

WHOLE SCHOOL MUSIC LTP

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reception</b> Development Matters Early Years Outcomes	Through continuous provision, P.E. and teacher led sessions: Children listen attentively, move to and talk about music, expressing their feelings and responses. They watch and talk about dance and performance art, expressing their feelings and responses. Children sing in a group or on their own, increasingly matching the pitch and following the melody. They explore and engage in music making and dance, performing solo or in groups.					
<b>Year 1</b>	<b>'All about me'</b> Singing, long & short sounds, clap rhythms, identify beat.		<b>'Paddington'</b> Long/short sounds, create a sequence, symbols for composition (graphic score)		<b>'Recycling'/'I am a Robot'</b> Long/short sounds, singing, sequence of sounds, rhythms, sounds for effect, graphic score, identify beat.	
<b>Year 2</b>	<b>'Zootime'</b> Singing, untuned percussion, clap rhythms, make patterns, graphic score, beat, changes in dynamics/pitch and timbre.		<b>'Great Fire of London'</b> Singing, long and short sounds, clap rhythms, sounds to create an effect, musical patterns, beat, changes in dynamics/pitch and timbre.		<b>'Che Che Koolay'</b> Singing, playing instruments, pitch, sounds to create an effect, create short patterns and phrases, identify beat, changes in timbre, dynamics and pitch.	
<b>Year 3</b>	<b>'No place like...'</b> Perform with control, create repeated patterns, control sounds for effect, non-standard symbols,, use terms and evaluate music.			<b>'Glockenspiel' unit</b> Singing, play an instrument with control, repeated patterns,, notation, duration, timbre, pitch, beat, tempo, texture, use of silence.	<b>'Glockenspiel' unit</b> Singing, play an instrument with control, repeated patterns,, notation, duration, timbre, pitch, beat, tempo, texture, use of silence.	
<b>Year 4</b>			<b>'Night on Bare Mountain'</b> Maintain a part, play an instrument with control, abstract effects, repeated patterns,		<b>Recorders</b> Singing, maintain a part, play an instrument with control, repeated patterns, notation,	<b>Recorders</b> Singing, maintain a part, play an instrument with control, repeated patterns, notation,

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			evaluate music and effect of sounds.		duration, timbre, pitch, beat, tempo, texture, use of silence.	duration, timbre, pitch, beat, tempo, texture, use of silence.
<b>Year 5</b>	<b>Space – Mars from the Planet Suite</b> Play from memory and in tune, ostinato, rhythmic patterns, combine devices, use vocab to appraise music.		<b>Kensuke’s Kingdom</b> Play as part of a group, rhythmic patterns, select elements, notation, time signatures, use vocab to appraise music.			<b>Ukeleles</b> Controlled playing in tune, combine devices, notation and time signatures, use vocab to appraise music.
<b>Year 6</b>	<b>Vivaldi’s Four Seasons – Winter</b> Controlled playing in tune, ostinato, rhythmic patterns, combine devices, use vocab to appraise music.			<b>WWII</b> Singing/playing inc. rounds, rhythmic patterns, combine devices, digital technology, notation, time signatures, clefs, use vocab to appraise music.		<b>Leaver’s Song/ Hip Hop</b> Singing/playing, ostinato, create songs/lyrics/melody, rhythmic patterns, combine devices, digital technology, time signatures, vocab to appraise music/describe.