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| **MUSIC LONG TERM PLAN** | | | | | | |
| KS1   * 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 interrelated dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations)   KS2   * 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 interrelated dimensions of music (see above) * 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 and understanding of the history of music | | | | | | |
|  | **Autumn** | | **Spring** | | **Summer** | |
| **1st half term** | **2nd half term** | **1st half term** | **2nd half term** | **1st half term** | **2nd half term** |
| **Year 4- Wider Opportunities** | Introduction.  Recognise and use rhythmic and pitched notation.  Correct posture. | Play it again: Minimalism  recognise and create repeated patterns; perform with control of pulse and awareness of what others are playing. | Calypso  sing in tune; maintain a simple part within an ensemble; work with several layers of sound and have an awareness of the combined effect | Pentatonic scales: East meets West  compose and perform simple melodies and songs independently; create simple accompaniments for their tunes using drones and melodic ostinati based on a given pentatonic scale with confidence | In Harmony: understanding chords and creating chord sequences  Be able to identify, create, and sequence major/minor triadic chords; sing, improvise, compose, and play short patterns over a chord sequence using the notes contained in each chord. | All Together Now: creating melodies over chord sequences  analyse and describe the musical characteristics of chord sequences; create and perform melodic lines that use notes that use some passing notes, playing with a sense of pulse and melodic line over the chosen chord sequence; notate their work. |