

Music Long Term Plan

Long Term Coverage						
The music curriculum at Athersley North Primary School, aims to ensure that all pupils are all able to express an understanding of beat, rhythm, traditions, learning to sing and use their voices. Our music curriculum will provide the opportunity to develop their risk taking and resilience skills and create a universal language which celebrates relationships and builds on tolerance. We expect our pupils to develop a love of music which we hope will improve their self-confidence, creativity, sense of achievement and encourage future aspirations.						
	KS1			KS2		
<b>National Curriculum Objectives</b>	Pupils should be taught to: <ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>play tuned and untuned instruments musically.</li> <li>listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>			Pupils should be taught to: <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music.</li> <li>listen with attention to detail and recall sounds with increasing aural memory.</li> <li>use and understand staff and other musical notations.</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>develop an understanding of the history of music.</li> </ul>		
<b>Autumn Term</b>						
	<b>Y1/2 (cycle a)</b>	<b>Y1/2 (cycle b)</b>	<b>Y3/4 (cycle a)</b>	<b>Y3/4 (cycle b)</b>	<b>Y5/6 (cycle a)</b>	<b>Y5/6 (cycle b)</b>
<b>Theme</b>	Hey You! (Performance using voice)	Hands, Feet, Heart (Performance using voice)	Let Your Spirit Fly (Performance using Voice)	Mamma Mia (Performance using Voice)	Happy (Performance using Voice)	Livin' On A Prayer (Performance using Voice)
<b>Objective</b>	Pupils should be taught to: <ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>play tuned and untuned instruments musically.</li> <li>listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>play tuned and untuned instruments musically.</li> <li>listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression.</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music.</li> <li>listen with attention to detail and recall sounds with increasing aural memory.</li> <li>use and understand staff and other musical notations.</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression.</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music.</li> <li>listen with attention to detail and recall sounds with increasing aural memory.</li> <li>use and understand staff and other musical notations.</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression.</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music.</li> <li>listen with attention to detail and recall sounds with increasing aural memory.</li> <li>use and understand staff and other musical notations.</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression.</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music.</li> <li>listen with attention to detail and recall sounds with increasing aural memory.</li> <li>use and understand staff and other musical notations.</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> </ul>
<b>Coverage</b>	Listen and Appraise/ Musical Activities/ Performance 1.Sing the song. 2. Sing the song and play instrumental parts within the song. 3. Sing the song and improvise using voices and/or instruments within the song. 4. Sing the song and perform composition(s) within the song. 5. Choose what you perform today. Start to prepare for the end-of-unit performance. 6.Prepare for the end-of-unit performance.	Listen and Appraise/ Musical Activities/ Performance 1.Sing the song. 2. Sing the song and play instrumental parts within the song. 3. Sing the song and improvise using voices and/or instruments within the song. 4. Sing the song and perform composition(s) within the song. 5. Choose what you perform today. Start to prepare for the end-of-unit performance. 6.Prepare for the end-of-unit performance.	Listen and Appraise / Musical Activities/ Performance 1:Sing the song. 2: Sing the song and play instrumental parts within the song. 3:Sing the song and improvise using voices and/or instruments within the song. 4:Sing the song and perform composition(s) within the song. 5: Choose what you perform today. Start to prepare for the end-of-unit performance. 6: Prepare for the end-of-unit performance.	Listen and Appraise / Musical Activities/ Performance 1:Sing the song. 2: Sing the song and play instrumental parts within the song. 3:Sing the song and improvise using voices and/or instruments within the song. 4:Sing the song and perform composition(s) within the song. 5: Choose what you perform today. Start to prepare for the end-of-unit performance. 6: Prepare for the end-of-unit performance.	Listen and Appraise / Musical Activities/ Performance 1: Sing the song. 2: Sing the song and play instrumental parts within the song. 3: Sing the song and improvise using voices and/or instruments within the song. 4: Sing the song and perform composition(s) within the song. 5: Choose what you perform today. Start to prepare for the end-of-unit performance. 6: Prepare for the end-of-unit performance.	Listen and Appraise / Musical Activities/ Performance 1: Sing the song. 2: Sing the song and play instrumental parts within the song. 3: Sing the song and improvise using voices and/or instruments within the song. 4: Sing the song and perform composition(s) within the song. 5: Choose what you perform today. Start to prepare for the end-of-unit performance. 6: Prepare for the end-of-unit performance.
<b>Progression</b>	KS1- 1-8	KS1- 1-8	LKS2- 1,3,4,5,6,7,8	LKS2- 1,3,4,5,6,7,8	UKS2- 1,3,4,5,6,7,8	UKS2- 1,3,4,5,6,7,8
<b>Vocabulary</b>	pulse, rhythm, pitch, rap, improvise, compose, bass guitar, drums, decks, perform.	keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo	Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody.	Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison.	style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo.	Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose.
<b>Spring Term</b>						
	<b>Y1/2 (cycle a)</b>	<b>Y1/2 (cycle b)</b>	<b>Y3/4 (cycle a)</b>	<b>Y3/4 (cycle b)</b>	<b>Y5/6 (cycle a)</b>	<b>Y5/6 (cycle b)</b>
<b>Theme</b>	In The Groove (Performance using voice and instruments)	I Wanna Play in a Band (Performance using voice and instruments)	Glockenspiel Stage 1 (Performance using instruments)	Glockenspiel Stage 2 (Performance using instruments)	Classroom Jazz 1 (Performance using instruments)	Classroom Jazz 2 (Performance using instruments)
<b>Objective</b>	Pupils should be taught to: <ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>play tuned and untuned instruments musically.</li> <li>listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>play tuned and untuned instruments musically.</li> <li>listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music.</li> <li>listen with attention to detail and recall sounds with increasing aural memory.</li> <li>use and understand staff and other musical notations.</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music.</li> <li>listen with attention to detail and recall sounds with increasing aural memory.</li> <li>use and understand staff and other musical notations.</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music.</li> <li>listen with attention to detail and recall sounds with increasing aural memory.</li> <li>use and understand staff and other musical notations.</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music.</li> <li>listen with attention to detail and recall sounds with increasing aural memory.</li> <li>use and understand staff and other musical notations.</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> </ul>
<b>Coverage</b>	Listen and Appraise/ Musical Activities/ Performance Learning Outcome: 1.Sing the song. 2. Sing the song and play instrumental parts within the song. 3. Sing the song and improvise using voices and/or instruments within the song. 4. Sing the song and perform composition(s) within the song. 5. Choose what you perform today. Start to prepare for the end-of-unit performance. 6.Prepare for the end-of-unit performance.	Listen and Appraise/ Musical Activities/ Performance Learning Outcome: 1.Sing the song. 2. Sing the song and play instrumental parts within the song. 3. Sing the song and improvise using voices and/or instruments within the song. 4. Sing the song and perform composition(s) within the song. 5. Choose what you perform today. Start to prepare for the end-of-unit performance. 6.Prepare for the end-of-unit performance.	Section 1: Musical Activities Section 2: Perform/Share Lesson 1: Practise and play Lesson 2: Practise and play Lesson 3: Practise and play Lesson 4: Practise and play Lesson 5: Practise and play Lesson 6: Composition	Section 1: Musical Activities Section 2: Perform/Share Lesson 1: Practise and play Lesson 2: Practise and play Lesson 3: Practise and play Lesson 4: Practise and play Lesson 5: Practise and play Lesson 6: Composition	1:Learn to play the tune/ head, improvise using instruments, 2: play the tune/ head, build on improvisation skills using instruments, 3:play the tune/ head and middle 8, improvise using instruments 5: play the tune/ head and middle 8, build on improvisation skills using instruments, 6: play the tune/head and middle 8, build on improvisation skills using instruments	1:Learn to play the tune/ head, learn to play middle 8, 2: learn to play the whole tune/ head, improvise using instruments, 3:learn to play the whole tune/ head, improvise using the notes of the tune/head, 4: Compose your own tune/head, improvise using the notes of the tune/head 5: Continue to compose your own tune/head, improvise using the notes of the tune/head 6: Secure your compositions, improvise using the notes of the tune/head.
<b>Progression</b>	KS1- 1-8	KS1- 1-9	LKS2- 2,3,4,5,6,7,8	LKS2- 2,3,4,5,6,7,8	UKS2- 2,3,4,5,6,7,9	LKS2- 2,3,4,5,6,7,9
<b>Vocabulary</b>	pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform	keyboard, drums, bass, electric guitar, rock, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo	Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture structure, melody	Rhythm patterns, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure.	Appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, improvise, pulse, rhythm, pitch, tempo, dynamics, riff, hook, solo.	Blues, Jazz, improvisation, by ear, melody, compose, improvise, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo.
<b>Summer Term</b>						
	<b>Y1/2 (cycle a)</b>	<b>Y1/2 (cycle b)</b>	<b>Y3/4 (cycle a)</b>	<b>Y3/4 (cycle b)</b>	<b>Y5/6 (cycle a)</b>	<b>Y5/6 (cycle b)</b>
<b>Theme</b>	Reflect, Rewind and Replay (Y1) (Music Theory)	Reflect, Rewind and Replay (Y2) (Music Theory)	Reflect, Rewind and Replay (Y3) (Music Theory)	Reflect, Rewind and Replay (Y4) (Music Theory)	Reflect, Rewind and Replay (Y5) (Music Theory)	Reflect, Rewind and Replay (Y6) (Music Theory)
<b>Objective</b>	To perform, understand and explore how music is created, produced and communicated. Children will be taught to: <ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>play tuned and untuned instruments musically.</li> </ul>	To perform, understand and explore how music is created, produced and communicated. Children will be taught to: <ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>play tuned and untuned instruments musically.</li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>listen with attention to detail and recall sounds with increasing aural memory.</li> <li>use and understand staff and other musical notations.</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>develop an understanding of the history of music.</li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>listen with attention to detail and recall sounds with increasing aural memory.</li> <li>use and understand staff and other musical notations.</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>develop an understanding of the history of music.</li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>listen with attention to detail and recall sounds with increasing aural memory.</li> <li>use and understand staff and other musical notations.</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>develop an understanding of the history of music.</li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>listen with attention to detail and recall sounds with increasing aural memory.</li> <li>use and understand staff and other musical notations.</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>develop an understanding of the history of music.</li> </ul>
<b>Coverage</b>	1. Listen and Appraise 2. Musical Activities 3. Perform and Share A composition activity using First Composer • Rhythm Grid work • The Language of Music • Rewind and Replay (Revision) - revisit songs from the year. All lessons will include:Prepare for a performance of songs and activities from the year.	1. Listen and Appraise 2. Musical Activities 3. Perform and Share A composition activity using First Composer • Rhythm Grid work • The Language of Music • Rewind and Replay (Revision) - revisit songs from the year. All lessons will include:Prepare for a performance of songs and activities from the year.	1. Listen and Appraise 2. Musical Activities 3. Perform and Share A composition activity using First Composer • Rhythm Grid work • The Language of Music • Rewind and Replay (Revision) - revisit songs from the year. All lessons will include:Prepare for a performance of songs and activities from the year.	1. Listen and Appraise 2. Musical Activities 3. Perform and Share A composition activity using First Composer • Rhythm Grid work • The Language of Music • Rewind and Replay (Revision) - revisit songs from the year. All lessons will include:Prepare for a performance of songs and activities from the year.	1. Listen and Appraise 2. Musical Activities 3. Perform and Share A composition activity using First Composer • Rhythm Grid work • The Language of Music • Rewind and Replay (Revision) - revisit songs from the year. All lessons will include:Prepare for a performance of songs and activities from the year.	1. Listen and Appraise 2. Musical Activities 3. Perform and Share A composition activity using First Composer • Rhythm Grid work • The Language of Music • Rewind and Replay (Revision) - revisit songs from the year. All lessons will include:Prepare for a performance of songs and activities from the year.
<b>Progression</b>	KS1-6-9	KS1-6-9	LKS2-6-9	LKS2-6-9	UKS2 6-9	UKS2 6-9
<b>Vocabulary</b>	performance, instruments, audience, practise, perform, sing, play,	performance, instruments, audience, practise, perform, sing, play,	performance, structure, instruments, compose, audience, practise, rehearse, perform, sing, play, improvise	performance, structure, instruments, compose, audience, practise, rehearse, perform, sing, play, improvise	appraise, ensemble, notes, pulse, rhythm, clap, pitch, sing, voice, tempo, chorus, verse, rhythmic and melodic phrases, evaluate, compare	appraise, ensemble, notes, pulse, rhythm, clap, pitch, sing, voice, tempo, chorus, verse, rhythmic and melodic phrases, evaluate, compare