

Long Term Framework for Music

Composition Performance Listening

| | Block 1 | Block 2 | Block 3 | Block 4 | Block 5 | Block 6 |
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| Whole school opportunities and experiences | | | | | | |
| Nursery | I wonder what is special I can join in with a musical performance | I wonder what is special I can join in with a musical performance | I wonder how things change I can listen and respond to music I can create sounds or movement to music | I wonder how things change I can listen and respond to music I can create sounds or movement to music | | |
| Reception | I wonder what is special I can explore and play different instruments | I wonder what is special I can explore and play different instruments | I wonder how things change I can listen and respond to a variety of music | I wonder how things change I can listen and respond to a variety of music | I wonder what happens next I can create a simple song | I wonder what happens next I can create a simple song |
| Year 1 | Reading Music 1.Begin to follow picture notation 2.Create their own picture notation 3.Compose their own rhythm 4.Know what a crotchet and quaver look like 5. Begin to sing songs expressively | Christmas 1. Sing Songs Expressively for a purpose 2. Begin to describe Music as fast or slow 3. Begin to describe Music as loud or soft 4. Begin to describe the mood of Music 5. Begin to explain why they like/dislike a piece of Music | Glockenspiel 1. Play high and low pitches 2. Play a rhythm on the Glockenspiel 3. Compose their own melody on the Glockenspiel 4. Follow picture notation | Musical Terms 1. Identify Drums, Piano and Guitar 2. Describe Music as fast or slow in a given piece of music 3. Describe Music as loud or soft in a given piece of music 4. Describe the mood of Music 5. Explain why they like/dislike a piece of Music | Glockenspiel 1. Play notes C D E on the Glockenspiel 2. Compose a melody using notes C D E on the Glockenspiel | Performance and Listening 1. Sing songs expressively 2. Understand high and low pitches 3. Describe Music as fast or slow 4. Describe Music as loud or soft 5. Describe the mood of different Music |
| Year 2 | Musical Terms 1. Understand the difference between rhythm and beat 2. Understand melody 3. Understand dynamics and tempo 4. Identify crotchets, quavers minims + semi breves 5. Follow simple notation | Christmas 1. Sing songs using dynamics in the voice for a purpose 2. Understand melody 3. Understand dynamics and tempo | Glockenspiel 1. Follow simple notation for a purpose 2. Play a simple melody on the Glockenspiel 3. Play a solo on the Glockenspiel | World Music 1. Name 3 musical traditions from around the world 2. Identify 3 instruments from other countries | Glockenspiel 1. Follow simple notation to play along to 2. Play a melody on the Glockenspiel 3. Play notes C D E F and G on the Glockenspiel | Composition and Performance 1. Compose their own melody using C D E F and G on the Glockenspiel 2. Know what crotchets, quavers, minims and semi breves look like. 3. Choose a dynamic for their composition 4. Choose a tempo for their composition 5. Sing songs using dynamics in the voice |
| Year 3 | The Orchestra 1. Understand the Conductor and his role 2. Name the 4 Orchestral Families 3. Name 1 instrument from each Orchestral Family | Christmas 1. Play with changes in dynamics for a purpose | Recorder 1. Read notes B A G on the stave 2. Play notes B A G on the Recorder 3. Play crotchets and quavers on the Recorder | Classical Listening 1. Name 3 facts about Edward Elgar 2. Name 3 facts about Land of Hope and Glory | Recorder 1. Place notes B A G on the stave 2. Improvise a melody using notes B A G 3. Play with changes in dynamics | Recorder and Singing 1. Compose their own melody using crotchets and quavers on the Recorder 2. Compose a melody to a backing track 3. Choose a name for their composition 4. Play a solo on the recorder |
| Year 4 | Genres 1. Name 3 musical genres and their traditions 2. Be able to identify musical genres 3. Identify families of the Orchestra | Christmas 5. Identify changes in tempo and dynamics | Recorder 1. Play crotchets, quavers minims and semi breves on the Recorder | Body Percussion 1. Perform body percussion 2. Compose their own body percussion | Recorder 1.Read notes B A G E D on the stave 2.Play notes B A G E D on the Recorder | Recorder and Singing 1.Play notes B A G E D on the Recorder for a purpose 2. Know where B A G E D are on the Recorder 3. Notate their composition on the stave . |

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| | <p>4. Identify instruments from Orchestra</p> <p>5. Begin to identify changes in tempo and dynamics</p> | | | | <p>3. Play crotchets, quavers minims and semi breves on the Recorder for a purpose</p> | <p>4. Compose their own melody using crotchets, quavers minims and semi breves</p> <p>5. Compose a melody on the recorder</p> |
| Year 5 | <p>Film Music</p> <ol style="list-style-type: none"> 1. Name 3 film Composers 2. Understand film music traditions 3. Explain reasons for pitch, dynamic and tempo changes 4. Improvise their own melody fitting to a scene 5. Compose their own leitmotif for a character | <p>Christmas</p> <ol style="list-style-type: none"> 1. Explain reasons for pitch, dynamic and tempo changes in a given piece of music. | <p>Keyboard</p> <ol style="list-style-type: none"> 1. Play a solo on the Keyboard 2. Play crotchets and quavers on the Keyboard | <p>Classical Listening</p> <ol style="list-style-type: none"> 1. Name 3 facts about Hubert Parry 2. Name 3 facts about Jerusalem | <p>Keyboard</p> <ol style="list-style-type: none"> 1. Read notes C D E F G on the stave 2. Play notes C D E F G on the Keyboard | <p>Composition and Performance</p> <ol style="list-style-type: none"> 1. Compose their own melody using crotchets and quavers 2. Notate their composition on the stave |
| Year 6 | <p>History of Music</p> <ol style="list-style-type: none"> 1. Pick out instruments in a piece 2. Listen and Appraise a piece independently 3. Name 3 facts about George Handel 4. Name 3 facts about Zadok the Priest 5. Begin to understand the development in musical history | <p>Christmas</p> <ol style="list-style-type: none"> 1. Pick out instruments in a given piece of music 2. Sing or play with fluency for a purpose | <p>Keyboard</p> <ol style="list-style-type: none"> 1. Read notes A B C D E F G on the Keyboard 2. Play notes A B C D E F G on the Keyboard 3. Play crotchets, quavers minims and semi breves on the Keyboard 4. Play the C major chord on the Keyboard | <p>Musical Development</p> <ol style="list-style-type: none"> 1. Use a sample to create their own digital composition 2. Understand the development in musical history | <p>Music Technology</p> <ol style="list-style-type: none"> 1. Use a sample to create their own digital composition for a purpose 2. Play the C major chord on the Keyboard | <p>Composition and Performance</p> <ol style="list-style-type: none"> 1. Compose their own melody using a tuned instrument 2. Compose their own melody on top of the C chord 3. Notate their composition on the stave with use of rests 4. Sing or play with fluency |