

	Key concept/skills	Knowledge/ Understanding	Musical Terms	Composers	Key musical enquiry questions/ Examples of P4C questions	End points
EYFS	Composing Performing Listening Improvising Critical engagement	<p><i>Use of voice expressively and creatively</i> Explore singing at different speeds and pitch to create moods and feelings. Discover how to use the voice to create loud and soft sounds.</p> <p><i>Play tuned and untuned instruments</i> Understand how to hold and play an instrument with care. Explore the different sounds instruments make. Choose an instrument to create a specific sound.</p> <p><i>Listen with concentration and understanding</i> Listen to music and respond by using hand and whole-body movements. Listen to different sounds (animal noise, water etc.) and respond with voice and movement.</p> <p><i>Experiment with create, select and combine sounds</i> Investigate a variety of ways to create sound with different materials. Experiment performing songs and music together with body movements to a steady beat.</p>	Long / short sounds Voice Instrument Rhythm Loud / quiet High / low mood	Wolfgang Amadeus Mozart (Classical) Reena Esmail (Indian and Western classical)	<p>Enquiry questions Can you talk about what you hear? What sounds can you hear? What does the sound remind you of?</p> <p>P4C questions Are there right times for doing most things?</p>	<p>Sing echo songs and perform movements to a steady beat.</p> <p>Play instruments to a steady beat.</p> <p>Express feelings in music by responding to different moods in a musical score.</p> <p>Choose different instruments, including the voice, to create sound effects in play.</p>

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<p>1</p>	<p>Composing Performing Listening Improvising Critical engagement</p>	<p>Use of voice expressively and creatively Explore the use of the voice in different ways such as speaking, singing, and chanting. Discover how the voice can produce rhythm and pulse, high and low (pitch) to create different effects. Play tuned and untuned instruments Repeat and investigate simple beats and rhythms. Learn to play sounds linking with symbols. Understand how to play an instrument with care and attention. Listen with concentration and understanding Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.). Respond to different composers and discuss different genres of music. Experiment with create, select and combine sounds Investigate making sounds that are very different (loud and quiet, high and low etc.) Explore own ideas and change as desired.</p>	<p>EYFS words and: Beat Pulse Pitch Composer Solo Compose Perform tune</p>	<p>Benjamin Brittan (Choral works) Joseph Haydn (Chamber music) Saint-Saëns (Carnival of the Animals)</p>	<p>Enquiry questions How does the music make you feel? Are there any sounds you can describe? P4C questions Is this music? What things do you hear in the music? What do you think might be going on?</p>	<p>Sing with expression, confidence, and creativity to an audience. Play instruments showing an awareness of others. Reflect on music and say how it makes people feel, act, and move. Create a sequence of long and short sounds with help, including clapping longer rhythms. Attend a musical event Perform at a music event to an audience Local musical experts</p>
<p>2</p>	<p>Composing Performing Listening Improvising Critical engagement</p>	<p>Use of voice expressively and creatively Sing with a sense of the shape of a melody. To represent sounds with symbols. To improvise in making sounds with the voice. Play tuned and untuned instruments Perform simple patterns and accompaniments keeping to a steady pulse. Recognise and explore how sounds can be organised.</p>	<p>All words to date and: Tempo Dynamics Timbre Duet Tuned untuned</p>	<p>Edward Elgar (Classical Pomp and Circumstance) Link to History Tchaikovsky (symphonies and ballet) Link to Dance strand of PE</p>	<p>Enquiry questions Can you hear the similarities and differences in these pieces of music? Can you describe what you hear? P4C questions</p>	<p>Perform songs using creativity and expression and create dramatic effect. Understand how to control playing a musical instrument so that they sound, as they should.</p>

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		<p>Respond to starting points that have been given.</p> <p>Listen with concentration and understanding</p> <p>Listen and understand how to improve own composition.</p> <p>Sort composers into different genres and instruments into different types.</p> <p>Experiment with create, select and combine sounds</p> <p>Choose carefully and order sounds in a beginning, middle and end.</p> <p>Use sounds to achieve an effect. (Including use of ICT)</p> <p>Investigate long and short sounds</p> <p>Explore changes in pitch to communicate an idea.</p>		<p>Björn Ulvaeus and Benny Andersson (Abba)</p> <p>Chuck Berry (Rock and roll)</p>	<p>Would you rather be part of a team or work on your own?</p>	<p>Notice how music can be used to create different moods and effects and to communicate ideas.</p> <p>Create short musical patterns.</p> <p>Attend an inter schools musical event</p>
3	<p>Composing</p> <p>Performing</p> <p>Listening</p> <p>Improvising</p> <p>Critical engagement</p>	<p>Play and perform</p> <p>Improvise repeated patterns.</p> <p>Beginning to understand the importance of pronouncing the words in a song well.</p> <p>Start to show control in voice.</p> <p>Improvise and compose music</p> <p>Carefully choose sounds to achieve an effect.</p> <p>Order my sounds to help create an effect.</p> <p>Create short musical patterns with long and short sequences and rhythmic phrases.</p> <p>Listen with attention to detail and recall sounds</p> <p>To notice and explore the way sounds can be combined and used expressively.</p> <p>Listen to different types of composers and musicians.</p>	<p>All previous words and:</p> <p>Duration</p> <p>Melody</p> <p>Lyrics</p> <p>Element</p> <p>Notation</p> <p>Improvise</p>	<p>Richard Wagner (large scale operas)</p> <p>Andrew Lloyd Webber (musical theatre)</p> <p>Judith Weir (Ten Pieces)</p> <p>Wolfgang Amadeus Mozart (Classical Period)</p>	<p>Enquiry questions</p> <p>What are the influences of this composer’s work?</p> <p>What influence did your chosen composer have on others?</p> <p>What do you like about this piece of music?</p> <p>Is there anything particular in this</p>	<p>Sing in tune</p> <p>Perform simple melodic and rhythmic parts</p> <p>Perform with confidence.</p> <p>Compose music that combines musical elements.</p> <p>Begin to recognise and identify instruments being played.</p> <p>Describe the different purposes of music</p>

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		<p>Use and understand staff and other music notation Introduce notation through learning to play the P-Buzz. Use staff and coloured notation when performing on the P-Buzz.</p> <p>Appreciate and understand a wide range of live and recorded music Comment on likes and dislikes. Recognise how musical elements can be used together to compose music.</p> <p>Develop and understanding of the history of music Understand that the sense of occasion affects the performance.</p>		<p>The Bee Gees (pop)</p> <p>David Bowie (glam rock)</p> <p>Stevie Wonder (Motown/pop)</p> <p>John Lennon (diverse)</p>	<p>piece of music you would like to talk about?</p> <p>What happens to the sound when...?</p> <p>P4C questions</p> <p>Would you rather make all your own choices or let someone make them for you?</p>	<p>throughout history and in other cultures.</p> <p>Local musical experts</p>
4	<p>Composing Performing Listening Improvising Critical engagement</p>	<p>Play and perform Sing in tune with awareness of others. Improvise repeated patterns growing in sophistication. Sing songs from memory with accurate pitch. Understand the importance of pronouncing the words in a song well. Show control in voice. Play notes on instruments with care so they sound clear. Perform with control and awareness of what others in the group are singing or playing.</p> <p>Improvise and compose music Awareness of the effect of several layers of sound. Compose and perform melodies and songs. (Including using ICT). Use sound to create abstract effects.</p>	<p>All previous words and: Structure Texture Layer accompaniment</p>	<p>Johann Sebastian Bach (Baroque period)</p> <p>Jean Sibelius</p> <p>Philip Glass (symphonies/film soundtracks)</p> <p>Marvin Gaye (Motown)</p> <p>Elton John (pop)</p> <p>Bob Marley (Reggae)</p>	<p>Enquiry questions How has gospel music influenced popular music?</p> <p>Can you analyse and discuss what you are hearing?</p> <p>What will improve your performance within the group?</p> <p>What instruments can you hear? What affect do they have on the piece of music?</p>	<p>Perform simple melodic and rhythmic parts with awareness of others.</p> <p>Maintain a simple part within a group.</p> <p>Compose music that combines several layers of sound.</p> <p>Carefully choose order, combine and control sounds with awareness of their combined effect.</p> <p>Compare music and express growing tastes in music.</p>

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		<p>Recognise and create repeated patterns with a range of instruments. Create accompaniments for tunes.</p> <p>Listen with attention to detail and recall sounds To notice and explore the way sounds can be combined and used expressively. Listen to different types of composers and musicians.</p> <p>Use and understand staff and other music notation Learn to read music during percussion sessions. Use Staff and musical notation when composing work. Know how many beats in a minim, crotchet and semibreve and recognise their symbols. Know the symbol for a rest in music, and use silence for effect in my music</p> <p>Appreciate and understand a wide range of live and recorded music Begin to recognise and identify instruments and numbers of instruments and voices being played.</p> <p>Develop and understanding of the history of music Combine sounds expressively</p>		<p>Joni Mitchell (diverse)</p> <p>Paul McCartney (pop)</p>	<p>Explain what happens when different sounds are combined.</p> <p>P4C questions Is the mind more powerful than reality?</p> <p>What could be good or bad if music had not been invented?</p>	<p>Explain how musical elements can be used together to compose music.</p> <p>Understand that the sense of occasion affects the performance. By the end of LKS2 concert/musical visit</p>
5	<p>Composing Performing Listening Improvising Critical engagement</p>	<p>Play and perform Whilst performing by ear and from notations, I maintain my own parts with awareness of how the different parts fit together and the need to achieve an overall effect.</p>	<p>All previous words and: Stave Treble clef Crotchet Minim</p>	<p>Claude Debussy (Modern Classical) Link to Impressionists Art)</p>	<p>Enquiry questions What are the influences of this composer’s work?</p>	<p>Create songs with an understanding of the relationship between lyrics and melody.</p>

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		<p>Breathe well and pronounce words, change pitch and show control in singing. Hold a part in a round. Perform songs in a way that reflects their meaning and the occasion. Sustain a drone or melodic ostinato to accompany singing. Play an accompaniment on an instrument (e.g. glockenspiel, bass drum or cymbal). Improvise and compose music Use the venue and sense of occasion to create performances that are well appreciated by the audience. Compose by developing ideas within musical structures. Improvise within a group. Listen with attention to detail and recall sounds To notice, analyse and explore the way sounds can be combined and used expressively. Use and understand staff and other music notation when learning to play the recorder. Know and use standard musical notation of crotchet, minim and semibreve. Read the musical stave and can work out the notes, EGBDF and FACE. Draw a treble clef at the correct position on the stave. Appreciate and understand a wide range of live and recorded music</p>	<p>Semibreve rest</p>	<p>Antonio Vivaldi (Baroque)</p> <p>Duke Ellington (Jazz)</p> <p>George Harrison (political/love songs)</p> <p>Elvis Costello (Diverse)</p> <p>Mick Jagger and Keith Richards (rock)</p> <p>Smokey Robinson (Motown/R&B)</p>	<p>How did church music influence Elvis Presley?</p> <p>Can you evaluate the performance of others? Explain your reasoning.</p> <p>Evaluate your own performance. Did you achieve what you wanted?</p> <p>How might you combine your sounds differently to achieve a different effect?</p> <p>P4C questions</p> <p>Can we have too many choices?</p> <p>Is there such a thing as the ‘right’ choice?</p>	<p>Perform songs with an awareness of the meaning of the words.</p> <p>Improvise melodic and rhythmic phrases as part of a group performance.</p> <p>Comment on musicians’ use of technique to create effect.</p> <p>Read simple and short pieces of music.</p> <p>Compare and evaluate different kinds of music using appropriate musical vocabulary.</p> <p>Understand the different cultural meanings and purposes of music, including contemporary culture. Take part in a musical performance to an audience. Local musical experts</p>
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		<p>Explain and evaluate how musical elements, features and styles can be used together to compose music.</p> <p>Develop and understanding of the history of music</p> <p>Use different venues and occasions to vary my performances.</p>				
6	<p>Composing Performing Listening Improvising Critical engagement</p>	<p>Play and perform</p> <p>Refine and improve my own work. Sing or play from memory with confidence, expressively and in tune. Perform alone and in a group, displaying a variety of techniques. Take turns to lead a group. Sing a harmony part confidently and accurately.</p> <p>Improvise and compose music</p> <p>Improvise melodic and rhythmic material within given structures. Show thoughtfulness in selecting sounds and structures to convey an idea. Use a variety of different musical devices including melody, rhythms, and chords.</p> <p>Listen with attention to detail and recall sounds</p> <p>Notice and explore the relationship between sounds. Notice and explore how music reflects different intentions.</p> <p>Use and understand staff and other music notation</p> <p>Use of a variety of notation when performing and composing.</p>	All previous words.	<p>Ludwig van Beethoven (classical and Romanticism)</p> <p>Maurice Ravel (pianism)</p> <p>Joan Baez (Her contemporary folk music often includes songs of protest or social justice. – link to History)</p> <p>Otis Blackwell (R&B Songwriter)</p> <p>James Brown (R&B)</p> <p>Kris Kristofferson Dolly Parton (Country)</p>	<p>Enquiry questions</p> <p>Can you make comparisons between pieces of music from different times?</p> <p>Can you explain any influences from a composer from the past to more recent ones?</p> <p>Explain your decisions on selecting sounds and the relationships between them?</p> <p>How are cultures reflected in music? Give examples.</p> <p>P4C questions</p>	<p>Perform significant parts from memory and from notations with awareness of my own contribution.</p> <p>Create my own musical patterns.</p> <p>Compose music for different occasions appropriate musical devises.</p> <p>Analyse and compare musical features choosing appropriate musical vocabulary.</p> <p>Understand and express opinions on the different cultural meanings and purposes of music, including contemporary cultural</p>

		<p>Quickly read notes and know how many beats they represent. Use a range of words to help describe music. (e.g. pitch, duration, dynamics, tempo, timbre, texture, and silence. Describe music using musical words and use this to identify strengths and weaknesses in music. Identify the strings on the ukulele. Begin to show understanding of chords and how they are built. Appreciate and understand a wide range of live and recorded music Explain and evaluate how musical elements, features and styles can be used together to compose music. Develop and understanding of the history of music Notice and explore how music reflects time, place and culture. Use different venues and occasions to vary my performances.</p>		<p>Kanye West (Hip Hop) Prince (pop) Paul Simon (Folk) Link to poetry e.g. Sounds of Silence Bob Dylan (Folk)</p>	<p>Would you rather visit the past or the future? Would we be happier if we forgot the sad times in our lives? Would life be much poorer without music and art?</p>	<p>By the end of KS2 visit a theatre performance with music.</p>
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