



St Joseph's RC Primary School
Long Term Plan - Music Key Skills and Knowledge

Music

National Curriculum

KS1

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.

KS2

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Music Key Knowledge

Reception	Y1	Y2	Y3	Y4	Y5	Y6
<p>Communication and Language</p> <ul style="list-style-type: none"> • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs <p>Physical Development</p> <ul style="list-style-type: none"> • Combine different movements with ease and fluency. <p>Expressive Arts and Design</p>	<ul style="list-style-type: none"> • Make different sounds with voice and with instruments • Follow instructions about when to play and sing • Use instruments to perform and choose sounds to represent different things • Say whether they like or dislike a piece of music 	<ul style="list-style-type: none"> • Sing or clap increasing and decreasing tempo • Perform simple patterns and accompaniments keeping a steady pulse • Play simple rhythmic patterns on an instrument • Make connections between notations and musical sounds 	<ul style="list-style-type: none"> • Play clear notes on instruments and use different elements in composition • Combine different sounds to create a specific mood or feeling • Create repeated patterns with different instruments • Improve work; explaining how it 	<ul style="list-style-type: none"> • Sing songs from memory with accurate pitch • Use notation to record compositions in a small group or individually • Explain why silence is often needed in music and explain what effect it has • Use notation to record and interpret 	<ul style="list-style-type: none"> • Maintain own part whilst others are performing their part • Compose music which meets specific criteria • Choose the most appropriate tempo for a piece of music • Repeat a phrase from the music after listening intently 	<ul style="list-style-type: none"> • Sing in harmony confidently and accurately • Perform parts from memory • Take the lead in a performance • Use a variety of different musical devices in composition (including melody, rhythms and chords)



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<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. <ul style="list-style-type: none"> • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups. 	<ul style="list-style-type: none"> • Clap and repeat short rhythmic and melodic patterns • Make a sequence of sounds and respond to different moods in music 	<ul style="list-style-type: none"> • Order sounds to create a beginning, middle and an end • Create music in response to different starting points 	<p>has been improved</p> <ul style="list-style-type: none"> • Use musical words to describe a piece of music and compositions • Use musical words to describe what they like and do not like about a piece of music • Recognise the work of at least one famous composer 	<p>sequences of pitches</p> <ul style="list-style-type: none"> • Identify and describe the different purposes of music • Begin to identify the style or work of Beethoven, Mozart and Elgar 	<ul style="list-style-type: none"> • Identify aspects of the composition process • Describe compare and evaluate music using musical vocabulary • Explain why they think music is successful or unsuccessful • Contrast the work of a famous composer with another and explain preferences 	<ul style="list-style-type: none"> • Analyse features within different pieces of music • Evaluate how the venue, occasion and purpose affects the way a piece of music is created • Compare and contrast the impact that different composers from different times have had on people from that time
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Music Key Skill						
Aspect	Y1	Y2	Y3	Y4	Y5	Y6
Listening	1.1 Listen to a piece of music identifying if it is fast or slow, happy or sad.	2.1 Describe how an instrument has been used to represent a sound or object (e.g. a flute for a bird or a drum for thunder). Begin to recall sounds.	3.1 Recognise changes in the music using words like pitch (high/low), timbre (sound quality), dynamics (loud or soft) and tempo (fast or slow).	4.1 Describe how a piece of music makes them feel, making an attempt to explain why. Recall sounds with increasing aural memory.	5.1 Explain how different musical elements (pitch, tempo, rhythm, melody and dynamics) have been used to create mood and effects.	6.1 Identify and explore the relationship between sounds and how different meanings can be expressed through sound and music.
	1.2 Make sounds in different ways, including hitting, blowing and shaking.	2.2 Carefully choose instruments to combine layers of sound, showing awareness of the combined effect.	3.2 Use standard and invented symbols to represent sounds.	4.2 Shape composition, considering dynamics, timbre and tempo.	5.2 Improvise and notate musical phrases to develop compositions.	6.2 Compose a piece of music based on a theme (e.g. a film or a special event).
	1.3 Talk about the song/pieces of music which they enjoy.	2.3 2.4 Describe the basic elements of a piece of music (e.g. pace, volume, emotion).	3.3 Use relevant musical vocabulary (e.g. pitch, rhythm, pulse and tempo) when talking about the elements of music within a piece.	4.3 Describe, compare and evaluate different kinds of music, using appropriate musical vocabulary.	5.3 Use musical vocabulary to explain some of the reasons why a piece of music might have been composed.	6.3 Describe how music can be used to create expressive effects and convey emotion.
	1.4 Perform with awareness of others (e.g. take turns in a performance and	2.5 Use own voice in different ways, including speaking, singing and chanting for different effects.	3.4 Perform own part with increased control or accuracy when singing or playing both tuned and untuned instruments.	4.4 Perform significant parts from memory and from notation, either on a musical instrument or vocally.	5.4 Maintain own part in a performance with confidence, accuracy and an awareness of what occurs around playing.	6.4 Take the lead in performance and provide suggestions to others.



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Singing	1.5 Sing with a sense of shape and melody.	2.5 Use own voice in different ways, including using a loud or soft voice, and sing simple repeated phrases.	3.5 Sing songs confidently both solo and in groups.	4.5 Maintain a simple part within an ensemble.	5.5 Maintain a more complex part within an ensemble (e.g. sing in a round or use harmony)	6.5 Identify how sounds can be combined and used expressively, layering sounds and singing in tune with other performers.
	1.6 Copy a simple rhythm by clapping or using percussion.	2.6 Identify the difference between rhythm and pulse.	3.6 Create and repeat extended rhythmic patterns, vocally or by using clapping.	4.6 Create and repeat extended rhythmic patterns, using a range of percussion and tuned instruments.	5.6 Create simple rhythmic patterns with an awareness of timbre (quality of sound) and duration (length of notes and intervals).	6.6 Creating complex rhythmic patterns, using a variety of instrumentation with awareness of timbre (quality of sound) and duration (length of notes and intervals).
	1.7 Begin to represent sounds with drawings.	2.7 Follow a simple piece of written rhythmic notation.	3.7 Use written symbols both standard and invented to represent sounds.	4.7 Follow a basic melody line, using standard notation.	5.7 Perform from simple notation on tuned/untuned instruments.	6.7 Recognise/use unconventional notation when composing.
	1.8 State what they like or dislike about a piece of music.	2.8 Explain what they like or dislike about a piece of music and why.	3.8 Compare and contrast two pieces of music on the same theme. Listen to music from different periods in history.	4.8 Appreciate and listen to music drawn from different traditions, cultures and composers.	5.8 Appreciate and understand high quality music, both live and recorded. Recognise and describe music and musical instruments from different periods in history.	6.8 Listen to and comment on the work of musicians and composers, indicating own preferences. Explain the influence of historical events on music.
Pulse and rhythm						
Notation						
Appreciation and understanding						



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