



LONG TERM PLAN – MUSIC SEQUENCING AND RIGOUR

	Year 1	Year 2
Autumn 1	<u>Listen and Appraise</u> <ul style="list-style-type: none"> • Enjoy moving to music 	<u>Listen and Appraise</u> <ul style="list-style-type: none"> • Know that songs tell a story.
Autumn 2	<u>Singing</u> <ul style="list-style-type: none"> • Learn that they can make different sounds with their voices. 	<u>Singing</u> <ul style="list-style-type: none"> • Learn about their voices, singing notes of a different pitch.
Spring 1	<u>Playing</u> <ul style="list-style-type: none"> • Treat instruments carefully and with respect. 	<u>Playing</u> <ul style="list-style-type: none"> • Learn to play a tuned instrumental part
Spring 2	<u>Improvisation</u> <ul style="list-style-type: none"> • Clap and improvise. 	<u>Improvisation</u> <ul style="list-style-type: none"> • Sing, play and improvise.
Summer 1	<u>Composition</u> <ul style="list-style-type: none"> • Help to create a simple melody using 1-3 notes. 	<u>Composition</u> <ul style="list-style-type: none"> • Help create three melodies using 1-5 different notes.
Summer 2	<u>Performance</u> <ul style="list-style-type: none"> • Choose a song that they have learnt and perform. 	<u>Performance</u> <ul style="list-style-type: none"> • Add their own ideas to the performance.

	Year 3	Year 4	Year 5	Year 6
Autumn 1	<u>Listen and Appraise</u> <ul style="list-style-type: none"> Identify and move to the pulse. 	<u>Listen and Appraise</u> <ul style="list-style-type: none"> Learn how the musical dimensions work together. 	<ul style="list-style-type: none"> <u>Listen and Appraise</u> Think about the messages of songs. 	<ul style="list-style-type: none"> <u>Listen and Appraise</u> Compare two songs in the same style,
Autumn 2	<u>Singing</u> <ul style="list-style-type: none"> Sing in unison and in simple two-parts. 	<u>Singing</u> <ul style="list-style-type: none"> Sing with the awareness of being in 'tune'. 	<u>Singing</u> <ul style="list-style-type: none"> Listen to each other and be aware of how you fit in with the group. 	<u>Singing</u> <ul style="list-style-type: none"> Sing in unison and sing backing vocals.
Spring 1	<u>Playing</u> <ul style="list-style-type: none"> Listen to and follow musical instructions. 	<u>Playing</u> <ul style="list-style-type: none"> Play any one or all four differentiated parts on a tuned instrument. 	<u>Playing</u> <ul style="list-style-type: none"> Play a musical instrument with the correct technique. 	<u>Playing</u> <ul style="list-style-type: none"> Select and learn an instrumental part that matches their musical challenge.
Spring 2	<u>Improvisation</u> <ul style="list-style-type: none"> Sing, play and copy back. 	<u>Improvisation</u> <ul style="list-style-type: none"> Sing, play and copy back. 	<u>Improvisation</u> <ul style="list-style-type: none"> Improvisation. 	<u>Improvisation</u> <ul style="list-style-type: none"> Improvisation.
Summer 1	<u>Composition</u> <ul style="list-style-type: none"> Record the composition in a way that recognises the connection between sound and symbol. 	<u>Composition</u> <ul style="list-style-type: none"> Plan and create a section of music that can be performed. 	<u>Composition</u> <ul style="list-style-type: none"> Listen and reflect upon the developing composition and make musical decisions. 	<u>Composition</u> <ul style="list-style-type: none"> Record the composition in a way that recognises the connection between sound and symbol.
Summer 2	<u>Performance</u> <ul style="list-style-type: none"> Choose what to perform and create a programme. 	<u>Performance</u> <ul style="list-style-type: none"> Present a musical performance designed to capture the audience. 	<u>Performance</u> <ul style="list-style-type: none"> Communicate the meaning of words and clearly articulate them. 	<u>Performance</u> <ul style="list-style-type: none"> Record the performance and compare it to a previous one.