



# Acre Hall Primary School- Music Long Term Curriculum Plan



Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	How Do Pulse Rhythm and Pitch work together? Controlling vocal and instrument sound. Begin to follow basic musical instructions. Hip Hop Use Voices in different Ways	How does music make us feel? Pulse, Rhythm and Tempo. Recognise simple repeated patterns, follow basic musical instruction. Rapping, dancing and singing.	Begin to understand how elements can be used to create different moods and effects. Different styles of music. Dynamics Blues, Baroque, Bhangra, Folk, Funk.	Pulse, Rhythm and Pitch in different styles of music. Listen to simple pieces of music and discuss where they may hear it. Bossa Nova	Using Your Imagination. Experiment with sounds. How can sounds be organised? Represent sounds with different shapes. Pop	The history of music, look back and consolidate learning.
<b>Component Knowledge</b>	Pupils will be able to: <ul style="list-style-type: none"> <li>March in time with a beat/pulse</li> <li>Copy back simple rhythms</li> <li>Rap and sing a song</li> <li>Improvise using instruments in time with a backing using 1 or 2 notes.</li> </ul>	Pupils will be able to: <ul style="list-style-type: none"> <li>How to use musical vocabulary – dynamics, tempo and recognise changes.</li> <li>March in time, copy back simple rhythm and pitch patterns – building on previous knowledge.</li> <li>Learn songs for Christmas</li> <li>Recognise and clap crotchets and minims</li> </ul>	Pupils will be able to: <ul style="list-style-type: none"> <li>The effect changes in tempo, dynamics have on the mood of a piece of music.</li> <li>Copy back rhythms and simple pitch patterns building on previous learning</li> <li>Sing a Blues song</li> <li>Compose using 2 or 3 notes.</li> <li>Select and use sound sources creatively.</li> </ul>	Pupils will be able to: <ul style="list-style-type: none"> <li>March in time</li> <li>Copy back simple rhythm and pitch patterns, building on previous knowledge.</li> <li>Read simple rhythms from simple notation and clap or play on class percussion</li> <li>Play instruments in time using up to 3 notes</li> </ul>	Pupils will be able to: <ul style="list-style-type: none"> <li>Move in time with a beat, count beats and change action.</li> <li>Copy back simple rhythm and pitch patterns, building on previous knowledge.</li> <li>Compose with the song using composing tool and perform composition with the song.</li> <li>Organise sounds using graphic notation.</li> </ul>	Pupils will be able to: <ul style="list-style-type: none"> <li>Revisit songs and topics covered over the year to consolidate learning.</li> <li>Look at the history of music to gain an understanding of how music has changed over time.</li> <li>Utilise knowledge and skills in a performance. Play instruments, improvise, compose, sing.</li> </ul>
1/2	How Do Pulse Rhythm and Pitch work together? Controlling vocal and instrumental sounds.	How does music make us feel? Pulse, Rhythm and Tempo.	Begin to understand how elements can be used to create different moods and effects.	Pulse, Rhythm and Pitch in different styles of music. Listen to simple pieces of music and discuss where they may hear it.	Using Your Imagination. Experiment with sounds. How can sounds be organised?	The history of music, look back and consolidate learning.



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	Begin to follow basic musical instructions.  Hip Hop Use Voices indifferent Ways	Recognise simple repeated patterns, follow basic musical instruction.  Rapping, dancing and singing	Different styles of music. Dynamics Blues, Baroque, Bhangra, Folk, Funk. .	Bossa Nova	Represent sounds with different shapes.  Pop	
<b>Component Knowledge</b>	Pupils will be able to: <ul style="list-style-type: none"> <li>March in time with a beat/pulse</li> <li>Copy back simple rhythms</li> <li>Rap and sing a song</li> <li>Improvise using instruments in time with a backing using 1 or 2 notes</li> </ul>	Pupils will be able to: <ul style="list-style-type: none"> <li>How to use musical vocabulary – dynamics, tempo and recognise changes.</li> <li>March in time, copy back simple rhythm and pitch patterns – building on previous knowledge.</li> <li>Learn songs for Christmas</li> <li>Recognise and clap crotchets and minims</li> </ul>	Pupils will be able to: <ul style="list-style-type: none"> <li>The effect changes in tempo, dynamics have on the mood of a piece of music.</li> <li>Copy back rhythms and simple pitch patterns building on previous learning</li> <li>Sing a Blues song</li> <li>Compose using 2 or 3 notes.</li> <li>Select and use sound sources creatively.</li> </ul>	Pupils will be able to: <ul style="list-style-type: none"> <li>March in time</li> <li>Copy back simple rhythm and pitch patterns, building on previous knowledge.</li> <li>Read simple rhythms from simple notation and clap or play on class percussion</li> <li>Play instruments in time using up to 3 notes</li> </ul>	Pupils will be able to: <ul style="list-style-type: none"> <li>Move in time with a beat, count beats and change action.</li> <li>Copy back simple rhythm and pitch patterns, building on previous knowledge.</li> <li>Compose with the song using composing tool and perform composition with the song.</li> <li>Organise sounds using graphic notation.</li> </ul>	Pupils will be able to: <ul style="list-style-type: none"> <li>Revisit songs and topics covered over the year to consolidate learning.</li> <li>Look at the history of music to gain an understanding of how music has changed over time.</li> <li>Utilise knowledge and skills in a performance. Play instruments, improvise, compose, sing.</li> </ul>
<b>2</b>	Use voices expressively Pulse, rhythm and pitch. Tuned and untuned instruments with control Sing a song in Afro pop style.  South African Afro pop. Listen to examples of South African music, discuss the characteristics.	Festivals, Christmas Recognise pieces of music for a specific purpose. A song with rapping and improvising Sing for Christmas	Playing together in a band. Thinking of others when performing Listen to and discuss the characteristics, instruments, sounds of rock music.	Reggae and animals. Choose and order sounds for mood or effect. Play glockenspiels with a piece in reggae style, using 1 2 or 3 notes. Compose and or improvise with the song.  Reggae, Listen to various examples of Reggae music and discuss what we hear – instruments, moods.	A song about being friends. Respond to different moods in music.  Pop – listen to various pop songs, different artists and instruments. Use rhythm grids to introduce crotchets, minims, crotchet rests (quavers)  Compose a simple melody using the composing tool, to go with the unit song.	The history of music look back and consolidate. Listen to classical music and discuss how music sounded different many years ago.  Recap songs from the year, Rhythm, pitch, dynamics, tempo Perform – sing, compose, improvise, play.
<b>Component Knowledge</b>	Pupils will be able to: <ul style="list-style-type: none"> <li>Move in time with a beat/pulse</li> </ul>	Pupils will be able to: <ul style="list-style-type: none"> <li>Move to the beat/pulse building on</li> </ul>	Pupils will be able to: <ul style="list-style-type: none"> <li>Move to the beat/pulse building on</li> </ul>	Pupils will be able to: <ul style="list-style-type: none"> <li>Move to the beat/pulse building on previous knowledge</li> </ul>	Pupils will be able to: <ul style="list-style-type: none"> <li>Move to the beat/pulse building on previous knowledge</li> </ul>	Pupils will be able to: <ul style="list-style-type: none"> <li>Understand that music hasn't always sounded the</li> </ul>



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	<ul style="list-style-type: none"> <li>Copy back short rhythm and pitch patterns</li> <li>Make up their own responses to rhythm and pitch patterns</li> <li>Sing a song in Afro pop style</li> <li>Recognise the characteristics of Afro pop</li> <li>Play and improvise using 1 or 2 notes</li> </ul>	<ul style="list-style-type: none"> <li>previous knowledge</li> <li>Copy back short rhythm and pitch patterns building on previous knowledge</li> <li>Recognise changes in dynamics and tempo</li> <li>Learn to sing songs for Christmas</li> <li>Clap simple rhythms from simple notation building on previous knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>previous knowledge</li> <li>Be able to copy back short rhythm and pitch patterns building on previous knowledge</li> <li>Recognise changes in dynamics and tempo</li> <li>Play the glockenspiels, with the song, recognising, when to change pitch.</li> <li>Sing a song in Rock style.</li> <li>Recognise characteristics of Rock music</li> </ul>	<ul style="list-style-type: none"> <li>Copy back short rhythm and pitch patterns building on previous knowledge</li> <li>Recognise changes in dynamics and tempo building on previous knowledge.</li> <li>Recognise characteristics of Reggae music</li> <li>Know the difference between composing and improvising.</li> </ul>	<ul style="list-style-type: none"> <li>Copy back short rhythm and pitch patterns building on previous knowledge</li> <li>Recognise changes in dynamics and tempo building on previous knowledge.</li> <li>Recognise that a rhythm is a pattern of long and short sounds, crotchets, minims, crotchet rests, (quavers).</li> <li>Understand how to select a sequence of different pitched notes to compose a melody.</li> </ul>	<ul style="list-style-type: none"> <li>same as it does today</li> <li>Be able to identify some musical instruments by sound alone or from images.</li> <li>How to rehearse singing, composing, improvising with a song for a performance.</li> <li>Build on previous knowledge to embed understanding of the elements of music.</li> </ul>
KS1 SSC	Responding to music that we hear. Taking turns with instruments. Starting and stopping in appropriate place. Following basic musical instructions.		Exploring different sounds. E.g. Controlling sounds on tuned an untuned percussion instruments. Matching instrument sounds to actions or story		Copying back simple rhythm patterns Using 2 or more notes on chime bars. Responding to steady beat, playing in time.	
3	Glockenspiel 1 Listen and apprise – YPG Ben Britten – orchestral families (youtube – New Jersey Symphony orchestra) Learn how to play Easy E using the glockenspiel and recognise how E is notate on the stave. Learn how to play Strictly D and recognise how D is notated on the stave. Read and play simple rhyhthms using crotchets and minims.	Listen and appraise music in various styles. Copy back, clapping, more complex rhythm patterns and short melodic phrases. Christmas – mixed styles Exploring and developing playing and singing performance skills. Develop musicianship skills in a range of styles.	Reggae Listen and appraise Three Little Birds by Bob Marley, use musical vocabulary. Recognise rhythms in the song to aid improvisation. Compose a melody to go with the song. Sing and perform. Identify elements, instruments and what a song or piece of music is about. Compare various reggae music by other artists.	Music from around the world. Celebrating our differences and being kind to one another. Improvising and composing using the keyboards.	Brining us Together. Disco, friendship, hope and unity Use elements creatively. Different styles of notation. Composing	This unit consolidates the learning that has occurred during the year. Listen to Classical music and understand how music has changed through history, looking at the periods of classical music.  Continue to embed the elements of music and musicianship through revisiting some of the songs and skills and key knowledge covered through the year.



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Component Knowledge	Pupils will be able to:	Pupils will be able to:	Pupils will be able to:	Pupils will be able to:	Pupils will be able to:	Pupils will be able to:
	<ul style="list-style-type: none"> <li>Name the 4 orchestral instrument families.</li> <li>Recognise the notes CDEF on the musical stave.</li> <li>Compose with CDEF</li> <li>Recognise notated rests</li> <li>Follow a score and play the glockenspiel in time with a backing beat.</li> </ul>	<ul style="list-style-type: none"> <li>Move to the beat/pulse building on previous knowledge</li> <li>Copy back more complex rhythm and pitch patterns building on previous knowledge</li> <li>Identify some of the elements of music in recorded music and use appropriate musical vocabulary to describe what they hear.</li> <li>Learn to sing songs for Christmas in unison and /or 2 parts and perform in a Christmas concert.</li> <li>Clap more complex rhythms from simple notation building on previous knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Move to the beat/pulse, building on previous knowledge</li> <li>Copy back more complex rhythm patterns on untuned percussion and tuned percussion.</li> <li>Copy back simple melodic patterns 2 notes.</li> <li>Play an instrumental part by ear and/or from notation using up to 3 notes.</li> <li>Compose a simple melody using simple rhythms choosing from the notes CD+E</li> <li>Recognise some of the style indicators of Reggae music.</li> </ul>	<ul style="list-style-type: none"> <li>Move to the beat/pulse building on previous knowledge</li> <li>Copy back rhythms and melodic patterns on tuned instruments</li> <li>Copy back simple melodic patterns using up to 3 notes.</li> <li>Play instrumental parts with the song by ear or from notation using easy or medium parts.</li> <li>Recognise the characteristics of a folk/traditional song celebrating differences and being kind.</li> </ul>	<ul style="list-style-type: none"> <li>Move to the beat/pulse, building on previous learning.</li> <li>Play and copy back on an instrument using up to 3 notes.</li> <li>Recognise the style indicators/characteristics of disco music.</li> <li>Play, improvise and compose a simple melody, using up to 3 notes, on keyboards or glockenspiels.</li> <li>As a class organise a class performance of a song</li> </ul>	<ul style="list-style-type: none"> <li>Recall some of the key knowledge covered during the year.</li> <li>Choose 1 song and be able to talk about it.</li> <li>Talk about tempo, pitch, dynamics, rhythm, texture</li> <li>Recognise whether a piece of music was written recently or a long time ago.</li> <li>Recognise some different musical instruments and the families they belong to.</li> <li>Locate up to 5 notes on a keyboard or glockenspiel and use them to play, improvise, compose, perform.</li> <li>Understand 'rehearsing' or practising and self-evaluation to progress.</li> </ul>
4	<p>Abba's music</p> <p>Sing with increased control and expression.</p> <p>Play instruments with increasing range of notes.</p> <p>Experiment with improvising using 12 or 3 notes.</p> <p>Pop</p> <p>Listen to YPG Benjamin Britten</p>	<p>Christmas</p> <p>Listen to and appraise and perform music for a celebration</p> <p>Exploring and developing playing and skills using glockenspiels and keyboards, continuing to embed the elements of music.</p> <p>Singing in mixed musical styles.</p>	<p>Keyboard Course-various Styles.</p> <p>In this unit the learning will be focussed around the skills required to play a musical instrument.</p> <p>Pupils will learn how to locate notes on a keyboard and play pieces in a variety of styles which have increasing note ranges, from a variety of notations.</p>	<p>Soul/Gospel music and helping one another</p> <p>Improvising and composing with increased range of notes.</p> <p>Gospel.</p> <p>This unit builds on previous learning with respect to musical language, vocabulary and musicianship – moving to the beat, copying back – pitch and rhythms.</p> <p>It features soul and gospel music.</p>	<p>The Beatles, equality and civil rights.</p> <p>Recognising purpose in songs and music.</p> <p>Composing using elements and layers of sound creatively.</p> <p>Explore song structure and time signatures.</p> <p>The music of the Beatles.</p>	<p>The history of music, look back and consolidate learning.</p> <p>Listen to Classical music and recognise how music changes over time.</p> <p>Continue to embed the elements of music and musicianship through revisiting some of the songs</p>



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			Pupils will be encouraged to self-evaluate, use their understanding of the language of music and practise to make progress.			and skills and key knowledge covered through the year.
<b>Component Knowledge</b>	Pupils will be able to: <ul style="list-style-type: none"> <li>Recognise and name the 4 orchestral families</li> <li>Begin to recognise individual instruments from the 4 orchestral families</li> <li>Recognise verse/chorus structure in a pop song.</li> <li>Play and copy back using up to 2 notes on a keyboard or glockenspiel.</li> <li>Use rhythms and up to 3 notes to improvise with a song.</li> </ul>	Pupils will be able to: <ul style="list-style-type: none"> <li>Copy back more complex rhythms and melodies using the keyboards and glockenspiels building on previous learning.</li> <li>Sing songs in up to two parts</li> <li>Perform in a Christmas concert.</li> </ul>	Pupils will be able to: <ul style="list-style-type: none"> <li>Locate up to 5 notes on the keyboard</li> <li>Read and play up to 5 different pitched notes from traditional notation</li> <li>Read and play simple rhythms</li> <li>Know how to play up to 5 different pieces using 3 different pitched notes and perform.</li> <li>Use appropriate keyboard technique to facilitate progress.</li> </ul>	Pupils will be able to: <ul style="list-style-type: none"> <li>Copy back more complex rhythms and short melodies using up to 3 notes.</li> <li>Play an instrumental part with the song using the easy or medium part and up to 4 notes. CEFG</li> <li>Improvise using up to 3 notes.</li> <li>Recognise the characteristics of soul/gospel music.</li> <li>Use musical vocabulary to describe a piece of music building on previous learning</li> <li>Compose a melody to perform with the song.</li> </ul>	Pupils will be able to: <ul style="list-style-type: none"> <li>Compose using the notes of the pentatonic scale, CDFGA, building on previous learning</li> <li>Write song lyrics</li> <li>Recall more complex rhythm patterns, building on previous learning.</li> <li>Play instruments with the song and improvise, building on previous learning.</li> <li>Use musical vocabulary to discuss a piece of music or performance</li> <li>Use musical skills and knowledge appraise and improve their work.</li> </ul>	Pupils will be able to: <ul style="list-style-type: none"> <li>Recall some of the key knowledge covered during the year.</li> <li>Choose 1 song and be able to talk about it.</li> <li>Talk about tempo, pitch, dynamics, rhythm, texture</li> <li>Recognise whether a piece of music was written recently or a long time ago.</li> <li>Recognise some different musical instruments and the families they belong to.</li> <li>Locate up to 5 notes on a keyboard or glockenspiel and use them to play,</li> </ul>
LKS2 SSC	Sing with control Explore different untuned percussion sounds.	Music for festivals and Christmas	Singing a Round Glockenspiel and untuned percussion skills Respond to dynamics through movement.	Zootime Reggae and animals. Choose and order sounds for mood or effect. Play glockenspiels with a piece in reggae style, using 1 2 or 3 notes. Improvise with the song.	Drumming patterns Call and Response Play glockenspiels with a song	History of music Consolidate learning
<b>Component Knowledge</b>	Pupils will be able to: <ul style="list-style-type: none"> <li>Move in time with a beat/pulse</li> </ul>	Pupils will be able to: <ul style="list-style-type: none"> <li>Move in time with a beat/pulse</li> <li>Copy back short rhythm</li> </ul>	Pupils will be able to: <ul style="list-style-type: none"> <li>Move in time with a beat/pulse</li> <li>Copy back short rhythm and pitch</li> </ul>	Pupils will be able to: <ul style="list-style-type: none"> <li>Move to the beat/pulse building on previous knowledge</li> <li>Copy back short rhythm and pitch patterns building on previous knowledge</li> </ul>	Pupils will be able to: <ul style="list-style-type: none"> <li>Move to the beat/pulse building on previous knowledge</li> <li>Copy back short rhythm and pitch patterns</li> </ul>	Pupils will be able to: <ul style="list-style-type: none"> <li>Revisit songs and topics covered over</li> </ul>



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	<ul style="list-style-type: none"> <li>Copy back short rhythm and pitch patterns.</li> <li>Sing a song in pop style</li> </ul>	<ul style="list-style-type: none"> <li>and pitch patterns</li> <li>Sing Christmas songs for nativity performance.</li> </ul>	<ul style="list-style-type: none"> <li>patterns clapping or on untuned percussion.</li> <li>Play a simple glockenspiel part using 1 or 2 notes</li> <li>Recognise changes in dynamics</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and respond to changes in dynamics.</li> </ul>	<ul style="list-style-type: none"> <li>building on previous knowledge</li> <li>Recognise changes in dynamics and tempo</li> <li>Control the sound on a glockenspiel and play in the right place with a song.</li> </ul>	<ul style="list-style-type: none"> <li>the year to consolidate learning.</li> <li>Look at the history of music to gain an understanding of how music has changed over time.</li> <li>Utilise knowledge and skills in a performance. Play instruments, improvise, sing.</li> </ul>
5	<p>Rock music.</p> <p>Sing with controlled pitch and sense of phrase.</p> <p>Play instruments with and increasing range of notes from notation.</p> <p>Explore and discuss Rock music style and instruments, using musical vocabulary and knowledge, through listening to the music of various rock bands.</p> <p>Rehearse and perform as part of a performance of the song.</p> <p>Pupils will build on their previous knowledge of pitch, dynamics, tempo and structure and musical vocabulary.</p>	<p>Classroom Jazz</p> <p>Exploring playing skills on keyboards.</p> <p>This unit builds on previous learning and focuses on performance.</p> <p>Pupils will continue to embed the elements of music through playing musical instruments.</p> <p>Pupils will explore Christmas music – singing in a range of styles for a Christmas performance.</p>	<p>Pop Ballad</p> <p>Play and perform parts in a range of solo and ensemble contexts.</p> <p>Build on previous learning and play, compose improvise using up to 5 notes and more complex rhythms.</p> <p>Develop more or an awareness of structure in music in different styles.</p> <p>Explore the effects of different notes played at the same time, chords, harmony.</p>	<p>Old school hip hop – extended improvisation</p> <p>Create and perform more complex rhythms in a range of styles and contexts, building on previous knowledge.</p> <p>This unit focuses on a piece of hip hop, an example of a rap that tells a story.</p> <p>Pupils will extend their improvising skills, play with the song from a choice of instruments.</p> <p>Create their own story in rap/hip hop style.</p>	<p>Beginner Keyboard Course</p> <p>Build on previous knowledge to develop keyboard skills.</p> <p>Use appropriate technique, read and play from musical notation in various styles.</p> <p>Build on knowledge of harmony/chords</p> <p>Continue to build on musicianship previous learning – copy back melodies using up to 3 notes</p> <p>Copy back more complex rhythms</p>	<p>The history of music, look back and consolidate learning.</p> <p>Listen to Classical music and recognise how music changes over time.</p> <p>Continue to embed the elements of music and musicianship through revisiting some of the songs and skills and key knowledge covered through the year.</p>
<b>Component Knowledge</b>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>Recognise a piece in Rock style.</li> <li>Copy back a simple melody using up to 3 notes.</li> <li>Play an instrumental part on keyboard or</li> </ul>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>Locate and play up to 5 notes on the keyboard</li> <li>Read and play up to 5 notes from basic musical notation and by rote.</li> </ul>	<p>Pupils will be able to</p> <ul style="list-style-type: none"> <li>Recognise structure in various pop songs</li> <li>Select and play notes in harmony – chords.</li> <li>Boomwhackers, glockenspiels, keyboards</li> </ul>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>Play and easy, medium or melody part, on an instrument, with a hip hop song</li> <li>Improvise using up to 3 notes with more confidence, building on previous knowledge.</li> <li>Compose using up to 5 notes</li> <li>Write a rap, telling a story.</li> </ul>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>Play the keyboard, reading from notation, with a backing track in a range of styles</li> <li>Progress at their own pace building on previous knowledge and skill.</li> <li>Follow and play a chord sequence.</li> </ul>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>Recall some of the key knowledge covered during the year.</li> <li>Choose 1 song and be able to talk about it.</li> <li>Talk about tempo, pitch,</li> </ul>



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	<p>glockenspiel, including sharps, by ear and/or from notation, using up to 4 notes.</p> <ul style="list-style-type: none"> <li>Sing with more confidence and control.</li> </ul>	<ul style="list-style-type: none"> <li>Sing Christmas songs in a range of styles.</li> </ul>	<ul style="list-style-type: none"> <li>Play in either an easy or medium part on an instrument with a pop song.</li> <li>Perform and part of a class ensemble.</li> <li>Compose a melody to go with a pop song using up to 5 notes.</li> </ul>			<p>dynamics, rhythm, texture</p> <ul style="list-style-type: none"> <li>Recognise whether a piece of music was written recently or a long time ago.</li> <li>Recognise some different musical instruments and the families they belong to.</li> <li>Locate up to 5 notes on a keyboard or glockenspiel and use them to play.</li> </ul>
6	<p>Being happy Internalise more complex rhythmic and melodic patterns. This unit is focused around Happy, a pop song by Pharrell Williams Pupils will discuss how the elements of music are used to create an upbeat, happy feeling in a piece of music. Or, by contrast a sad feeling – major and minor tonality. Pupils will play from increasing range of notation</p>	<p>Jazz improvisation and composition Develop keyboard skills. Christmas – singing in a range of styles for a performance. Music for festivals. Build on keyboard skills and musicianship – begin classroom jazz.</p>	<p>How does music improve our world?  Classroom Jazz 2 This unit focuses on music in jazz and blues styles. Pupils will use keyboards to learn from memory a melody to play in a jazz/swing style. Pupils will improvise with a jazz/swing style song and compose, introducing 'blues notes,' in a blues style.</p>	<p>The music of Carole King Improvisation and composition. 70's pop ballad Explore the rhythm of words <a href="https://www.youtube.com/watch?v=3Npwle3kF0">https://www.youtube.com/watch?v=3Npwle3kF0</a> Pupils will explore the music of Carole King and other artists from the 1960's In this unit pupils will explore rhythms in the words and how that leads to melody. Pupils will also explore structure in music through a variety of activities.</p>	<p>Music and Me In this unit pupils will create their own music inspired by their identity and interests. Pupils will listen to a variety of influential women composers and look at their inspiration, techniques and choices made in their compositions Pupils will then have a chance to compose using a variety of tools, instruments and styles.</p>	<p>Consolidate learning. History of music The history of music, look back and consolidate learning. Listen to Classical music and recognise how music changes over time.  Continue to embed the elements of music and musicianship through revisiting some of the songs and skills and key knowledge covered through the year.</p>
<b>Component Knowledge</b>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>Improvise using up to 3 notes</li> <li>Compose using up to 5 notes</li> <li>Play and instrumental part with a song by ear and/or from notation with increasing confidence, building on prior knowledge</li> </ul>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>Sing songs in a variety of style for a Christmas performance.</li> <li>Sing songs in 2 parts</li> <li>Rehearse for a performance.</li> </ul>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>Play in a jazz/swing style by ear/rote</li> <li>Improvise using up to 3 notes in a jazz/swing style</li> <li>Improvise in a blues style using blues notes C,Bflat,G,F +C</li> <li>Play instrumental parts using notes CDEFGAB+C and</li> </ul>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>Play a keyboard part to a pop song</li> <li>Recognise rhythms in words and sentences and add pitch to create a melody</li> <li>Recognise the importance of structure in a song e.g. verse/chorus</li> <li>Use knowledge of beat, rhythm, tempo, timbre (sound selection) to create their chosen mood</li> <li>Select appropriate tempi and sounds to create pieces that have structure.</li> <li>Perform their composition.</li> </ul>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>Organise musical ideas within a chosen structure or style.</li> <li>Use a variety of techniques to compose</li> <li>Express themselves and who they are through music</li> <li>Perform and share their ideas.</li> </ul>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>Recall some of the key knowledge covered during the year.</li> <li>Choose 1 song and be able to talk about it.</li> <li>Talk about tempo, pitch, dynamics, rhythm, texture</li> <li>Recognise whether a piece of music was</li> </ul>



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	<ul style="list-style-type: none"> <li>Copy back a short melody using up to 3 notes.</li> <li>Clap back more complex patterns building on previous knowledge.</li> </ul>		<p>CBflat GF+C in 'Meet The Blues'</p> <ul style="list-style-type: none"> <li>Perform a song in Jazz/Latin American, swing groove</li> <li>Compose a melody using Blues notes in Blues style.</li> </ul>			<p>written recently or a long time ago.</p> <ul style="list-style-type: none"> <li>Recognise some different musical instruments and the families they belong to.</li> <li>Locate up to 5 notes on a keyboard or glockenspiel and use them to play,</li> </ul>
UKS2 SSC	<p>Sing with increased control and expression.</p> <p>Play instruments with increasing range of notes building on learning.</p>	<p>Music for festivals and Christmas</p>	<p>Glockenspiel and keyboard skills</p> <p>Glockenspiel 2 course, pupils will be able to use the keyboards if they choose.</p>	<p>Soul/Gospel music and helping one another</p> <p>Improvising and composing with increased range of notes.</p> <p>Gospel.</p> <p>This unit builds on previous learning with respect to musical language, vocabulary and musicianship – moving to the beat, copying back – pitch and rhythms.</p> <p>It features soul and gospel music.</p>	<p>Drumming patterns</p> <p>Call and Response</p> <p>Layering rhythms and sounds to create a variety of textures.</p> <p>Also pupils will listen songs by the Beatles and learn to sing Blackbird.</p>	<p>The history of music, look back and consolidate learning.</p> <p>Listen to Classical music and recognise how music changes over time.</p> <p>Continue to embed the elements of music and musicianship through revisiting some of the songs and skills and key knowledge covered through the year.</p>
Component Knowledge	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>Move in time with a beat/pulse</li> <li>Copy back short rhythm and pitch patterns.</li> <li>Sing a song in pop style</li> </ul>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>Move in time with a beat/pulse</li> <li>Copy back short rhythm and pitch patterns</li> <li>Sing Christmas songs for nativity performance.</li> </ul>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>Locate up to 5 notes on the keyboard</li> <li>Read and play up to 5 different pitched notes from traditional notation</li> <li>Read and play simple rhythms</li> </ul>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>Copy back more complex rhythms and short melodies using up to 3 notes.</li> <li>Play an instrumental part with the song using the easy or medium part and up to 4 notes. CEFG</li> <li>Improvise using up to 3 notes.</li> <li>Recognise the characteristics of soul/gospel music.</li> <li>Use musical vocabulary to describe a piece of music building on previous learning</li> </ul>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>Perform an independent rhythm in a group performance.</li> <li>Recognise structure in a piece</li> <li>Sing a Beatles song</li> </ul>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>Recall some of the key knowledge covered during the year.</li> <li>Choose 1 song and be able to talk about it.</li> <li>Talk about tempo, pitch, dynamics, rhythm, texture</li> <li>Recognise whether a piece of music was written recently or a long time ago.</li> </ul>





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Find details of knowledge and skills to be covered each year group in 'Knowledge and Skills' folder.

For cover, all lesson plans can be found in Charanga 'Original Scheme' and the documents accompanying each unit.