



# Manland Primary School-Long Term Curriculum Plan

## Overview of Skills – Music



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Sing songs and make up their own songs Develop preferences of forms of expression Use movement to express feelings and in response to music <i>Explore beat and tempo</i>		Build a repertoire of songs Explore the different sounds of musical instruments Know the name of some instruments		Sing songs, make music and dance Represent their own ideas, thoughts and feelings through Music Sing in time to a steady beat Express their opinions about different music	
Year 1	<b>Handa's Surprise</b> Rhythm and pulse – making rhythmic sentences from pictures	<b>Our Christmas Story</b> Nativity Singing	<b>Music that tells a story –</b> programme music / sound effects. Timbre.	<b>Wild Weather</b>	<b>Folk music / sea shanties – Representing Music, Sounds and the environment.</b>	<b>Seaside Sounds</b>
	Take part in singing, accurately following the melody. Follow instructions on how and when to sing or play an instrument. Create a sequence of long and short sounds. Clap rhythms. Create short, musical patterns. Create short, rhythmic phrases. Identify the beat of a tune.					
Year 2	<b>Rhythm and words – making rhythmic sentences from phrases</b>	<b>Singing - Nativity</b>	<b>Singing in rounds – (inc) London's burning</b>	<b>Music that tells a story – Katie in London (composing)</b>	<b>(Australia linked) Singing in rounds / Music around the world</b>	<b>Songs for KS1 festival</b>
	Make and control long and short sounds, using voice and instruments. Recognise changes in timbre, dynamics and pitch	Use symbols to represent a composition and use them to help with a performance. Recognise changes in timbre, dynamics and pitch.	Hold a part within a round. Create a mixture of different sounds (long and short, loud and quiet, high and low). Choose sounds to create an effect.	Choose sounds to create an effect. Sequence sounds to create an overall effect	Hold a part within a round. Create a mixture of different sounds (long and short, loud and quiet, high and low).	Imitate changes in pitch. Use symbols to represent a composition and use them to help with a performance.
Year 3	<b>Violin</b>		<b>Violin</b>		<b>Violin</b>	
	Children will begin to learn the violin with Mrs Wilmshurst from Herts County Music Service. They will learn how to look after the violin, to pluck and use the bow on 'open strings'. They will use musical terms to describe their playing and they will become aware of standard music notation.		Children will continue to learn the violin with Mrs Wilmshurst this term. They will also be learning songs for the Easter production.		Children will continue to learn the violin. They will also be learning new songs and developing their skills and musical awareness.	
Year 4	<b>Rhythm – Take 5 Dave Brubeck</b>	<b>Singing in a foreign language - Christingle carols</b>	<b>Music that tells a story – Stravinsky's Firebird (use BBC 10 pieces DVD)</b>	<b>Prep for Y3/4 music presentation to parents</b>	<b>Tudor entertainment based around Sumer is a comin' in</b>	<b>Singing rounds / part songs</b>



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	Choose, order, combine and control sounds to create an effect. Understand layers of sounds and discuss their effect on mood and feelings. Evaluate music using musical vocabulary to identify areas of likes and dislikes. Use drones as accompaniments.	Perform songs using their voices with increasing accuracy, fluency, control and expression	Evaluate music using musical vocabulary to identify areas of likes and dislikes. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Perform songs using their voices with increasing accuracy, fluency, control and expression	Develop an understanding of the history of music.	Understand layers of sounds and discuss their effect on mood and feelings.
Year 5	<b>Body Percussion and movement</b>	<b>Singing in parts – Christingle – traditional Christmas carol</b>	<b>Digital compositions - Garage band</b>	<b>Composing – The Pearl Diver</b>	<b>Music that tells a story – Strauss Alpine Symphony</b>	<b>Singing – KS2 performance</b>
	Create rhythmic patterns with an awareness of timbre and duration. Create rhythmic patterns with an awareness of timbre and duration.	Sing or play expressively and in tune. Perform solos or as part of an ensemble.	Use digital technologies to compose pieces of music Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.	Thoughtfully select elements for a piece in order to gain a defined effect. Read and create notes on the musical stave. Use drones and melodic ostinati (based on the pentatonic scale).	Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch dynamics tempo timbre texture sense of occasion expressive solo rounds drones cultural context. Sustain a drone or a melodic ostinato to accompany singing.	Perform solos or as part of an ensemble. Sing or play from memory with confidence.
Year 6	<b>Making music from words</b>	<b>Singing in parts – Christingle carols</b>	<b>WW2 medley – listen, compose and perform</b>	<b>Digital compositions- Garage band</b>	<b>China – pentatonic music</b>	<b>Singing – KS2 performance</b>
	Create songs with verses and a chorus. Combine a variety of musical devices, including melody, rhythm and chords.	Sing a harmony part confidently and accurately. Perform with controlled breathing (voice) and skilful playing (instrument).	Convey the relationship between the lyrics and the melody. Use and understand simple time signatures. Choose to include: <ul style="list-style-type: none"> <li>• lyrics and melody</li> <li>• harmonies</li> <li>• accompaniments</li> <li>• cyclic patterns</li> <li>• combination of musical elements</li> </ul> Understand the purpose of the treble and bass clefs and use	Use digital technologies to compose, edit and refine pieces of music	Describe how lyrics often reflect the cultural context of music and have social meaning.	Sing a harmony part confidently and accurately. Perform with controlled breathing (voice)



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