

Long term Plan Year 3/4 Music

Music Aims	The national curriculum for Music aims to ensure that all pupils: ♣ perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians ♣ learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence ♣ understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations
NC objectives KS2	KS2 Objectives: <i>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:</i> ♣ <i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i> ♣ <i>improvise and compose music for a range of purposes using the inter-related dimensions of music</i> ♣ <i>listen with attention to detail and recall sounds with increasing aural memory</i> ♣ <i>use and understand staff and other musical notations</i> ♣ <i>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i> ♣ <i>develop an understanding of the history of music.</i> Cycle A <u>Singing:</u> Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so, tunefully and with expression. (Y3) Perform forte and piano. (Y3) Perform actions confidently and in time to a range of action songs. (Y3) Walk, move, or clap a steady beat with others (Y3) Perform as a choir in school assemblies. (Y3) Continue to sing a broad range of unison songs with the range of an octave (do–do) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo). (Y4) Sing rounds and partner songs (Y4) Begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony. (Y4) Perform a range of songs in school assemblies. <u>Listening:</u> Listen attentively and respond appropriately to a wide range of live and recorded music. Identify and describe key musical elements, including: Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture Use appropriate musical vocabulary when discussing what they hear. Recognise and explain changes in musical elements within a piece. Identify instruments and voice types in different musical styles and genres. Recognise the main families of instruments and describe their sounds. Compare and contrast pieces of music using musical language. Identify simple musical structures, such as: Verse and chorus Call and response Repetition Rondo patterns Describe how music can create mood, atmosphere, and character. Recognise music from different cultures, traditions, periods, and genres. Follow and respond to rhythmic and melodic patterns while listening. Demonstrate active listening through movement, discussion, singing, or performance responses. Identify how composers and performers use musical elements to achieve particular effects. Offer simple evaluations of performances and recordings, giving reasons for their opinions. Listen with concentration and increasing independence over extended periods.

Composing

Structure musical ideas (e.g., using echo or question and answer phrases) to create music that has a beginning, middle and end (Y3)

Pupils should compose in response to different stimuli, e.g., stories, verse, images (paintings and photographs) and musical sources. (Y3)

Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi). (Y3)

Compose song accompaniments on untuned percussion using known rhythms and note values. (Y3)

Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. (Y4)

Sing and play these phrases as self-standing compositions. (Y4)

Arrange individual notation cards of known note values (i.e., minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4 beat phrases, arranged into bars. (Y4)

Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip. (Y4)

Include instruments played in whole class/group/individual teaching to expand the scope and range of the sound palette available for composition work. (Y4)

Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology. (Y4)

Instrumental Performance

Develop facility in playing tuned percussion and the recorder (Y3 & Y4)

Play and perform melodies following staff notation using a small range (e.g., Middle C–E/do–mi) as a whole class or in small groups (e.g., trios and quartets) (Y3)

Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi (Y3)

Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast, and slow. Extend to question-and-answer phrases. (Y3)

Play and perform melodies following staff notation using a small range (e.g., Middle C G/do–so) as a whole-class or in small groups. (Y4)

Perform in two or more parts (e.g., melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. (Y4)

Identify static and moving parts. (Y4)

Copy short melodic phrases including those using the pentatonic scale (e.g., C, D, E, G, A). (Y4)

Reading Notation

Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch (Y3)

Introduce and understand the differences between crotchets and paired quavers (Y3)

Apply word chants to rhythms, understanding how to link each syllable to one musical note (Y3)

Introduce and understand the differences between minims, crotchets, paired quavers, and rests (Y4)

Read and perform pitch notation within a defined range (e.g., C–G/do–so). (Y4)

Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble. (Y4)

Cycle B

Singing

Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so, tunefully and with expression. (Y3)

Perform forte and piano. (Y3)

Perform actions confidently and in time to a range of action songs. (Y3)

Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. (Y3)

Continue to sing a broad range of unison songs with the range of an octave (do–do) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo). (Y4)

Sing rounds and partner songs in different time signatures (2, 3 and 4 time)

Begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony. (Y4)

Perform a range of songs in school assemblies.

Listening:

Listen attentively and respond appropriately to a wide range of live and recorded music.

Identify and describe key musical elements, including: Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture

Use appropriate musical vocabulary when discussing what they hear.

Recognise and explain changes in musical elements within a piece.

Identify instruments and voice types in different musical styles and genres.

Recognise the main families of instruments and describe their sounds.

Compare and contrast pieces of music using musical language.

Identify simple musical structures, such as:

Verse and chorus

Call and response

Repetition

Ternary form

Describe how music can create mood, atmosphere, and character.

Recognise music from different cultures, traditions, periods, and genres.

Follow and respond to rhythmic and melodic patterns while listening.

Demonstrate active listening through movement, discussion, singing, or performance responses.

Identify how composers and performers use musical elements to achieve particular effects.

Offer simple evaluations of performances and recordings, giving reasons for their opinions.

Listen with concentration and increasing independence over extended periods.

Composing

Structure musical ideas (e.g., using echo or question and answer phrases) to create music that has a beginning, middle and end (Y3)

Pupils should compose in response to different stimuli, e.g., stories, verse, images (paintings and photographs) and musical sources. (Y3)

Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi). (Y3)

Compose song accompaniments on untuned percussion using known rhythms and note values. (Y3)

Arrange individual notation cards of known note values (i.e., minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4 beat phrases, arranged into bars. (Y4)

Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip. (Y4)

Introduce major and minor chords. (Y4)

Include instruments played in whole class/group/individual teaching to expand the scope and range of the sound palette available for composition work. (Y4)

Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology. (Y4)

Instrumental Performance

Develop facility in playing tuned percussion and the recorder (Y3 & Y4)

Play and perform melodies following staff notation using a small range (e.g., Middle C–E/do–mi) as a whole class or in small groups (e.g., trios and quartets) (Y3)

Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi (Y3)

Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast, and slow. Extend to question-and-answer phrases. (Y3)

Play and perform melodies following staff notation using a small range (e.g., Middle C G/do–so) as a whole-class or in small groups. (Y4)

Perform in two or more parts (e.g., melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. (Y4)

	Identify static and moving parts. (Y4) Reading Notation Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch (Y3) Introduce and understand the differences between crotchets and paired quavers (Y3) Apply word chants to rhythms, understanding how to link each syllable to one musical note (Y3) Introduce and understand the differences between minims, crotchets, paired quavers, and rests (Y4) Read and perform pitch notation within a defined range (e.g., C–G/do–so). (Y4) Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble. (Y4)	
Curriculum links	Science – Sound Computing – Programming, creating media PSHE – Valuing difference, rights and respect, being my best PE. – Dance RE. – Salvation Reading – The diary of Ilona (A young slave girl)	
Context	Where they have been: • Sing songs with a small pitch range, pitching accurately. • Know the meaning of dynamics and tempo - be able to demonstrate these when singing by responding to the music leader's directions and visual symbols (e.g., crescendo, decrescendo, pause. • Sing songs regularly with a pitch range of do-so (5th) with increasing vocal control • Create music in response to a non-musical stimulus. • Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation. • Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. • Use music technology, if available, to capture, change and combine sounds. • Understand that the speed of the beat can change, creating a faster or slower pace (tempo). • Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. • Walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and shared movement with others. • Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. • Identify the beat groupings in familiar music that they sing regularly and listen to • Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion • Create rhythms using word phrases as a starting point.	Where they will go next: • Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. Include observing phrasing, accurate pitching and appropriate style. • Sing three-part rounds, partner songs, and songs with a verse and a chorus. • Perform a range of songs in school assemblies and in school performance opportunities. • Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments. • Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). Continue this process in the composition tasks below. • Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment. • Working in pairs, compose a short ternary piece. • Use chords to compose music to evoke a specific atmosphere, mood or environment. For example. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book. • Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology • Identify dimensions: Detect pulse, rhythm, pitch, tempo, dynamics, timbre, texture, and structure. • Recognize traditions: Listen and evaluate music across a broad range of historical periods, genres, styles, and cultures. • Recognize structures: Identify structures including call-and-response, question-and-answer phrasing, echoes, and foundational loop patterns or ostinatos. (Y5) • Identify dimensions: Track changes in pulse, rhythm, pitch, tempo, dynamics, timbre, texture, and structure. • Follow notation: Connect heard pitches and rhythms directly to basic staff notation or dot notation. • Aurally trace pitch: Follow step-wise melodic phrases and moving musical patterns up or down in pitch. (Y5) • Identify texture: Distinguish between basic textures, specifically identifying melody with accompaniment, solo parts,

	- Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers, and crotchets rests. - Create and perform their own chanted rhythm patterns with the same stick notation. Pitch - Play a range of singing games based on the cuckoo interval matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument or backing track. - Sing short phrases independently within a singing game or short song. - Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g., stand up/sit down, hands high/hands low). - Recognise dot notation and match it to 3-note tunes played on tuned percussion.	- and unison singing. (Y5) - Differentiate arrangements: Recognize variations in instrumentation and tempo between live and recorded pieces

Cycle A

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit: Exploring rhythm, pulse and melody through World Music - Madagascar	Unit: Christmas concert: Playing, singing and performing together	Unit: Chinese New Year – The Pentatonic Scale	Unit: Recorder Reading staff notation	Unit: Recorder Structured Composition	Unit: Performing together as an ensemble (concert) Singing and recorder
NC Objective/s: - 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 for a range of purposes using the inter-related dimensions of music - listen with attention to detail and recall sounds with increasing aural memory	NC Objective/s: - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - listen with attention to detail and recall sounds with increasing aural memory - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and	NC Objective/s: - 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 for a range of purposes using the inter-related dimensions of music - use and understand staff and other musical notations - appreciate and understand a wide range of high-	NC Objective/s: - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - listen with attention to detail and recall sounds with increasing aural memory - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and	NC Objective/s: - 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 for a range of purposes using the inter-related dimensions of music - listen with attention to detail and recall sounds with increasing aural memory	NC Objective/s: - 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 for a range of purposes using the inter-related dimensions of music - listen with attention to detail and recall sounds with increasing aural memory

• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians (Weekly music worship) • develop an understanding of the history of music (Weekly music worship)	• musicians (Weekly music worship) • develop an understanding of the history of music (Weekly music worship)	• quality live and recorded music drawn from different traditions and from great composers and musicians (Weekly music worship) • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians (Weekly music worship)	• musicians (Weekly music worship) • develop an understanding of the history of music (Weekly music worship)	• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians (Weekly music worship) • develop an understanding of the history of music (Weekly music worship)	• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians (Weekly music worship) • develop an understanding of the history of music (Weekly music worship)
Vocabulary: Percussion Rhythm Pulse Beat Cyclic rhythm Ostinato Simple time Compound time Syncopation Dynamics Forte Fortissimo Piano Pianissimo Mezzo forte Mezzo piano Crescendo Decrescendo Crotchets Paired quavers Minims Rests	Vocabulary: Rhythm Metre and Tempo Getting faster (accelerando) Getting slower (rallentando), Bar Pulse Metre Pitch Melody major and minor tonality Pitch range do-do Structure and Form Rounds and partner songs repetition Contrast Harmony - Static, moving Unison Texture - Duet, melody, and accompaniment Dynamics and Articulation Forte Fortissimo	Vocabulary: Rhythm Pulse Beat Pitch Melody Tempo Timbre Composition Texture Dynamics contrast Forte Fortissimo Piano Pianissimo Mezzo forte Mezzo piano Crescendo Decrescendo Pentatonic scale Major Minor	Vocabulary: Staff notation Crotchets Paired quavers Minims Rests Rhythmic notation Melodic notation Stave Melody Dynamics Forte Fortissimo Piano Pianissimo Mezzo forte Mezzo piano Crescendo Decrescendo Tempo Accelerando Rallantando Timbre	Vocabulary: Staff notation Crotchets Paired quavers Minims Rests Rhythmic notation Melodic notation Stave Melody Dynamics Forte Fortissimo Piano Pianissimo Mezzo forte Mezzo piano Crescendo Decrescendo Tempo Accelerando Rallantando Timbre	Vocabulary Woodwind instruments Accompaniment Ensemble Choir Rhythm Pulse Beat Timbre Metre Tempo Simple time compound time syncopation Pitch Harmony Articulation Dynamics Forte Fortissimo Piano Pianissimo Mezzo forte

Time signature Accelerando Rallentando Allegro Adagio Texture Djembe Bongo	Piano Pianissimo Mezzo forte Mezzo piano Getting louder (crescendo) getting softer (decrescendo); legato (smooth), staccato (detached) Instruments and Playing Techniques Crotchets Paired quavers Rests Minims Time signature Accompaniment	Bar Glockenspiel	Rhythm Pulse Duration Presto Adagio Andante Moderato Allegro Woodwind Recorder Flute Clarinet Oboe Bassoon Ensemble	Rhythm Pulse Duration Presto Adagio Andante Moderato Allegro Woodwind Recorder Flute Clarinet Oboe Bassoon Ensemble Notate Structure Compose Improvise	Mezzo piano Crescendo Decrescendo Time signatures Contrast Crotchets Paired quavers Minims Rests Time signatures 2/4, 3/4 and 4/4 Stave lines and spaces clef
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Cycle B

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit: Exploring rhythm, pulse and melody through World Music - Calypso	Unit: Christmas concert: Playing, singing and performing together (chords)	Unit: Music technology Musical conversations	Unit: Recorder Reading staff notation	Unit: Recorder improvising and composing	Unit: Performing together as an ensemble (concert) Singing and recorder
NC Objective/s: - 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 for a range of purposes using the inter-related dimensions of music - listen with attention to detail and recall sounds with increasing aural memory - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians (Weekly music worship) - develop an understanding of the history of music	NC Objective/s: - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - 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 drawn from different traditions and from great composers and musicians (Weekly music worship)	NC Objective/s: - improvise and compose music for a range of purposes using the inter-related dimensions of music - use and understand staff and other musical notations - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians (Weekly music worship) - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians (Weekly music worship)	NC Objective/s: - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - 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 drawn from different traditions and from great composers and musicians (Weekly music worship) - develop an understanding of the history of music (Weekly music worship)	NC Objective/s: - 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 for a range of purposes 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 drawn from different traditions and from great composers and musicians (Weekly music worship)	NC Objective/s: - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - 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 drawn from different traditions and from great composers and musicians (Weekly music worship)

(Weekly music worship)					
Vocabulary: Rhythm Pulse Beat Cyclic rhythm Ostinato Simple time Compound time Syncopation Dynamics Forte Fortissimo Piano Pianissimo Mezzo forte Mezzo piano Crescendo Decrescendo Crotchets Paired quavers Minims Rests Time signature Accelerando Rallentando Allegro Adagio Texture Arpeggio Call and response Phrase Structure Trinidad and Tobago Hand to hand sticking Major scale	Vocabulary: Rhythm Metre and Tempo Getting faster (accelerando) Getting slower (rallentando), Bar Pulse Metre Pitch Melody major and minor tonality Pitch range do-do Structure and Form Rounds and partner songs repetition Contrast Harmony - Static, moving Unison Texture - Duet, melody, and accompaniment Dynamics and Articulation Forte Fortissimo Piano Pianissimo Mezzo forte Mezzo piano Getting louder (crescendo) getting softer (decrescendo); legato (smooth), staccato (detached) Instruments and Playing Techniques Crotchets Paired quavers Rests Minims Time signature Accompaniment	Vocabulary: Rhythm Pulse Beat Tempo Timbre Music technology Electronic music Composition music with multiple sections Call and response Texture Dynamics Dynamics Forte Fortissimo Piano Pianissimo Mezzo forte Mezzo piano Crescendo Decrescendo Time signatures Contrast Tracks Layers Multitracking	Vocabulary: Staff notation Crotchets Paired quavers Minims Rests Rhythmic notation Melodic notation Stave Melody Dynamics Forte Fortissimo Piano Pianissimo Mezzo forte Mezzo piano Crescendo Decrescendo Tempo Accelerando Rallantando Timbre Rhythm Pulse Duration Presto Adagio Andante Moderato Allegro Woodwind Recorder Flute Clarinet Oboe Bassoon Ensemble	Vocabulary: Staff notation Crotchets Paired quavers Minims Rests Rhythmic notation Melodic notation Stave Melody Dynamics Forte Fortissimo Piano Pianissimo Mezzo forte Mezzo piano Crescendo Decrescendo Tempo Accelerando Rallantando Timbre Rhythm Pulse Duration Presto Adagio Andante Moderato Allegro Woodwind Recorder Flute Clarinet Oboe Bassoon Ensemble Notate Structure	Vocabulary: Woodwind instruments Accompaniment Ensemble Choir Rhythm Pulse Beat Timbre Metre Tempo Simple time compound time syncopation Pitch Harmony Articulation Dynamics Forte Fortissimo Piano Pianissimo Mezzo forte Mezzo piano Crescendo Decrescendo Time signatures Contrast Crotchets Paired quavers Minims Rests Time signatures 2/4, 3/4 and 4/4 Stave lines and spaces clef

				Compose Improvise	
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