



Music Long Term Planning

St Patrick's Catholic Primary School

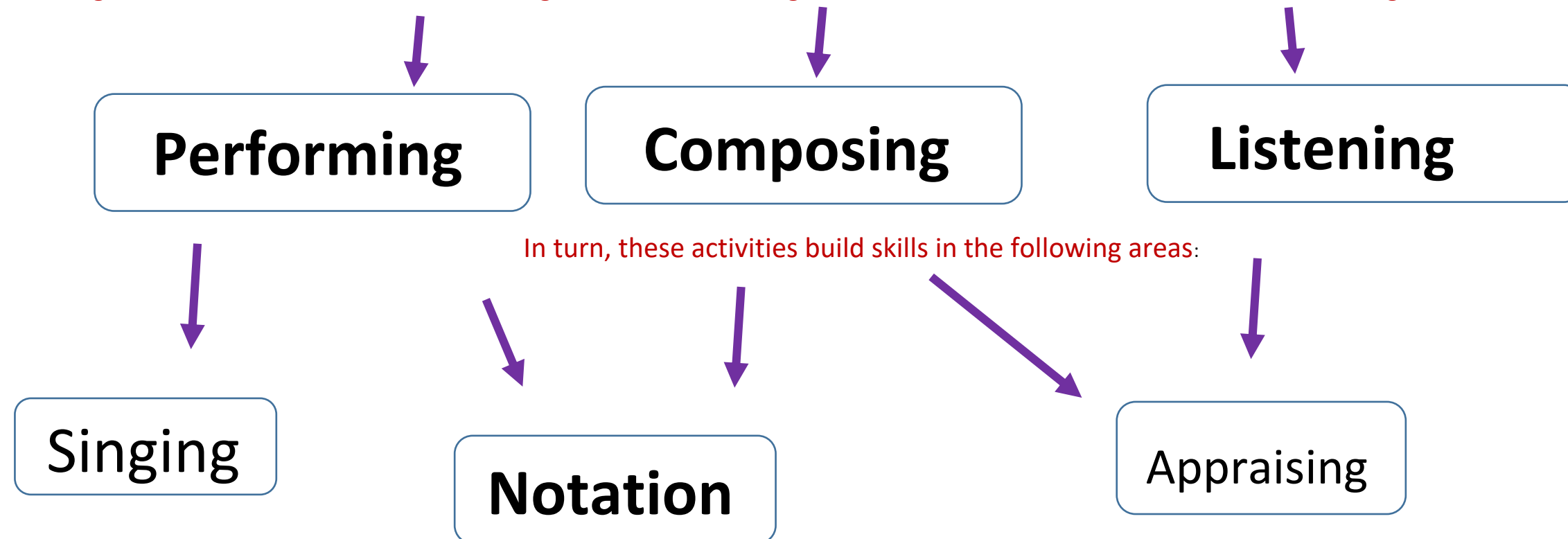
Music 'Big Ideas'

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!/Stories	
EYFS	<p><u>Focus</u></p> <p>Autumn 1 – Me!</p> <ul style="list-style-type: none">- Look into different types of percussion instruments (Drum, maraca, tambourine) <p>Autumn 2 - Stories</p> <ul style="list-style-type: none">- Explore nursery rhymes and Christmas songs
	<p><u>Listening</u></p> <p>Autumn 1</p> <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 <p>Autumn 2</p> <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
	<p><u>Performing</u></p> <p>Autumn 1</p> <ul style="list-style-type: none">- Perform short chants from memory, with expression <p>Autumn 2</p> <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 <p>Vocal skills practised through songs:</p> <ul style="list-style-type: none">-Take part in singing songs, following the tune (melody) well-Use my voice to good effect-Make & control long & short sounds using voices
	<p><u>Composing</u></p> <p>Autumn 1</p> <ul style="list-style-type: none">- Selecting sounds to describe a character or mood. <p>Autumn 2</p> <ul style="list-style-type: none">- Creating sounds and rhythmic patterns to describe characters or moods <p>Skills practised:</p> <ul style="list-style-type: none">-Create short musical patterns that contain lyrics-Create short rhythmic phrases
	<p><u>Key Vocabulary</u></p> <p>Loud/quiet fast/slow high/low loud/quiet trumpet, drums, guitar, piano</p> <p>Classroom percussion instruments: tambourine, triangle, maraca, cymbal</p>