

ST PAULS LONG TERM PLAN FOR MUSIC

PERFORMING

COMPOSING

LISTENING/HISTORY

NOTATION

Jan	AUG 1	AUG 2	SEP 1	SEP 2	SUM 1	SUM 2
Y1	Explore un-tuned percussion and how sounds can be changed and controlled		Listening to music and responding to mood using tempo and dynamics			
	Explore our voices with songs, chants and rhymes & Seasonal songs		Making up sounds and songs using our voices and instruments			
Y2	Explore tuned & un-tuned percussion and the importance of keeping a steady beat		Listening to and discussing different genres of music using the musical dimensions (adding Duration)			
	Explore singing the correct shape of a song & Seasonal songs		Composition and how to choose sounds to represent things. Focus on Tempo and Dynamics			
Y3	Explore playing a pattern of two notes/chords in time		Remember the periods: Renaissance Baroque Classical Romantic 20th		Reading/writing rhythms from semibreve to quaver	
	Explore singing in tune & Seasonal songs		Compose a pattern of notes. Focus on Pitch and Duration			
Y4	Explore playing a pattern of three notes/chords in time		Explore singing in tune with expression & Seasonal songs		Reading/writing a pattern of three pitches	
	Explore singing in tune with expression & Seasonal songs		Explore music from each period and respond using musical vocabulary. Change music using (PSSDPTT)			
Y5	Explore playing/singing in an ensemble and fitting parts together using popular songs		Compose in and for a group using melody, lyrics and rhythm		Reading/writing a pattern of four pitches	
	Explore playing/singing in an ensemble and fitting parts together using seasonal songs		Explore and play music from different genres and periods in a group ensemble			
Y6	Explore playing/singing using structure with popular songs		Compose using Structure, Texture and Timbre		Reading/writing a pattern of five pitches including semiquavers	
	Explore playing/singing using structure with popular songs		Analyse music from different periods, genres and composers using musical vocabulary			
	Explore playing/singing using structure with popular songs		Reading/writing a pattern of five pitches including semiquavers			