Belton - Music Long Term Plan EYFS (Underlined - skills that are repeated through units)

Term	Autu	ımn	Spring	,	Summer	
	I	2	3	4	5	6
EYFS	Unit 1 Pulse	Unit 2 Voice	Unit 3 Rhythm	Unit 4 Pitch	Unit 5 Technology / structure	Unit 6 20 th
Skille					&form	Century Music
	Skill I -I can keep a steady	Skill I-I can sing songs,	Skill I -I can explore rhythm through	Skill -I can recognise and	Skill 1-To explore and change sounds	Skill 1 -To comment
	pulse with some accuracy	which contain a small	play	broadly control changes in	and music through play and	and respond to
	(eg clapping, marching,	range of notes (2 or 3		timbre, tempo, pitch and	technology.	recorded music from
	<u>tapping</u>)	notes for example).	Skill 2 -I can create rhythms and	dynamics when playing		different traditions,
	(Unit 3)		suggest symbols to represent rhythms	instruments and vocally	Skill 2-To comment and respond to	genres, styles and
		Skill 2-I can take turns			recordings of own voice, other	times.
	Skill 2 -I can imitate	when singing and be a	Skill 3 -I can keep a steady pulse	Skill 2 -I can sing broadly	classroom sounds.	
	movements in response to	good listener.	with some accuracy while playing	in tune with a limited pitch		
	music.		(Unit 1)	range	Skill 3 - To create music and suggest	
		Skill 3 -I can perform			symbols to represent the sounds.	
	Skill 3 - I can explore,	actions to accompany	Skill 4 -I can recognise and control	Skill 3 - I can create music.	(Unit4)	
	respond and identify long	songs. (Move like a snake	changes in tempo	and suggest symbols to		
	and short sounds.	etc)		represent sounds (Eg a large	Skill 4 -To begin to demonstrate an	
			Skill 5 -I can listen to ideas from	foot for Daddy bear, small	understanding of musical structure	
			others, taking turns	foot for baby bear)		
				(Unit 5)		
				Skill 4 -I can comment on		
				and respond to recordings of		
				own voice, other classroom		
				sounds and musical		
				instruments		

Music Long Term Plan - Cycle A

(Underlined - skills that are repeated through units)

Term		Α	utumn			Spring				Summer	•	
Unit		Uni	t I Pulse			Unit 2 Voice				Unit 4 Pit	ch	
Year	Skill 1	Skill 2	Skill 3	Skill 4	Skill 1	Skill 2	Skill 3	Skill 1	Skill 2	Skill 3	Skill 4	Skill 5
1/2	-I can	-I can follow	-I can keep	I can comment	I can sing and	-I can follow	I can	I can sing and	-I can	-I can use	-I can listen to	I can listen and
Skills	create,	simple musical	a steady	on my own and	perform songs,	simple musical	recognise	perform songs,	recognise and	<u>graphic</u>	ideas from others	<u>respond</u>
_	explore,	directions for	pulse with	other people's	which contain	directions for	and represent	which contain	broadly control	notation to	and use them to	appropriately to a
	respond	faster, slower,	some	performances.	<u>a small range</u>	faster, slower,	higher and	<u>a small range</u>	changes in	record pitch	help improve my	variety of live and
Year	and	stopping and	accuracy (eg	I can respond to	of notes (3 - 5	stopping and	lower sounds	of notes (3 - 5	timbre, tempo,	<u>changes</u>	work	recorded music.
1	identify	starting.	clapping,	visual and aural	notes for	starting.	using graphic	notes for	pitch and	(Unit 3)	(Unit 3)	<u>making</u>
Year	long and	(Unit 2) -	marching,	cues.	example), with	(Unit 1)	notation.	example), with	dynamics	<u>I can</u>		observations about
	short	<u>-I can</u>	tapping and		growing	I can follow and	<u>I can</u>	growing	when playing	recognise and		the music
2	sounds.	<u>demonstrate I</u>	playing		confidence.	use performance	<u>recognise</u>	confidence.	instruments	<u>demonstrate</u>		(Unit 5 & 6)
	<u>-I can</u>	understand the	instruments)		(Unit 4)	instructions.	<u>and</u>	(Unit 2)	and vocally	the link		
	sing /	differences	-I can begin		I can sing.	(including,	<u>demonstrate</u>	I can sing.	I can	between pitch		
	<u>play</u>	between pulse	to recognise		with accuracy.	starting, stopping,	the link	with accuracy.	demonstrate	and shape		
	<u>with</u>	and rhythm	rhythmic		within a range	dynamics and	between pitch	within a range	increased	using graphic		
	<u>good</u>	<u>through</u>	patterns		of notes.	tempo)	and shape	of notes.	understanding	notation.		
	sense of	<u>physical</u>	found in		(Unit 4)		using graphic	(Unit 2)	of basic	(Unit 2)		
	pulse.	movement.	speech, e.g.				<u>notation.</u>		musical			
	(Unit 3)	playing and	saying/ chanting				(Unit 4)		features as			
		singing I can perform with a	names /						appropriate to			
		good sense of	syllables in						a specific music content			
		good sense of pulse and	names etc						(E.g. Getting			
		<u>puise ara</u> <u>rhythm</u>	names ecc						louder, softer,			
		(Unit 3)							higher, lower,			
		(Onw 3)							faster, slower,			
									describe how			
									sounds are			
									made,			
									combined, etc			
									CATILITIES, ELO			

Term		A	utumn			Spring Term				Summer	`	
Unit		Unit	t I Pulse			Unit 2 Voice				Unit 4 Pit	ch	
Year	Skill 1	Skill 2	Skill 3	Skill 4	Skill 1	Skill 2	Skill 3	Skill 1	Skill 2	Skill 3	Skill 4	Skill 5
3/4	<u>-I can</u>	-I can	-I can follow	<u>-I can offer</u>	$-\mathrm{I}$ can sing	I can create, use	I can hear a	-I can sing	I can begin to	I can begin	<u>Listen and</u>	<u>-I can offer</u>
Skille	sing and	maintain a part	and lead	comments about	and play	and lead a group	melody and	and play	create simple	to aurally	evaluate a range	comments about
Year	play	in a piece/	simple	own and others'	confidently and	with performance	create a	confidently and	rhythmic	identify,	of live+ recorded	own and others'
	<u>confident</u>	rhythm game	performance	work and ways	fluently.	instructions.	graphic score	fluently.	patterns,	recognise,	music from	work and ways to
3	<u>ly and</u>	consisting of	directions,	to improve, using	<u>maintaining a</u>	(tempo; dynamics;	represent it.	<u>maintaining a</u>	melodies and	respond to	different	improve, using
Year	fluently.	two or more	demonstratin	<u>appropriate</u>	steady pulse.	start, stop,)	I can use	steady pulse.	accompaniment	and use	traditions, genres,	appropriate musical
4	<u>maintaini</u>	parts.	g my	musical	(Unit 1 & 4)	I can sing	standard or	(Unit 1 & 2)	S	musically	styles and times,	vocabulary.
	<u>ng a</u>	-I can follow	understandin	<u>vocabulary. I</u>	I can sing with	fluently with	graphic	<u>Maintain an</u>	<u>Create simple</u>	graphic	responding	I can accept
	<u>steady</u>	and lead	g of pulse	<u>can accept</u>	an awareness	confidence.	notation to	<u>independent</u>	<u>rhythmic</u>	notation to	appropriately.	feedback and
	<u>pulse.</u>	simple	<u>-I can</u>	feedback and	of my		create a	part in a small	pattems.	represent	Share opinions	suggestions from
	(Unit 2	performance	<u>maintain an</u>	suggestions from	breathing and		melody.	group when	melodies and	basic	about own and	others.
	& 4)	directions. (eg	<u>independent</u>	others.	pronunciation.			playing or	accompaniment	changes in	others' music and	(Unit 1, 3 & 5)
	<u>-I can</u>	call and	<u>part in a</u>	(Unit 3, 4, & 5)	(Unit 4)			singing (eg a	S	pitch	be willing to	<u>-I can offer</u>
	sing and	response	small group	<u>-I can offer</u>				drone, ostinato,	(Unit 3)		justify these.	comments about
	play	patterns)	when playing	comments about				<u>rhythm</u>			(Unit 6)	own and others'
	<u>confident</u>		or singing	own and others'				(Unit 3)				work and ways to
	<u>ly and</u>		<u>(eg a drone,</u>	work and ways				I can sing with				improve, using
	fluently.		<u>ostinato.</u>	to improve, using				an awareness				appropriate musical
	<u>maintaini</u>		rhythm)	<u>appropriate</u>				of my				<u>vocabulary</u>
	ng an		(Unit 3)	musical				breathing and				including
	<u>appropri</u>			<u>vocabulary</u>				pronunciation.				discussing structure
	ate pulse.			including				(Unit 2)				(Unit 1 & 3)
	(Unit 3)			discussing								
				structure								
				(Unit 3 & 4)								

		_			_	_		T			T	
Year	-I can	-I can create	<u>-I can</u>	Offer comments	<u>-I can</u>	I can experiment	I can follow	I can begin to	I can begin to	Begin to use	<u>Listen and</u>	Share opinions
5/6	maintain	simple rhythmic	<u>maintain an</u>	about own and	<u>maintain an</u>	and perform	and perform	demonstrate	create music	<u>a variety of</u>	evaluate a range	about own and
Skills	a strong	pieces which	<u>independent</u>	others' work and	<u>independent</u>	sounds made by	a vocal piece	increasing	which	musical	of live and	others' music and
	sense of	demonstrate	part in a	ways to improve.	part in a group	my voice.	using a	confidence,	demonstrates	devices.	recorded music	be willing to justify
Year	pulse	understanding	group when	using appropriate	when singing	I can maintain a	graphic/	expression, skill	understanding	<u>timbres.</u>	from different	these using musical
5	througho	of rhythm /	singing or	musical	<u>or playing.</u>	part in a	notated	and level of	of basic	textures.	traditions, genres,	<u>vocabulary.</u>
Year	ut pieces	melodies /	playing.	<u>vocabulary</u>	(Unit 1 & 3)	performance with	score.	musicality	structure and	techniques	styles and times.	<u>including</u>
	with and	accompaniment	(Unit 2 & 3)	<u>including</u>	I can	my voice.	I can create	through taking	discuss the	etc when	<u>responding</u>	discussing structure
6	without	S ₄	<u>Share</u>	discussing	experiment		and perform	different roles	choices made	<u>creating and</u>	appropriately.	(unit 5 only).
	syncopati	-I can	<u>opinions</u>	structure (unit 5	with and refine		a vocal piece	in performance	I can create	making	Share opinions	(Unit 1, 3 & 6)
	on	<u>maintain an</u>	about own	only) and	sounds with my		by following	and rehearsal	music which	music.	about own and	
	Create	<u>independent</u>	and others'	justifying these.	voice.		a graphic/	I can	demonstrates	(Unit 4 & 6)	others' music and	
	simple	part in a group	music and be	Accept feedback			notated score	demonstrate	understanding	-I can use a	be willing to	
	rhythmic	when singing	<u>willing to</u>	and suggestions				increasing	of structure	variety of	justify these.	
	pieces	or playing with	justify these	from others.				confidence,	and discuss the	musical	(Unit 6)	
	which	an awareness	<u>uaing</u>	(Unit 3 & 6)				expression, skill	choices made	devices.	I can listen and	
	demonstr	of other parts /	musical	Listen to and				and level of	(Unit 5)	timbres.	evaluate a range	
	ate	performers.	vocabulary.	evaluate a range				musicality		textures.	of live and	
	understa	(smaller groups	including	of live and				through taking		techniques	recorded music	
	nding of	/ more parts)	discussing	recorded music				different roles		when	from different	
	rhythm	(Unit 3)	structure	from different				in performance		creating and	traditions, genres,	
	or	, ,	(unit 5 only).	traditions, genres,				and rehearsal		playing	styles and times.	
	melodies		(Unit 3, 4 &	styles and times,						music	responding	
	or·		6)	responding						(Unit 3, 5 &	appropriately to	
	accompa		,	appropriately.						6)	the contact.	
	niments									,	(Unit 5 & 6)	

<u>Music Long Term Plan - Cycle B</u>

(Underlined - skills that are repeated through units)

		Α	utumn				Spri	ng			Sumr	ner	
		Unit	3 Rhythm			Unit 57	echnology/	Structure &	Form	U	nit 6 20 th Ce	ntury Music	,
Year 1 /2	Skill	Skill 2	Skill 3	Skill 4	Skill 5	Skill 1	Skill 2	Skill 3	Skill 4	Skill 1	Skill 2	Skill 3	Skill 4

CLJI	-I can begin to	-I can	-I can	-I can	I can listen	To use	To	To comment		To listen to			
Skills	play rhythmic	confidently	begin to	<u>begin</u>	to ideas	technology to	demonstrate	and respond to		recorded music,			
-	patterns found	copy given	understand	use	from others	create and	an	recordings of		and use one			
Year 1	in speech	rhythms	the	graphic	and use	change	understanding	own and other's		element, from			
Year	-I am	<u>-I can</u>	differences	notation	them to help	sounds.	of musical	compositions.		different			
	beginning to	demonstrate	between	to record	improve my	Experiment	structure	<u>I can offer</u>		traditions, genres,			
2	recognise	I understand	pulse and	<u>rhythms</u>	work	changing	<u>I can listen</u>	comments about		styles and times.			
	rhythmic	<u>the</u>	rhythm	(Unit 4)	(Unit 4)	sounds,	and respond	others' work and		I can listen and			
	patterns found	<u>differences</u>	through	-I can	<u>I can offer</u>	through	<u>appropriately</u>	<u>accep</u> t		<u>respond</u>			
	in speech	<u>between</u>	physical	use	<u>comments</u>	technology.	to a variety	suggestions		appropriately to a			
		pulse and	movement,	graphic	<u>about</u>		of live and	discussing		variety of live			
		rhythm	playing	notation	others' work		<u>recorded</u>	<u>musical</u>		and recorded			
		<u>through</u>	and singing	to record	and accept		music:	structure		music, making			
		<u>physical</u>	<u>-I can sing</u>	rhythms	<u>suggestions</u>		<u>making</u>	(Unit 3)		<u>observations</u>			
		movement.	/ play with		discussing ,		<u>observations</u>			about the music			
		playing and	good sense		<u>musical</u>		about the			(Unit 4 & 5)			
		singing I	of pulse.		structure		music						
		can perform	(Unit 1)		(Unit 5)		(Unit 4 & 6)						
		<u>with a good</u> <u>sense of</u>											
		pulse and											
		<u>rhythm</u>											
		(Unit 1)											
		(0,000,1)											
								•					
Term	•		Autumn				Spr	ing,			Sumr	ner	
Unit		Unit	3 Rhythm			Unit 5	Technology	/ Structure &	Form	L	Init 6 20 th Ce	ntury Music	,
Year	Skill 1	Skill 2	Skill 3	Skill 4	Skill 5	Skill 1	Skill 2	Skill 3	Skill	Skill 1	Skill 2	Skill 3	Skill 4
3 / 4									4				
Skills	-I can listen	-I can play	-I can	-I can	-I can offer	To use	To recognise	<u>-I can offer</u>		To listen to and	То		
	and copy	rhythms	demonstrate I	create	comments	technology	and use basic	comments about		use features of	demonstrate		
_	rhythmic	confidently	understand the	graphic	<u>about own</u>	to create,	musical	own and others'		recorded music	quality of key		
Year	patterns	while	differences	notation	and others'	change and	structure.	work and ways		from different	musical skills		
3	<u>Create simple</u>	maintaining	between pulse	to	work and	combine	To recognise,	to improve,		traditions,	and elements.		
	rhythmic	an	and rhythm	represent	ways to	sounds.	respond and	using		genres, styles			
	<u>patterns,</u>		through	rhythm.	improve,		use basic	<u>appropriate</u>		and times.			

\ <u>\</u>	melodies and	appropriate	playing an	Aurally	gniau	To use	musical	musical	Listen and			
Year	accompaniments	pulse	instrument	identify,	appropriate	voice,	structure.	vocabulary. I	evaluate a range			
4	(Unit 4)	<u>-I can</u>	-I can sing	recognise,	<u>musical</u>	sounds,	sa acoure.	can accept	of live+ recorded			
	(Orw +)	maintain an	and play	respond	vocabulary	technology		feedback and	music from			
		independent	confidently	to and	I can	and		suggestions from	<u>different</u>			
		'	and fluently.	use basic	accept	instruments		others.	traditions.			
		part in a	maintaining an	symbols	<u>leedback</u>	in creative		(Unit 1, 3 & 4)	genres, styles			
		small group when	=	(standard	and and			(Orw 1, 3 & 4)	and times,			
			<u>appropriate</u>	and		ways.						
		playing or	<u>pulse.</u> (Ll.:+ 1)		suggestions from others.				responding			
		singing (eg	(Unit 1)	invented)	(Unit 1, 4 &				appropriately. Share opinions			
		<u>a drone.</u> ostinato:		including	5)				about own and			
				rhythms	· · · · · · · · · · · · · · · · · · ·				others' music			
		<u>rhythm</u>) (Unit 1)		from standard	<u>-I can offer</u>				and be willing to			
		(Onti I)		Western	comments about own							
					and others'				justify these. (Unit 4)			
				notation (F-	work and				(Onw 4)			
				(Eg crotchet,								
					ways to							
				quavers) and basic	improve.							
					using.							
				changes in pitch	appropriate musical							
				within a	vocabulary							
				limited	including							
					discussing							
				range	structure							
					(Unit 1 &							
					4)							
	Begin to use a	<u>-I can</u>	Offer	-I can		To use	To use and	I can listen and	Begin to use a	To experiment	Listen and	Offer
Year	variety of	maintain an	comments	respond		voice,	identify key	evaluate a	variety of	with voice,	evaluate a	comments
5/6	musical devices,	independent	about own and	to and		sounds,	features of	range of live	musical devices,	sounds,	range of live	about own and
Skills	timbres.	part in a	others' work	use		technology	basic musical	and recorded	timbres, textures,	technology and	and recorded	others' work
	textures.	group when	and ways to	musically		and	structure.	music from	techniques etc	instruments in	music from	and ways to
Year	techniques etc	singing or	improve, using	basic		instruments	I can create	different	when creating	creative ways	<u>different</u>	improve, using
5	when creating	playing.	appropriate	symbole		in creative	music which	traditions.	and making	to explore new	traditions.	appropriate
Year	and making	(Unit 1 &	<u>musical</u>	including		ways.	demonstrates	genres, styles	music.	techniques.	genres, styles	musical
	music.	2))	vocabulary	Western		-I can use	understanding	and times.	(Unit 3 & 4)	To experiment	and times.	vocabulary
6	(Unit 4 & 6)	-11	including	notation		a variety of	of structure	responding	-I can use a	with voice,	responding	including
	-I can use a	<u>-I can</u>	discussing	-I can		musical	and discuss	appropriately to	variety of	sounds,	appropriately.	discussing
	variety of	maintain an	structure (unit	follow		devices.	the choices	the contact.	musical devices.	technology and	Share	structure (unit
	musical devices,	independent	5 only) and	staff and		timbres.	made	(Unit 4 & 6)	timbres, textures,	instruments in	<u>opinions</u>	5 only) and
<u> </u>			S S. May Car Wa	Jungo an and	<u> </u>	20.00.00		(3.00 . 00 0)	23, 22, 33, 60,000			5 5. mg/ m m

timbres.	part in a	justifying	other	textures.	(Unit 4)		techniques when	creative ways	about our	justifying these.
textures.	small group	these.	notations	techniques	,		creating and	to explore new	and others'	Accept
techniques when	when	Accept	while	when.			playing music	techniques.	music and be	feedback and
creating and	playing or	feedback and	playing	creating			(Unit 3, 4 & 6)	·	willing to	<u>suggestions</u>
playing music	singing (eg	suggestions	short	and playing					justify these.	from others.
(Unit 4, 5 & 6)	a drone.	from others.	passages	music					(Unit 4)	(Unit 1 & 3)
	ostinato:	(Unit 3 & 6)	of music	(Unit 3, 4						
	rhythm)	Share opinions		& 6)					<u>Share</u>	I can listen
	(Unit 1)	about own and							<u>opinions</u>	and evaluate a
		others' music							<u>about own</u>	range of live
		and be willing							and others'	and recorded
		to justify these							music and be	music from
		using musical 							willing to	different
		<u>vocabulary,</u>							justify these	traditions,
		including							using.	genres, styles
		discussing							<u>musical</u>	and times.
		structure (unit							vocabulary.	responding
		<u>5 only).</u>							including '	<u>appropriately</u>
		(Unit 1, 4 &							discussing	to the contact.
		6)							structure	(Unit 4 & 5)
									(unit 5 only).	
									(Unit 1, 3, 4)	

<u>Music Long Term Plan - Cycle A</u>

(Underlined - skills that are repeated through units)

Term		Α	utumn			Spring				Summe	~	
Unit	Init Unit Pulse					Unit 2 Voice				Unit 4 Pil	tch	
Year					Skill 1	Skill 2	Skill 3	Skill 1	Skill 2	Skill 3	Skill 4	Skill 5
1/2	-I can <u>-I can follow</u> -I can keep I can comm				I can sing and	-I can follow	I can	I can sing and	-I can	-I can use	-I can listen to	I can listen and
	create, simple musical a steady on my own				perform songs,	<u>simple musical</u>	recognise	perform songs.	recognise and	graphic	ideas from others	<u>respond</u>

Skills	explore,	directions for	pulse with	other people's	which contain	directions for	and represent	which contain	broadly control	notation to	and use them to	appropriately to a
SRUE	respond	faster, slower,	some	performances.	a small range	laster, slower,	higher and	a small range	changes in	record pitch	help improve my	variety of live and
_	and	stopping and	accuracy (eg	I can respond to	of notes (3 - 5	stopping and	lower sounds	of notes (3 - 5	timbre, tempo,	<u>changes</u>	work	recorded music,
Year	identify	starting.	clapping,	visual and aural	notes for	starting.	using graphic	notes for	pitch and	———— (Unit 3)	(Unit 3)	making
,	long and	(Unit 2)	marching,	cues.	example), with	(Unit 1)	notation.	example), with	dynamics	<u>I can</u>		observations about
'	short	-I can	tapping and		growing	I can follow and	<u>I can</u>	growing/	when playing	recognise and		the music
Year	sounds.	demonstrate I	playing		confidence.	use performance	<u>recognise</u>	confidence.	instruments	<u>demonstrate</u>		(Unit 5 & 6)
2	-I can	understand the	instruments)		(Unit 4)	instructions.	<u>and</u>	(Unit 2)	and vocally	the link		,
	sing/	differences	-I can begin		I can sing.	(including,	demonstrate	I can sing.	I can	<u>between pitch</u>		
	play	between pulse	to recognise		with accuracy.	starting, stopping,	the link	with accuracy.	demonstrate	and shape		
	with	and rhythm	rhythmic		within a range	dynamics and	between pitch	within a range	increased	using graphic		
	good	through	patterns		of notes.	tempo)	and shape	of notes.	understanding	notation.		
	sense of	physical	found in		(Unit 4)		using graphic	(Unit 2)	of basic	(Unit 2)		
	<u>pulse.</u>	movement,	speech, e.g.				<u>notation.</u>		musical			
	(Unit 3)	playing and	saying/				(Unit 4)		features as			
		<u>singing I can</u>	chanting						appropriate to			
		perform with a	names /						a specific			
		good sense of	syllables in						music content			
		pulse and	names etc						(E.g. Getting			
		<u>rhythm</u>							louder, softer,			
		(Unit 3)							higher, lower,			
									faster, slower,			
									describe how			
									sounds are			
									made,			
									combined, etc			
Term		A	utumn			Spring Term				Summer		
Unit		Unit	t I Pulse			Unit 2 Voice				Unit 4 Pit	ch_	
	Skill 1	Skill 2	Skill 3	Skill 4	Skill 1	Skill 2	Skill 3	Skill 1	Skill 2	Skill 3	Skill 4	Skill 5

Year 3/4 Skills Year 3	-I can sing and play confident ly and fluently	-I can maintain a part in a piece / rhythm game consisting of two or more	-I can follow and lead simple performance directions, demonstratin	-I can offer comments about own and others' work and ways to improve, using appropriate	-I can sing and play confidently and fluently, maintaining a steady pulse,	I can create, use and lead a group with performance instructions. (tempo, dynamics, start, stop,)	I can hear a melody and create a graphic score represent it. I can use	-I can sing and play confidently and fluently, maintaining a steady pulse.	I can begin to create simple rhythmic patterns, melodies and accompaniment	I can begin to awally identify, recognise, respond to and use	Lister and evaluate a range of liver recorded, music from different traditions, genres,	-I can offer comments about own and others' work and ways to improve, using appropriate musical
Year 4	maintaini ng a steady pulse (Unit 2 & 4) -I can sing and play confident ly and fluently maintaini ng an appropri ate pulse (Unit 3)	partsI can follow and lead simple performance directions. (eg call and response patterns)	g my understandin g of pulse -I can maintain an independent part in a small group when playing or singing (eg. a drone, ostinato; rhythm) (Unit 3)	musical vocabulary. I can accept feedback and suggestions from others. (Unit 3, 4, & 5) -I can offer comments about own and others' work and ways to improve, using appropriate musical vocabulary including discussing structure (Unit 3 & 4)	(Unit 1 & 4) I can sing with an awareness of my breathing and pronunciation. (Unit 4)	I can sing fluently with confidence.	standard or graphic notation to create a melody.	(Unit 1 & 2) Maintain an independent part in a small group when playing or singing (eg a drone, ostinato, rhythm (Unit 3) I can sing with an awareness of my breathing and pronunciation. (Unit 2)	Create simple rhythmic patterns, melodies and accompaniment s (Unit 3)	musically graphic notation to represent basic changes in pitch	styles and times. responding appropriately. Share opinions about own and others' music and be willing to justify these. (Unit 6)	vocabulary. I can accept feedback and suggestions from others. (Unit 1, 3 & 5) -I can offer comments about own and others' work and ways to improve, using appropriate musical vocabulary including discussing structure (Unit 1 & 3)
Year 5/6 Skille Year 5 Year 6	-I can maintain a strong sense of pulse throughout pieces with and without syncopation on Create simple rhythmic pieces	-I can create simple rhythmic pieces which demonstrate understanding of rhythm / melodies / accompaniment sI can maintain an independent part in a group when singing or playing with	-I can maintain an independent part in a group when singing or playing. (Unit 2 & 3) Share opinions about own and others' music and be justify these	Offer comments about own and others' work and ways to improve using appropriate musical vocabulary including discussing structure (unit 5 only) and justifying these Accept feedback and suggestions from others.	-I can, maintain an independent part in a group when singing or playings (Unit 1 & 3) I can experiment with and refine sounds with my voices	I can experiment and perform sounds made by my voice. I can maintain a part in a performance with my voice.	I can follow and perform a vocal piece using a graphic / notated score. I can create and perform a vocal piece by following a graphic / notated score	I can begin to demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal I can demonstrate increasing confidence,	I can begin to create music which demonstrates understanding of basic structure and discuss the choices made I can create music which demonstrates understanding of structure.	Begin to use a variety of musical devices, timbres, textures, techniques etc when creating and making musics (Unit 4 & 6) -I can use a variety of musical	Listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately. Share opinions about own and others' music and be willing to justify these, (Unit 6)	Share opinions about own and others' music and be willing to justify these using musical vocabulary. including discussing structure (unit 5 only). (Unit 1, 3 & 6)

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which	an awareness	<u>using</u>	(Unit 3 & 6)		expression, skill	and discuss the	devices.	I can listen and	
demonstr	of other parts /	<u>musical</u>	Listen to and		and level of	choices made	<u>timbres,</u>	<u>evaluate a range</u>	
ate	performers.	vocabulary,	evaluate a range		musicality	(Unit 5)	textures.	of live and	
understa	(smaller groups	including	of live and		through taking		<u>techniques</u>	recorded music	
nding of	/ more parts)	discussing	recorded music		different roles		when	from different	
rhythm	(Unit 3)	structure	from different		in performance		creating and	traditions, genres,	
or		(unit 5 only).	traditions, genres,		and rehearsal		playing	styles and times,	
melodies		(Unit 3, 4 &	styles and times,				<u>music</u>	<u>responding</u>	
or		6)	responding				(Unit 3, 5 &	appropriately to	
accompa			appropriately.				6)	the contact.	
niments								(Unit 5 & 6)	

Genres for Unit 6 - 20th Century music

Yr6: Hip Hop, minimalism (Philip Glass), war time music

Yr5: Jazz, expressionism, film music (Jurassic Park)

Yr4: Musicals, minimalism (Steve Riech/Kraftwork), rap (JayZ, Beyonce)

Yr3: House, Rock & Roll/blues, reggae

Yr2: Film music

Yrl: Folk music, Experimental, Disco

EYFS: Country Music, Big Band, Michael Jackson

Teaching resources

https://leicestershiremusichub.org/lams-teaching-resources

Glossary

Pulse- The regular 'heartbeat' of a piece, holding the core timing together in a song

Tempo - The speed at which a piece of music is played

Rhythm - The pattern of sounds played through time, formed by a series of notes

Dynamics- How loudly or softly to play a part or piece of music

Volume - How loud or quiet a sound is

Melody - the tune

Pitch - how high or low a note is

Tone - A musical or vocal sound with reference to its pitch, quality, and strength

Timbre - The quality of sound that makes one voice or instrument differ from another

Texture - how the pitches and rhythms are combined, determining the overall quality of the sound in a piece of music.