3 | Join in singing |
| 4 | Pitch notes accurately |
| 5 | Phrases are where we breathe |
| 6 | Difference between steps and leaps |
| 7 | Sing in tune with expression |
| 8 | Sing in tune with control |
| 9 | Create melody with the voice |
| 10 | Sing songs from memory with accurate pitch |
| 11 | Sing in harmony with support |
| 12 | Breathe with phrasing |
| 13 | Use understanding of meaning to add expression |
| 14 | Maintain their part while others perform something different |
| 15 | Maintain harmony independently |
| 16 | Improvise within a group using melodic phrases |
| 17 | Create harmonies |
| 18 | Maintain solo harmony |
| 19 | Perform using notations |
| 20 | Solo part |
| 21 | Full range of chromatic pitches |

| | Rhythm |
|--|---|
| | Diff between short and long sound |
| | Clap short patterns |
| | Hear repeated patterns |
| | Keep steady pulse |
| | Simple patterns on instruments |
| | Metre: 2,3,4 beats |
| | Improvise with repeated patterns |
| | Maintain own part within a whole with support |
| | Maintain own part within a whole independently |
| | Lead others to maintain their part within the whole |
| | Be part of a group playing polyrhythms |
| | Improvise within a group using rhythmic phrases |
| | Diff between pulse and syncopated patterns |
| | Provide rhythmic support |

Iceni Hockwold - Music Progression

| Tempo | Timbre | Dynamics | Texture | Structure |
|--|---|--|--|---|
| Fast and slow | Copy vocal/body perc sounds | Loud and quiet | Hears 1 layer | Beginning, middle, end |
| Increase/decrease tempo | Why chosen instrument? | Getting louder/getting quieter | Hears 2 sounds at same time? | Simple structure, eg. Repeating |
| Rhythmic patterns fast and slow | Describe sound as... | Vocab: crescendo/decrescendo | Play 1 layer | Rounds, variations, rondos |
| Tempo changes provide contrast | Language of timbre | Piano/Forte | Play 2 layers | Repeated series of pitches on tuned instrument as ac- |
| Choose most appropriate tempo for performing | Choosing sounds for diff purposes | Sudden dynamic contrasts | Play multiple layers | Patterns of repetitions, contrasts and variations can be used to struc- |
| Explain how tempo matches character of music | Choose sounds for intended effect | Explain how gradual dynamic change has shaped phrase | Language of timbre and multi-timbre | |
| | Combine sounds to create mood or feeling | | | |
| | Language of multi-timbre | | Change layers of sounds to change effect | |
| | Explain how a change in timbre can effect music | | | |

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LTP for Music 2022-23 onwards



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Iceni Hockwold - Music Progression

| Listening & Appraising | Improvising & composing | Performing |
|--|---|-------------------------------------|
| Respond physically to moods | Beginning, middle, end | Look at audience? |
| How they feel | Create music in response to starting point | Perform with others |
| Like/dislike | Piece of music using more than one sound | Perform simple part rhythmically |
| Able to start/stop | Use different elements in their compositions | Using own notation in a performance |
| Improve own work | Making sudden changes | Perform from memory |
| Listen for particular things | Making gradual changes | Perform from steel pan notation |
| Difference between steps and leaps | Improvise with repeated patterns | Perform from staff notation |
| Music language | Compose with graphic notation | Perform by ear |
| Recognise one famous composer | Compose with alphabet notation | |
| Hearing sudden changes | Create own notation | |
| Hearing contrast, repetition and variation | Compose with staff notation | |
| Explain the place of silence | Compose with 4 or 5 note scales | |
| Character of a piece of music | Improvise within a group using melodic and rhythmic phrases | |
| Purpose of different music | Repeated series of pitches on tuned instrument as accompaniment | |
| Hear music and identify composer | Change layers of sounds to change effect | |
| Describe, compare and evaluate music using music vocab | Composing for specific criteria | |
| Explain why some music is successful or unsuccessful | Composing diary | |
| Suggest improvements to own and others work | Compose with melody, rhythm and chords | |
| Contrast work of famous composers | Refine and improve work | |
| Evaluate how venue, occasion and purpose affects the way a piece of music is created | | |
| Analyse features within different | | |

Iceni Hockwold - Music Progression

| Pitching with instruments | Notation | Leading & following | Steel Pan techniques |
|---------------------------------|--|---|---|
| Discern high/low/notes | Red/green start and stop | Follow the leader | Find and play one note |
| Play clear notes on instruments | Red/green dynamics | Able to start/stop with instruction/leader | Rolling evenly |
| Create melody | Hands for start/stop/dynamics | Able to be the leader starting and stopping group | Beaters held correctly |
| Create accompaniment | Symbols to represent sounds | Able to follow graphic notation | Short riffs from memory |
| Harmony | Connect symbols to sounds | Be the leader showing graphic notation | Repeated bass lines |
| Instrument techniques | Create music and notate graphically | Follow group conductor in group composition | Melody from notation |
| Solo part | Use alphabet notation including sharps and flats | Be the conductor in group composition | Chord patterns |
| Full range of chromatic pitches | Notation to sequence | Start having been counted in | Harmonies and counter-melodies |
| | Steel pan chord notation | Counting in | Keeping own part going within the whole |
| | Tab for guitar/ukulele | Lead in performance | Leading the group |
| | Create own notation | | |
| | Staff notation (Y4) | | |
| | Staff notation with Italian terms | | |
| | Staff notation to notate chords | | |
| | Full range of chromatic pitches | | |