



Music Long Term Planning



'Achieve Excellence'

What does it mean to get better at Music at William Stockton?

Here at William Stockton, we have created a Music curriculum with a vision to equip children with a wide range of knowledge, experiences and skills. To achieve these aims and 'get better at' Music we implement 'CLAP' throughout the curriculum.

C.L.A.P.

C - Compose

L - Listen

A - Appraise

P - Perform

. We have developed a curriculum with 'Little Voices' - our Music specialist provider- who deliver the high quality Music lessons in school. Together we monitor, assess and provide the children with rich content and experience in Music.

Substantive - I know that...

Disciplinary - I know how to...

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept Strand	Voice		Tuned and Untuned		Experimenting with Sound	

END POINTS:	<ul style="list-style-type: none"> • Sing a few familiar songs and rhymes. • Join in with repeated refrains. • Sing the pitch of a tone sung by another person • Create their own songs and improvise a song around one they know 		<ul style="list-style-type: none"> • Tap out simple repeated rhythms on a range of instruments and resources. 		<ul style="list-style-type: none"> • Explore and learn how sounds can be changed. 	
Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept Strand	<i>Voice</i>		<i>Tuned and Untuned</i>		<i>Experimenting with Sound</i>	
END POINTS:	<ul style="list-style-type: none"> • Sing at different speeds. • Use the voice to create loud and soft sounds. • Sing call and response songs. • Perform movements to a steady beat. 		<ul style="list-style-type: none"> • Play instruments to a steady beat. Hold and play an instrument with care. • Explore the different sounds instruments make e.g. loud, quiet, fast, slow, high, low. • An instrument can be chosen to create a specific sound. 		<ul style="list-style-type: none"> • Experiment performing songs and music together with body movements to a steady beat. <ul style="list-style-type: none"> ◦ e.g. march to the sound of a drum/creep with a maraca. 	
Ongoing Concept Strand: <i>Listening</i>						
Listening ENDPOINTS:	<ul style="list-style-type: none"> • Listen attentively and talk about music expressions feelings and responses. 					
Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept Strand	<i>Singing</i>		<i>Instruments Untuned percussion (Claves & Drums)</i>		<i>Theory (Composition)</i>	
	<i><u>Introduction to Singing</u></i>	<i><u>Call & Response Songs & Vocal Soundscapes</u></i>	<i><u>Find The Beat! Body Percussion</u></i>	<i><u>Rhythm Performance</u></i>	<i><u>Sounds Around us</u></i>	<i><u>Musical Storytelling</u></i>
ENDPOINTS:	<ul style="list-style-type: none"> • It is important to warm up your voice • Control vocal pitch. 		<ul style="list-style-type: none"> • Play along to the beat of a variety of songs in 4/4. 		<ul style="list-style-type: none"> • Identify different pitches in their environment. 	

	<ul style="list-style-type: none"> Respond to Simple visual cues of a conductor. Count in music is 4/4 time signature. Use voice in a creative way to create soundscapes. Sing confidently in call and response songs. 	<ul style="list-style-type: none"> Play in time with tempo changes. Perform Short copycat rhythms. Use words to create Rhythms. (<i>Goose, Blackbird, Kingfisher</i>) Create & Retain musical rhythms. 	<ul style="list-style-type: none"> Identify different Rhythms in their environment. Music can create mood and atmosphere. Select sounds that complement and enhance a story. Create leitmotifs for characters in the story. 			
Ongoing Concept Strand: <i>Listening</i>						
Listening ENDPOINTS:	<ul style="list-style-type: none"> Listen attentively to different musical styles. Identify the mood of a song. Express opinions on different musical styles. 					
Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept Strand	<i>Singing</i>		<i>Instruments Untuned percussion (Drums) (Composition)</i>		<i>Theory (Listening)</i>	
	<u><i>How Can I Use My Voice? Exploring pitch and volume</i></u>	<u><i>Lullabies and Celebration Song</i></u>	<u><i>Upbeats and Downbeats- Exploration of Percussion</i></u>	<u><i>Writing Beats- Using symbols create music you can play</i></u>	<u><i>Introduction to the orchestra</i></u>	<u><i>Instruments of the orchestra</i></u>
END POINTS:	<ul style="list-style-type: none"> Sing songs with increasing pitch control. Sing using dynamics. Select appropriate vocal dynamics. Respond to conductors' visual cues. Respond to written musical symbols for dynamics. 		<ul style="list-style-type: none"> The speed of the beat can change. Recognise tempo and when it changes. Create rhythms for others to copy. Know the differences between crotchets, quavers and crotchet rests. 		<ul style="list-style-type: none"> There are 4 different sections of the orchestra. Identify the defining features of each section of the orchestra. Identify with accuracy which instrument is playing and from what section. 	

	<ul style="list-style-type: none"> Perform a Lullaby and Celebration song. 	<ul style="list-style-type: none"> Write simple rhythms for others to read. Perform with confidence on percussion instruments. 	<ul style="list-style-type: none"> Know the Instruments in sections of the orchestra. 			
Ongoing Concept Strand: <i>Listening</i>						
Listening ENDPOINTS:	<ul style="list-style-type: none"> Listen attentively to different musical styles. Identify how music makes them feel. Express opinions on different musical styles using acquired vocabulary. Comment separately on melody and accompaniment. Listen to music from different origins and traditions. 					
Year 3/4 (1)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept Strand (Cycle 1)	<i>Singing</i>		<i>Theory (Composition)</i>		<i>Instruments Tuned percussion (Boomwackers)</i>	
	<i>Unison Singing- Popular Music</i>	<i>Solo's, Duets, Trios & Quartets.</i>	<i>Lines & Spaces- The musical Stave</i>	<i>Crotchets, Quavers and Minims. Let's Write Music!</i>	<i>Introduction to Pitched Percussion.</i>	<i>Boomwacker performance from Staff Notation</i>
END POINTS:	<ul style="list-style-type: none"> Sing songs with increasing pitch control in a larger range. Sing using effective dynamics. Select appropriate vocal dynamics. Respond to conductors' visual cues accurately. Perform actions in time with the music. Perform in smaller groups or solo. Sing with expression. 		<ul style="list-style-type: none"> Understand the difference between crotchets minims and quavers. Identify the note names on lines and spaces. Create a rhyme to remember line notes. Write simple melodies using lines and spaces. Write simple rhythms using crotchets, quavers and minims in 4/4. 		<ul style="list-style-type: none"> Play simple songs using staff notation. Know how to look after and care for boomwhackers and other instruments. Play as an ensemble. Play in 2 parts: Melody and accompaniment. Rehearse effectively. Count rests effectively. Perform with confidence. 	

Ongoing Concept Strand: <i>Listening</i>						
Listening ENDPOINTS:	<ul style="list-style-type: none"> • Listen attentively to different musical styles. • Identify how music makes them feel. • Create story's or imagery that is inspired by the music. • Express opinions on different musical styles using acquired vocabulary. • Comment separately on melody and accompaniment. • Listen to music from different origins, traditions, History and social context. 					
Year 3/4 (2)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept Strand (Cycle 2)	<i>Singing</i>		<i>Theory (Composition, Glockenspiels)</i>		<i>Instruments Tuned percussion (Boomwackers)</i>	
	<u><i>Singing to Tell a Story- English Folk Song</i></u>	<u><i>Let's write a song! Writing Lyrics</i></u>	<u><i>Sharps and Flats. Major and Minor</i></u>	<u><i>Pentatonic Scale.</i></u>	<u><i>Introduction/Re Introduction to Pitched Percussion.</i></u>	<u><i>Boomwacker performance from Staff Notation</i></u>
END POINTS:	<ul style="list-style-type: none"> • Sing songs with increasing pitch control in a larger range. • Sing using effective dynamics. • Select appropriate vocal dynamics. • Respond to conductors' visual cues accurately. • Perform actions in time with the music. • Perform in smaller groups or solo. • Sing with expression. 		<ul style="list-style-type: none"> • Be able to identify the notes in a Major Pentatonic Scale (C, D, E, G, A). • Be able to identify the notes in a Minor Pentatonic Scale (C, Eb, F, G, Bb). • Know the difference between Major and Minor music. • Know what effect sharps and flats have on music. • Be able to use flats in staff notation. • Compose using a pentatonic scale. • Perform short pieces using pentatonic scale. 		<ul style="list-style-type: none"> • Play simple songs using staff notation. • Know how to look after and care for boomwhackers and other instruments. • Play as an ensemble. • Play in 2 parts: Melody and accompaniment. • Rehearse effectively. • Count rests effectively. • Perform with confidence. 	
Ongoing Concept Strand: <i>Listening</i>						

Listening ENDPOINTS:	<ul style="list-style-type: none"> • Listen attentively to different musical styles. • Identify how music makes them feel. • Create story's or imagery that is inspired by the music. • Express opinions on different musical styles using acquired vocabulary. • Comment separately on melody and accompaniment. • Listen to music from different origins, traditions, History and social context. 					
Year 5/6 (1)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept Strand (Cycle 1)	<i>Singing</i>		<i>Theory</i> <i>(Composition, Music Technology)</i>		<i>Instruments</i> <i>Tuned Instrument (Recorder)</i>	
	<i>Rhythm of Life- Singing Syncopated rhythms</i>	<i>Swing Low! Singing Swing music for performance</i>	<i>Semibreves, Minims, Crotchets, Quavers, and Semiquavers and their rests</i>	<i>Intervals and Harmony</i>	<i>Introduction to Recorder</i>	<i>Recorder performance</i>
END POINTS:	<ul style="list-style-type: none"> • Sing with a sense of ensemble. • Sing in multiple parts. • Hold a part confidently. • Sing songs with a wide vocal range. • Sing songs with vocal range between notes. • Sing using effective dynamics. • Select appropriate vocal dynamics. • Respond to conductors' visual cues accurately. • Perform in smaller groups or solo. • Sing with expression. • Sing Syncopated Rhythms. 		<ul style="list-style-type: none"> • Know the note values of Semibreves, Minims, Crotchets, Quavers, and Semiquavers and their rests. • Compose using Semibreves, Minims, Crotchets, Quavers, and Semiquavers and their rests. • Understand musical intervals. • Know which notes will harmonise in a pleasing way. • Compose short melodic phrases and perform them. • Explain the rationale behind their musical compositions. 		<ul style="list-style-type: none"> • Play simple songs using staff notation. • Play from sight simple notation. • Identify the different parts of a Recorder. • Know how to look after and care for Recorder and other instruments. • Play as an ensemble. • Play in 2 parts - Melody and accompaniment. • Rehearse effectively. • Count rests effectively. • Perform with confidence. 	

	<ul style="list-style-type: none"> Sing using different vocals styles - Jazz and Swing. 					
Ongoing Concept Strand: <i>Listening</i>						
Listening ENDPOINTS:	<ul style="list-style-type: none"> Listen attentively to different musical styles. Create story's or imagery that is inspired by the music. Express opinions on different musical styles using acquired vocabulary. Comment separately on melody, accompaniment and specific instruments within the piece. Listen to music from different origins, traditions, History and social context. 					
Year 5/6 (2)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept Strand (Cycle 2)	<i>Singing</i>		<i>Theory (Composition, Music Technology)</i>		<i>Instruments Tuned percussion (Glockenspiels)</i>	
	<u><i>Singing in Round- Multiple part singing.</i></u>	<u><i>Musical Theatre Performance</i></u>	<u><i>Music Technology</i></u>	<u><i>Composing from a stimulus</i></u>	<u><i>Glockenspiel Technique and reading from sight.</i></u>	<u><i>Glockenspiel performance</i></u>
END POINTS:	<ul style="list-style-type: none"> Sing with a sense of ensemble. Sing in multiple parts. Hold a part confidently. Sing songs with Large range. Sing songs with vocal range between notes. Sing using effective dynamics. Select appropriate vocal dynamics. Respond to conductors' visual cues accurately. Perform in smaller groups or solo. Sing with expression. 		<ul style="list-style-type: none"> Music technology is used in popular music. Understand looping, mixing and remixing. Compose a beat using music technology (Beatmaker). Explore recording and manipulation of that sound. Know the difference between upbeat and downbeat. Compose using music technology using a stimulus. Explain the rationale behind their musical choices in relation to the stimulus. 		<ul style="list-style-type: none"> Play simple songs using staff notation. Play from sight simple notation. Know and identify the different parts of a Glockenspiel. Know how to look after and care for glockenspiel and other instruments. Play as an ensemble. Play in 2 parts Melody and accompaniment. Rehearse effectively. Count rests effectively. Perform with confidence. 	

Ongoing Concept Strand: *Listening*

Listening
ENDPOINTS:

- Listen attentively to different musical styles.
- Create story's or imagery that is inspired by the music.
- Express opinions on different musical styles using acquired vocabulary.
- Comment separately on melody, accompaniment and specific instruments within the piece.
- Listen to music from different origins, traditions, History and social context.