



Music Long Term Planning

St Patrick's Catholic Primary School

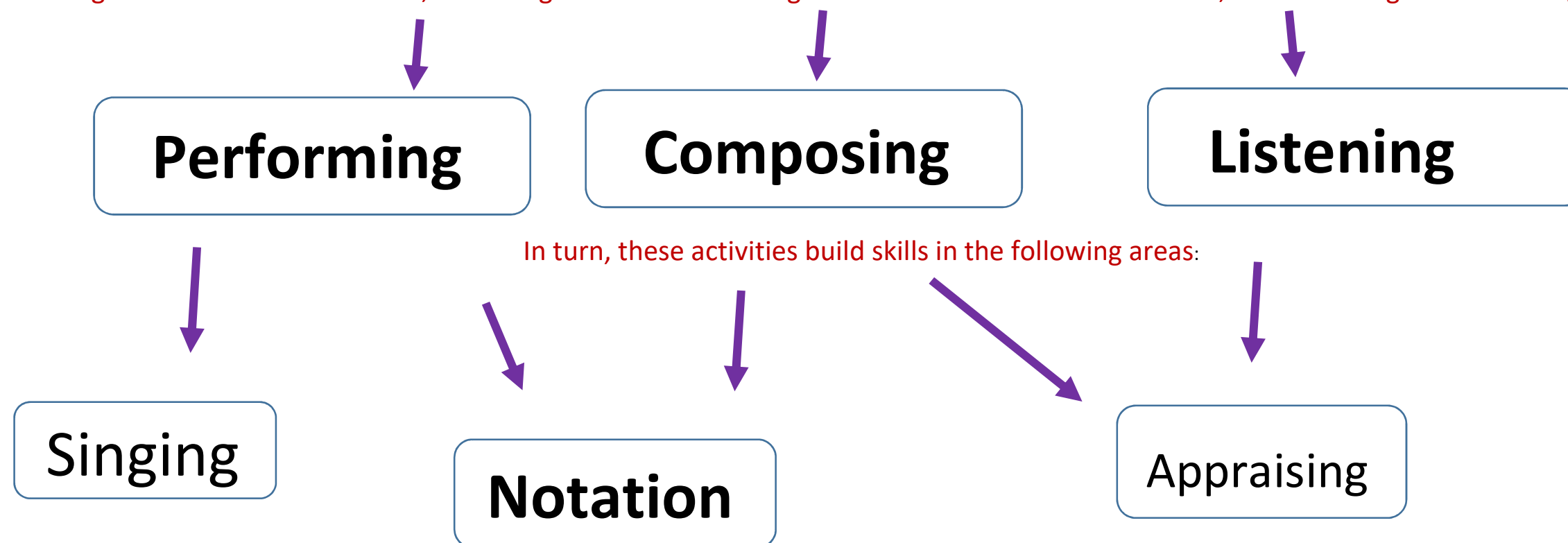
Music 'Big Ideas'

The Elements of Music

Dynamics, tempo, pitch, timbre, texture, duration, structure



The elements of music are present in all pieces of music, whatever genre.




Throughout the music curriculum, knowledge and understanding of what the elements of music are, is built through the following activities:



	Autumn – ‘Me’ and ‘My Stories’ units	Spring – Dynamics	Summer – By the sea
EYFS	<u>Focus</u> Autumn 1 <ul style="list-style-type: none"> - Look into different types of percussion instruments (Drum, maraca, tambourine) Autumn 2 <ul style="list-style-type: none"> - Rehearse Christmas songs to perform in the school production 	<u>Focus</u> Spring 1 <ul style="list-style-type: none"> - Perform simple songs using dynamic variation Spring 2 <ul style="list-style-type: none"> - Sing expressively using dynamics, deciding as a class when to perform loudly and quietly 	<u>Focus</u> Summer 1 <ul style="list-style-type: none"> - Identify varying tempi in music and be able to sing using different tempi Summer 2 <ul style="list-style-type: none"> - Perform songs of varying tempo around a ‘by the sea’ theme to perform at the EYFS ‘graduation assembly’
	<u>Listening</u> Autumn 1 <ul style="list-style-type: none"> - Responding to a sound by likening it to a character or mood - Identify high and low sounds - Identify the pulse in music Autumn 2 <ul style="list-style-type: none"> - Responding to a sound by likening it to a character or mood - Identify the following instruments when listening to a variety of songs: piano, guitar, drums, trumpet - Understanding rhythm and volume in music - Identify high and low sounds - Identify the pulse in a piece of music through clapping, dancing, or other coordinated movements 	<u>Listening</u> Spring 1 <ul style="list-style-type: none"> - Explain why they like or dislike a piece of music Spring 2 <ul style="list-style-type: none"> - Explain why they like or dislike a piece of music and develop a sense of pulse 	<u>Listening</u> Summer 1 <ul style="list-style-type: none"> - Recognise tempo and pitch changes Summer 2 <ul style="list-style-type: none"> - Explain why they like or dislike a piece of music and describe a story that it could represent
	<u>Performing</u> Autumn 1 <ul style="list-style-type: none"> - Perform short chants from memory, with expression Autumn 2 <ul style="list-style-type: none"> - Perform nursery rhymes and Christmas songs as part of a group in tune (Melody) - Make & control long & short sounds using voices - Begin to explore dynamics – singing quietly and/or loudly Vocal skills practised through songs: -Take part in singing songs, following the tune (melody) well -Use my voice to good effect -Make & control long & short sounds using voices	<u>Performing</u> Spring 1 <ul style="list-style-type: none"> - Sing simple songs in tune as part of a group using dynamics variation Spring 2 <ul style="list-style-type: none"> - Sing short songs from memory, adding simple dynamics, and using percussion instruments to identify the pulse. 	<u>Performing</u> Summer 1 <ul style="list-style-type: none"> - Perform songs that incorporate changes in dynamics and tempo Summer 2 <ul style="list-style-type: none"> - Perform songs around a ‘by the sea’ theme to perform at the EYFS ‘graduation assembly’
	<u>Composing</u> Autumn 1 <ul style="list-style-type: none"> - Selecting sounds to describe a character or mood. Autumn 2 <ul style="list-style-type: none"> - Creating sounds and rhythmic patterns to describe characters or moods 	<u>Composing</u> Spring 1 <ul style="list-style-type: none"> - Create short rhythmic patterns by clapping Spring 2 <ul style="list-style-type: none"> - Create short rhythmic patterns using words in response to a stimulus 	<u>Composing</u> Summer 1 <ul style="list-style-type: none"> - Create short pieces of music using sounds from the seaside, incorporating slow and fast tempi Summer 2 <ul style="list-style-type: none"> - Compose a short piece in pairs that features changes in tempi
	<u>Key Vocabulary</u> Tempo = fast/slow Pitch = High /low Dynamics = forte (loud) and piano (quiet) Trumpet, piano, guitar, drums Classroom percussion instruments: tambourine, maraca, sleigh bells		

	Autumn – Nursery Rhymes	Spring – Dynamics and djembe	Summer – Land Ahoy!
Class 1 (Years 1/2)	<u>Focus</u> Autumn 1 <ul style="list-style-type: none"> - Sing in unison and in time as a group Autumn 2 <ul style="list-style-type: none"> - Rehearse Christmas songs to perform in the school production 	<u>Focus</u> Spring 1 <ul style="list-style-type: none"> - Recognise and perform with dynamic variation Spring 2 <ul style="list-style-type: none"> - Perform simple rhythmic patterns and songs on the djembe using staff notation 	<u>Focus</u> Summer 1 <ul style="list-style-type: none"> - Identify varying tempi in music and be able to sing and play the djembe using different tempi Summer 2 <ul style="list-style-type: none"> - Sing and play the djembe using different tempi, and be able to change the tempo midway through a piece of music
	<u>Listening</u> Autumn 1 <ul style="list-style-type: none"> - Responding to a sound by likening it to a character or mood Autumn 2 <ul style="list-style-type: none"> - Responding to a sound by likening it to a character or mood - Identify the pulse within a piece of music 	<u>Listening</u> Spring 1 <ul style="list-style-type: none"> - Respond appropriately to music, identifying the pulse Spring 2 <ul style="list-style-type: none"> - Compare and contrast musical features of vocal music - Explain why they like or dislike a piece of music 	<u>Listening</u> Summer 1 <ul style="list-style-type: none"> - Identify the pulse in a piece of music and describe the tempo - Think about how music can represent a story or characters Summer 2 <ul style="list-style-type: none"> - Identify the pulse in a piece of music and describe the tempo
	<u>Performing</u> Autumn 1 <ul style="list-style-type: none"> - Perform short chants from memory, with expression. Autumn 2 <ul style="list-style-type: none"> - Perform as part of a group in tune (Melody) - Make & control long & short sounds using voices Vocal skills practised through songs: Take part in singing songs, following the tune (melody) well -Use my voice to good effect -Perform with others' taking instruction from instructions -Make & control long & short sounds using voices	<u>Performing</u> Spring 1 <ul style="list-style-type: none"> - Sing songs from memory with confidence and accuracy. - Sing 'Hey You' with dynamic variation Spring 2 <ul style="list-style-type: none"> - Singing with confidence and expression - Play a short rhythm from simple notation using the djembe 	<u>Performing</u> Summer 1 <ul style="list-style-type: none"> - Read and respond to minims, crotchets, quavers, and minim rests in staff notation when playing the djembe - Vary the tempo whilst performing Summer 2 <ul style="list-style-type: none"> - Sing and play the djembe with confidence and expression - Vary the tempo whilst performing
	<u>Composing</u> Autumn 1 <ul style="list-style-type: none"> - Create short rhythmic patterns to match a character or mood. Autumn 2 <ul style="list-style-type: none"> - Create short patterns (using rhythm and melody) to match a character or mood 	<u>Composing</u> Spring 1 <ul style="list-style-type: none"> - Create short rhythmic patterns and improvise patterns in response to a stimulus Spring 2 <ul style="list-style-type: none"> - Create short sequences of sound on a given idea. 	<u>Composing</u> Summer 1 <ul style="list-style-type: none"> - Create a short piece of music using sounds from the seaside, incorporating dynamics and slow and fast tempi Summer 2 <ul style="list-style-type: none"> - Compose a short piece in pairs that uses rests and changes in tempi
	<u>New Notation</u> <div> <div>Minim</div> <div></div> <div>Crotchet</div> <div></div> <div>Quavers</div> <div></div> <div>Stave</div> <div></div> <div>Bar</div> <div></div> <div>Bar lines</div> <div></div> <div>Minim rest</div> <div></div> </div>		
	<u>Key Vocabulary</u> Tempo = fast/slow Pitch = High /low Dynamics = forte (loud) and piano (quiet) Djembe = drum Rests = silence in music		

	Autumn – Recorder introduction	Spring – Ostinati and Rondo form	Summer – Dynamics
Class 2 (Years 3/4)	<u>Focus</u> Autumn 1 <ul style="list-style-type: none"> - Learn to play three notes on the recorder Autumn 2 <ul style="list-style-type: none"> - Develop confidence in playing three notes on the recorder, and read and respond to these notes in staff notation 	<u>Focus</u> Spring 1 <ul style="list-style-type: none"> - Understand the term ostinato and be able to compose one using Gustav Holst's 'The Planets' as inspiration Spring 2 <ul style="list-style-type: none"> - Identify and understand the sections within Rondo form by listening to examples of Rondo pieces, composing episodes for a whole-class Rondo piece, and then performing it 	<u>Focus</u> Summer 1 <ul style="list-style-type: none"> - Read and respond to dynamics in staff notation when playing the recorder Summer 2 <ul style="list-style-type: none"> - Incorporate dynamic variation into a whole class performance
	<u>Listening</u> Autumn 1 <ul style="list-style-type: none"> - Understand and describe how music can portray images, characters, or scenes Autumn 2 <ul style="list-style-type: none"> - Identify when the theme returns within a Rondo structure 	<u>Listening</u> Spring 1 <ul style="list-style-type: none"> - Develop ability to understand and describe how music can portray images, characters, or scenes - Spring 2 <ul style="list-style-type: none"> - Identify how a musical pattern can be changed and developed from an original theme - Create a graphic score in response to a piece of music 	<u>Listening</u> Summer 1 <ul style="list-style-type: none"> - Think about how music can represent a story or characters Summer 2 <ul style="list-style-type: none"> - Identify when and how dynamics change within piece of music
	<u>Performing</u> Autumn 1 <ul style="list-style-type: none"> - Perform a three-note piece as a class with an instrumental backing track Autumn 2 <ul style="list-style-type: none"> - Playing their composition accurately in time with their group. 	<u>Performing</u> Spring 1 <ul style="list-style-type: none"> - Develop confidence in playing C, B, A, and G on the recorder by performing the chorus of 'Take On Me' on the recorder Spring 2 <ul style="list-style-type: none"> - Increase confidence in reading and responding to C, B, A, and G in staff notation by playing 'We Will Rock You' on the recorder 	<u>Performing</u> Summer 1 <ul style="list-style-type: none"> - Increase confidence in playing C, B, A, G, and F-sharp on the recorder by performing the first verse of 'Lean On Me' as a whole class using the recorders Summer 2 <ul style="list-style-type: none"> - Incorporate dynamics variation into a whole class performance
	<u>Composing</u> Autumn 1 <ul style="list-style-type: none"> - Compose a short piece of music entitled 'Sounds of St Patrick's Catholic Primary School' and perform it as a class Autumn 2 <ul style="list-style-type: none"> - Compose a piece of music in groups using Rondo form 	<u>Composing</u> Spring 1 <ul style="list-style-type: none"> - Create a whole-class composition based on 'Mars' from Gustav Holst's 'The Planets' Spring 2 <ul style="list-style-type: none"> - Compose an episode in groups that will form part of a whole-class piece inspired by Purcell's 'Abdelazer' . - Create a graphic score for the group composition 	<u>Composing</u> Summer 1 <ul style="list-style-type: none"> - Create a whole-class composition based on Ralph Vaughan Williams' 'The Lark Ascending' and be able to improvise a melody Summer 2 <ul style="list-style-type: none"> - Create a whole class composition using dynamic variation
	<u>New Notation</u> <div> Dynamics – forte (loud) <i>f</i> mezzo forte (moderately loud) <i>mf</i> mezzo piano (moderately quiet) <i>mp</i> piano (quiet) <i>p</i> </div> <div> Crotchet rest – 1 beat silence  Minim rest – 2 beat silence  </div>		
	<u>Key Vocabulary</u> Dynamics – forte (loud), mezzo forte (moderately loud), mezzo piano (moderately quiet), piano (quiet) crescendo – getting louder diminuendo – getting quieter Graphic score Rondo = musical structure (ABACADA) Ostinato – a short repeated pattern Ralph Vaughan Williams Henry Purcell Gustav Holst Joseph Haydn		

	Autumn – Recorder introduction	Spring – Ostinati and Rondo form	Summer – Mexico
Class 3 (Years 5/6)	<u>Focus</u> Autumn 1 <ul style="list-style-type: none"> - Learn to play three notes on the recorder Autumn 2 <ul style="list-style-type: none"> - Develop confidence in playing four notes on the recorder, and read and respond to these notes in staff notation 	<u>Focus</u> Spring 1 <ul style="list-style-type: none"> - Understand the term ostinato and be able to compose one using Gustav Holst's 'The Planets' as inspiration Spring 2 <ul style="list-style-type: none"> - Identify and understand the sections within Rondo form by listening to examples of Rondo pieces, composing a whole-class Rondo piece, and then performing it 	<u>Focus</u> Summer 1 <ul style="list-style-type: none"> - Articulation: using staccato, legato, and slurred articulation when playing the recorder Summer 2 <ul style="list-style-type: none"> - Learn about the origin of Mexican music
	<u>Listening</u> Autumn 1 <ul style="list-style-type: none"> - Understand and describe how music can portray images, characters, or scenes Autumn 2 <ul style="list-style-type: none"> - Identify returning sections within a piece of music in Rondo form 	<u>Listening</u> Spring 1 <ul style="list-style-type: none"> - Identify ostinati within pieces of music and understand how they can convey images, characters or stories Spring 2 <ul style="list-style-type: none"> - Recognise, name and explain the sections within Rondo form 	<u>Listening</u> Summer 1 <ul style="list-style-type: none"> - Compare and contrast traditional versions of Mexican songs with modern covers - Think about how music can represent stories or characters Summer 2 <ul style="list-style-type: none"> - Recognise the stylistic features of traditional Mexican music
	<u>Performing</u> Autumn 1 <ul style="list-style-type: none"> - Perform a three-note piece as a class with an instrumental backing track Autumn 2 <ul style="list-style-type: none"> - Perform 'Jingle Bells' as a whole class using C, B, A, G on the recorder 	<u>Performing</u> Spring 1 <ul style="list-style-type: none"> - Develop confidence in playing C, B, A, G, and E on the recorder by performing the chorus of 'Take On Me' on the recorder Spring 2 <ul style="list-style-type: none"> - Increase confidence in playing C, B, A, G, F, and E on the recorder by playing 'Merrily' and 'Hot Cross Buns' in a round on the recorder 	<u>Performing</u> Summer 1 <ul style="list-style-type: none"> - Play syncopated rhythms with accuracy, control and fluency when performing 'La Bamba' on the recorder as a whole class - Accurately performing a composition as part of a group. Summer 2 <ul style="list-style-type: none"> - Play syncopated rhythms with accuracy, control and fluency. - Accurately performing a composition as part of a group.
	<u>Composing</u> Autumn 1 <ul style="list-style-type: none"> - Compose a short piece of music in groups inspired by sounds heard in the playground and coordinate a structure for a whole class piece entitled 'The Sounds of St Patrick's Catholic Primary School' Autumn 2 <ul style="list-style-type: none"> - Compose a piece of music in groups using Rondo form 	<u>Composing</u> Spring 1 <ul style="list-style-type: none"> - Create a whole-class composition based on 'Mars' from Gustav Holst's 'The Planets', as well as a piece based on the 'new' planet Spring 2 <ul style="list-style-type: none"> - Compose an episode in groups and whole-class theme that will form part of a whole-class piece inspired by Purcell's 'Abdelazer' 	<u>Composing</u> Summer 1 <ul style="list-style-type: none"> - Compose a short piece of music in groups inspired by Ralph Vaughan Williams' 'The Lark Ascending' Summer 2 <ul style="list-style-type: none"> - Create a whole-class piece of music inspired by Mexican music
	<u>New Notation</u>		
	Articulation: <div> Staccato = detached, spiky  </div> <div> Legato = smooth  </div> <div> Slurs = joined (not tongued)  </div>		
	<u>Key Vocabulary</u> Rondo = musical structure (ABACADA) Articulation = legato (smooth), staccato (spiky), slurred (joined, not tongued), and tongued Ostinato – a short repeated pattern Ralph Vaughan Williams Henry Purcell Gustav Holst Joseph Haydn		