



SOUTH HILL PRIMARY SCHOOL
Long Term Planning: Music

GOLDEN THREADS		
PERFORMING	COMPOSING	APPRAISING

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>Communication and Language</p> <ul style="list-style-type: none"> Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. <p>What Music looks like in the Early Years:</p> <ul style="list-style-type: none"> Children will learn nursery rhymes, poems and songs as part of the daily routine and focussed activities. Children will be encouraged to move to a variety of music from different genres, responding to the tempo and rhythm. They will listen to music, be encouraged to have an emotional response and express this in a creative way such as a piece of artwork or dance. 					
	<p>PERFORMING[SINGING]</p> <ul style="list-style-type: none"> Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. <p style="text-align: center;">Sing Up Unit: I've got a grumpy face</p>	<p>PERFORMING[SINGING]</p> <ul style="list-style-type: none"> Sing in a group or on their own, increasingly matching the pitch and following the melody. <p style="text-align: center;">Winter Production Songs</p>	<p>EXPLORING SOUNDS [PERCUSSION INSTRUMENTS]</p> <ul style="list-style-type: none"> Explore and engage in music making and dance. <p style="text-align: center;">Sing Up Unit: Shake my sillies</p>	<p>EXPLORING SOUNDS[PERCUSSION INSTRUMENTS]</p> <ul style="list-style-type: none"> Explore and engage in music making and dance. <p style="text-align: center;">Sing Up Unit: Sorcerer's Apprentice</p>	<p>EARLY COMPOSING/ PERFORMING/ APPRAISING [PERCUSSION INSTRUMENTS]</p> <ul style="list-style-type: none"> Explore and engage in music making. <p style="text-align: center;">Music Specialist Teaching</p>	<p>EARLY COMPOSING/ PERFORMING/ APPRAISING [PERCUSSION INSTRUMENTS]</p> <ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses Engage in music making. <p style="text-align: center;">Music Specialist Teaching</p>



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Year 1	PERFORMING[SINGING]	PERFORMING	EXPLORING/COMPOSING	EXPLORING/ COMPOSING	PERFORMING/ COMPOSING/ APPRAISING	PERFORMING/ COMPOSING/ APPRAISING
	<ul style="list-style-type: none"> Can they use their voice to speak/sing/chant ? Can they respond to different moods in music Can they say how a piece of music makes them feel? <p style="text-align: center;">Sing up unit: Menu Song</p>	<ul style="list-style-type: none"> Pupils join in with singing Can they follow instructions about when to sing? Do they look at their audience when they are performing? <p style="text-align: center;">Winter Production Songs</p>	<ul style="list-style-type: none"> Can they use the percussion instruments to perform Can they make different sounds with the instruments? Can they play loud and quiet <p style="text-align: center;">Sing Up Unit: The King is in the Castle</p>	<ul style="list-style-type: none"> Can they use the percussion instruments to perform Can they follow instructions about when to play and when to stop? <p style="text-align: center;">Sing Up Unit: Colonel Hathe's March</p>	<ul style="list-style-type: none"> Can they make different sounds with instruments? Can they change the sound? Can they recognise repeated patterns? Can they make a sequence of sounds? <p style="text-align: center;">Pupils will learn to play djembe drums</p> <p style="text-align: center;">Music Specialist Teaching</p>	<ul style="list-style-type: none"> Can they identify changes in pitch-high and low Can they move their bodies in response to pitches? Can they choose sounds to represent different things? Can they say whether they like or dislike a piece of music? <p style="text-align: center;">Pupils will play a variety of percussion instruments</p> <p style="text-align: center;">Music Specialist Teaching</p>
Year 2	PERFORMING/SINGING	PERFORMING	COMPOSING	COMPOSING	PERFORMING/ COMPOSING/ APPRAISING	PERFORMING/ COMPOSING/ APPRAISING
	<ul style="list-style-type: none"> Can they sing and follow the melody (tune)? Can they sing accurately at a given pitch? Can they perform with others? <p style="text-align: center;">Sing up Unit: Tony Chestnut</p>	<ul style="list-style-type: none"> Can they sing and follow the melody (tune)? Can they sing accurately at a given pitch? Can they perform with others? <p style="text-align: center;">Winter Production songs</p>	<ul style="list-style-type: none"> Can they perform simple rhythmic patterns on an instrument? Can they sing/clap a pulse increasing or decreasing in tempo? Can they perform accompaniments keeping a steady pulse? <p style="text-align: center;">Sing Up Unit: Grandma Rap</p>	<ul style="list-style-type: none"> Can they choose sounds that create an effect? <p style="text-align: center;">Sing Up Unit: Carnival of the animals</p>	<ul style="list-style-type: none"> Can they use symbols to represent sounds? Can they make connections between notations and musical sounds Can they order sounds to create a beginning, middle and end? <p style="text-align: center;">Pupils will learn to use Djembe drums and Boomwhackers</p> <p style="text-align: center;">Music Specialist Teaching</p>	<ul style="list-style-type: none"> Can they play a simple melody on tuned percussion? Can they choose sounds which create an effect? Can they create music in response to ? Can they improve their own work? <p style="text-align: center;">Pupils will play Boomwhackers and chime bars</p> <p style="text-align: center;">Music Specialist teaching</p>



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Year 3	<p>PERFORMING/ APPRAISING/ COMPOSING</p> <ul style="list-style-type: none"> Can they play clear notes on instruments Can they create accompaniments for tunes? Can they improve their work; explaining how it has improved? Can they use musical words <p style="color: purple;">Pupils will learn to play Ukuleles</p> <p style="text-align: center;">Music Specialist Teaching</p>	<p>PERFORMING/ APPRAISING/ COMPOSING</p> <ul style="list-style-type: none"> Can they create repeated patterns with different instruments? Can they combine different sounds to create a specific mood or feeling? Can they recognise the work of at least one famous composer? MOZART <p style="color: purple;">Pupils learn to play glockenspiels</p> <p style="text-align: center;">Music Specialist Teaching</p>	<p>PERFORMING/SINGING</p> <ul style="list-style-type: none"> Can they sing in tune with expression? Can they control their voice when singing? Can they use different elements in their composition? <p style="text-align: center;">Sing Up Unit: Just 3 notes</p>	<p>PERFORMING</p> <ul style="list-style-type: none"> Can they sing in tune with expression? Can they control their voice when singing? <p style="text-align: center;">Spring Y3 & Y4 Production Songs</p>	<p>COMPOSING</p> <ul style="list-style-type: none"> Can they combine different sounds to create a specific mood or feeling? Can they improve their work and explain how it has improved? Can they work with a partner to create a piece of music using more than one instrument? Can they use different elements in their music? <p style="text-align: center;">Sing Up Unit: Chilled- out clapping</p>	<p>COMPOSING</p> <ul style="list-style-type: none"> Can they combine different sounds to create a specific mood or feeling? Can they improve their work and explain how it has improved? Can they create a piece of music using more than one instrument? Can they use different elements in their music? <p style="text-align: center;">Sing Up Unit: Sound symmetry</p>
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Year 4	<p>PERFORMING/ APPRAISING/ COMPOSING</p> <ul style="list-style-type: none"> Can they use notations to record rhythm? Can they improvise using repeated patterns? Can they use standard notation? Can they use their notation in a performance? Can they explain the place of silence and say what effect it has? <p>Pupils learn to play ukuleles</p> <p>Music Specialist Teaching</p>	<p>PERFORMING/ APPRAISING/ COMPOSING</p> <ul style="list-style-type: none"> Can they start to identify the character of a piece of music? Can they describe and identify the different purposes of music? Can they begin to identify with the style of work of Beethoven <p>Pupils learn to play the glockenspiels.</p> <p>Music Specialist Teaching</p>	<p>PERFORMING/SINGING</p> <ul style="list-style-type: none"> Can they sing songs from memory with accurate pitch? <p>Sing up Unit: This Little Light Of mine</p>	<p>PERFORMING</p> <ul style="list-style-type: none"> Can they sing songs from memory with accurate pitch? <p>Y3 and Y4 Spring Production Songs</p>	<p>COMPOSING</p> <ul style="list-style-type: none"> Can they record their compositions in a group or on their own? Can they perform a simple part rhythmically? <p>Sing Up Unit: Composing with colour</p>	<p>COMPOSING</p> <ul style="list-style-type: none"> Can they explore and use sets of pitches: a 5 note scale C,D,E,G,A. Can they use notation in a performance? Can they record their compositions in a group or on their own? <p>Sing Up Unit: Global Pentatonics</p>
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Year 5	<p>APPRAISING</p> <ul style="list-style-type: none"> • Can they describe, compare and evaluate music using musical vocabulary? • Can they contrast the work of famous composers and show preferences? <p style="text-align: center;">Sing Up Unit: What shall we do with the Drunken Sailor</p>	<p>APPRAISING</p> <ul style="list-style-type: none"> • Can they describe, compare and evaluate music using musical vocabulary? • Can they sing and use their understanding of meaning to add expression? <p style="text-align: center;">Sing Up Unit: Introduction to Songwriting</p>	<p>PERFORMING/ APPRAISING/ COMPOSING</p> <ul style="list-style-type: none"> • Can they perform 'by ear' and from simple notations? • Can they improvise within a group using melodic and rhythmic phrases? • Can they recognise and use basic structural forms? • Can they record their own groups of chords? <p style="text-align: center;">Pupils will learn to use Glockenspiels and Ukuleles</p> <p style="text-align: center;">Music Specialist Teaching</p>	<p>PERFORMING APPRAISING COMPOSING</p> <ul style="list-style-type: none"> • Can they compose music which meets specific criteria? • Can they use notations to record? • Can they use a diary/or journal to show aspects of the composition process? • Can they suggest improvements to their own /others' work? • Can they explain why they think their music is successful or not? • Can they choose the most appropriate tempo for a piece of music? <p style="text-align: center;">Music Specialist Teaching</p>	<p>PERFORMING SINGING</p> <ul style="list-style-type: none"> • Can they sing and use their understanding of meaning to add expression? • When performing ,can they maintain their part whilst others are performing their part • Can they recognise and use basic structure in their work? <p style="text-align: center;">Sing Up Unit: Building a groove</p>	<p>PERFORMING/SINGING</p> <ul style="list-style-type: none"> • Can they breathe in the correct place when singing? • Can they sing and use their understanding of meaning to add expression? • Can they maintain their part whilst others are performing their part • Can they suggest improvements to their own/others' work? • Can they explain why they think their song is successful? <p style="text-align: center;">Sing Up Unit: Introduction to Songwriting</p>
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Year 6	<p>COMPOSING</p> <ul style="list-style-type: none"> Can they sing a part confidently and accurately? Can they provide rhythmic support? Can they compare and contrast the impact that different composers from different times will have had on the people of the time? <p style="text-align: center;">Sing Up Unit: Hey Mr Miller</p>	<p>COMPOSING</p> <ul style="list-style-type: none"> Can they evaluate the music created? Can they perform parts from memory? Can they take the lead in a performance? <p style="text-align: center;">Sing Up Unit: Shadows</p>	<p>PERFORMING/ APPRAISING/ COMPOSING</p> <ul style="list-style-type: none"> Can they perform using notations? Can they take the lead in a performance? Can they play clear notes on an instrument? Can they provide rhythmic support? Can they analyse features within different pieces of music? <p style="text-align: center;">Pupils will learn to use Glockenspiels and Ukuleles</p> <p style="text-align: center;">Music Specialist Teaching</p>	<p>PERFORMING/ APPRAISING/ COMPOSING</p> <ul style="list-style-type: none"> Can they use a variety of different musical devices in their composition? (incl melody and rhythm) Can they use different forms of notation? Can they combine groups of beats? Can they refine and improve their work? <p style="text-align: center;">Music Specialist Teaching</p>	<p>PERFORMING SINGING</p> <ul style="list-style-type: none"> Can they sing their part confidently and accurately? Can they perform parts from memory? <p style="text-align: center;">Year 6 Production songs</p>	<p>PERFORMING SINGING</p> <ul style="list-style-type: none"> Can they sing a harmony part confidently and accurately? Can they perform parts from memory? Can they take the lead in a performance? Can they take on a solo part? <p style="text-align: center;">Year 6 Production Songs</p>
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National Curriculum Requirements of Music at Key Stage 1

In music pupils should be taught to:

- use their voices expressively 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 inter-related dimensions of music.

National Curriculum Requirements of Music at Key Stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- 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 using the inter-related dimensions of music
- 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 from different traditions and from great composers and musicians
- develop an understanding of the history of music.