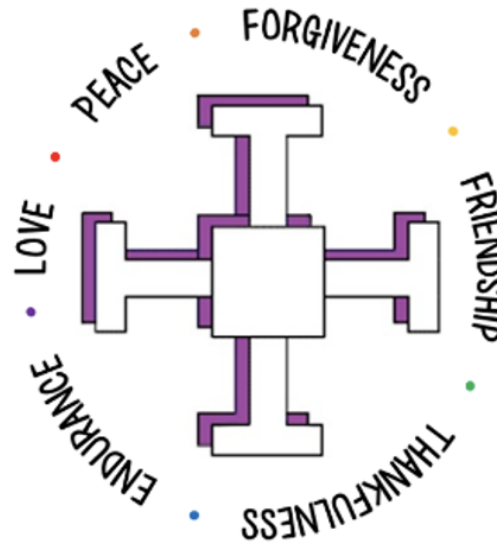


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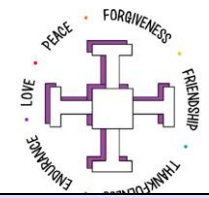
Music

Long Term Planning

'We value all children as unique 'Children of God' and welcome them into our safe, loving and supportive Christ Church family. We endeavour to use nurture to encourage individuals to flourish and aspire to reach their God given potential. We rejoice in our rich diversity and our broad, balanced curriculum provides opportunities for all to achieve excellence, open minds and inspire dreams both now and the future.'



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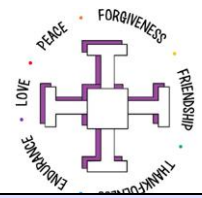


EYFS: Curriculum Overview

Autumn 1 Exploring Sound	Autumn 2 Celebration Music	Spring 1 Music and Movement	Spring 2 Musical Stories	Summer 1 Transport	Summer 2 Big Band
<p>1 – LO: I can explore using voices to make a variety of sounds.</p> <p>2 – LO: I can explore using body parts to make a variety of sounds.</p> <p>3 – LO: I can explore using instruments to make a variety of sounds.</p> <p>4 – LO: I can explore sounds within the environment.</p> <p>5 – LO: I can listen to sounds in nature and recreate them.</p>	<p>1 – LO: I can learn about the festival of Diwali and respond to music through movement.</p> <p>2 – LO: I can learn some of the dances and instruments from the festival of Hanukkah.</p> <p>3 – LO: I can learn about the festival of Kwanzaa.</p> <p>4 – LO: I can take part in a Christmas group song.</p> <p>5 – LO: I can create and perform appropriate actions to represent Christmas song lyrics.</p>	<p>1 – LO: I can learn why songs can have actions to accompany a song.</p> <p>2 – LO: I can explore the beat through body movement.</p> <p>3 – LO: I can learn to recognise and react to different tempos.</p> <p>4 – LO: I can learn to express different pitch and tempo in music through dance.</p> <p>5 – LO: I can perform two movement and movement songs.</p>	<p>1 – LO: I can listen to the lyrics and melody of the 'Teddy Bear's Picnic' and follow movement instructions.</p> <p>2 – LO: I can use actions to tell the story of 'The Sleeping Princess'.</p> <p>3 – LO: I can play instruments to tell the story of 'We're Going on a Bear Hunt'.</p> <p>4 – LO: I can write, compose, practise and perform a musical story.</p> <p>5 – LO: I can perform a musical story using movements to express moods within the story.</p>	<p>1 – LO: I can explore the sounds of different types of vehicles.</p> <p>2 – LO: I can explore and mimic the sounds of a train.</p> <p>3 – LO: I can explore sounds heard on and around boats.</p> <p>4 – LO: I can interpret symbols to reflect a car's journey.</p> <p>5 – LO: I can demonstrate simple rhythms on an instrument.</p>	<p>1 – LO: I can create different musical instruments using recyclable materials.</p> <p>2 – LO: I can learn about the four different groups of musical instruments.</p> <p>3 – LO: I can follow a beat using an untuned instrument.</p> <p>4 – LO: I can experiment with tunes and untuned instruments to play a song.</p> <p>5 – LO: I can select appropriate instruments to represent different parts of a song.</p>



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KS1: Year 1 Curriculum Overview			
Autumn 1 My Favourite Things Keeping Pulse and Rhythm	Autumn 2 Seaside Dynamics	Spring Fairytale Sound Patterns	Summer Superheroes Pitch and Tempo
<p>1 – LO: I can demonstrate an understanding of pulse using parts of the body.</p> <p>2 – LO: I can keep a pulse and show a sound pattern using bodies and voices.</p> <p>3 – LO: I can explore using a thinking voice to show the pulse.</p> <p>4 – LO: I can play short rhythms in time with the pulse.</p> <p>5 – LO: I can demonstrate an understanding of pulse through performance.</p>	<p>1 – LO: I can understand how music can be used to represent an environment.</p> <p>2 – LO: I can understand how music can represent changes in an environment.</p> <p>3 – LO: I can explore using instruments, body and voice to create a seaside soundscape.</p> <p>4 – LO: I can identify how dynamics can reflect environments.</p> <p>5 – LO: I can create and represent sounds using symbols.</p>	<p>1 – LO: I can explore and change dynamics using the voice.</p> <p>2 – LO: I can experiment with creating different sounds using a single instrument.</p> <p>3 – LO: I can read simple rhythmic patterns comprising of one beat sounds and one beat rests.</p> <p>4 – LO: I can play sound patterns in time with the pulse using a visual stimulus.</p> <p>5 – LO: I can show awareness of different roles when performing in a group performance.</p>	<p>1 – LO: I can identify high and low pitched sounds.</p> <p>2 – LO: I can explore pitch by creating two-pitch patterns.</p> <p>3 – LO: I can demonstrate tempo changes.</p> <p>4 – LO: I can create a superhero theme tune with a variety in tempo and pitch.</p> <p>5 – LO: I can perform a piece of superhero music showing a change of pitch and tempo.</p>



KS1: Year 2 Curriculum Overview			
Autumn 1 Animals Call and Response	Autumn 2 Musical Storytelling Instruments	Spring On the Island Singing	Summer Space Contrasting Dynamics
<p>1 – LO: I can create short sounds with varied dynamics that represent an animal.</p> <p>2 – LO: I can copy a short sound pattern.</p> <p>3 – LO: I can explore call and response using instruments.</p> <p>4 – LO: I can create sound patterns based on call and response.</p> <p>5 – LO: I can perform different sound patterns with contrasting dynamics.</p>	<p>1 – LO: I can explore listening and analysing a piece of music in relation to a story.</p> <p>2 – LO: I can explore how music and sound effects can tell a story.</p> <p>3 – LO: I can select appropriate sounds to match events, characters and feelings in a story.</p> <p>4 – LO: I can represent appropriate sounds to represent parts of a story.</p> <p>5 – LO: I can perform a composition showing changes in temp and dynamics.</p>	<p>1 – LO: I can learn to sing a British folk song.</p> <p>2 – LO: I can practice and perform a song relating to the countryside.</p> <p>3 – LO: I can practice and perform a song relating to the city.</p> <p>4 – LO: I can create symbols to represent sounds.</p> <p>5 – LO: I can develop and perform a musical composition.</p>	<p>1 – LO: I can create a simple soundscape using dynamic changes.</p> <p>2 – LO: I can listen to music and respond creatively, considering how dynamics can be represented.</p> <p>3 – LO: I can compare two pieces of music.</p> <p>4 – LO: I can create a short pitch pattern to represent a planet.</p> <p>5 – LO: I can perform a pitch pattern representing a planet, using vocal and instrumental sounds and changes in dynamics.</p>



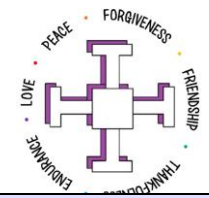
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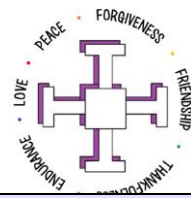
KS2: Year 3 Curriculum Overview			
Autumn 1 Ballads	Autumn 2 The Vikings Developing singing technique	Spring Chinese New Year Pentatonic melodies and composition	Summer India Traditional Instruments and improvisation
<p>1 – LO: I can sing a ballad and explain what it is.</p> <p>2 – LO: I can perform a ballad with an understanding of style.</p> <p>3 – LO: I can write the lyrics for a ballad to summarise a story.</p> <p>4 – LO: I can write lyrics which rhyme for a ballad.</p> <p>5 – LO: I can write lyrics for a ballad.</p>	<p>1 – LO: I can sing in time with others.</p> <p>2 – LO: I can follow and sing in tune and in time.</p> <p>3 – LO: I can recognise simple rhythmic notation by ear and by sight.</p> <p>4 – LO: I can use simple rhythmic notation to compose a Viking battle song.</p> <p>5 – LO: I can perform music with confidence and discipline.</p>	<p>1 – LO: I can learn about music used to celebrate the Chinese New Year festival.</p> <p>2 – LO: I can play a pentatonic melody.</p> <p>3 – LO: I can write and perform a pentatonic melody using letter notation.</p> <p>4 – LO: I can perform a group composition made up three layered pentatonic melodies.</p> <p>5 – LO: I can perform a piece of music as a group.</p>	<p>1 – LO: I can explain their pinion of Indian music and knowing which instruments are used in Indian music.</p> <p>2 – LO: I can improve using given notes.</p> <p>3 – LO: I can compose a piece based on music from different traditions.</p> <p>4 – LO: I can create a piece of music using a drone rag and tal.</p> <p>5 – LO: I can perform a piece of music using musical notation.</p>



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KS2: Year 4 Curriculum Overview			
Autumn 1 Rainforests Body and tuned percussion	Autumn 2 Rivers Changes in pitch, tempo, and dynamics	Spring South America Samba and Carnival Sounds and Instruments	Summer Romans Adapting and transposing motifs
<p>1 – LO: I can identify structure and texture in music.</p> <p>2 – LO: I can use body percussion.</p> <p>3 – LO: I can create musical rhythms using body percussion.</p> <p>4 – LO: I can create simple tunes.</p> <p>5 – LO: I can build and improve a composition.</p>	<p>1 – LO: I can sing accurately in two parts using expression and dynamics.</p> <p>2 – LO: I can recognise and identify key elements of music.</p> <p>3 – LO: I can understand what an ostinato is and perform a vocal ostinato.</p> <p>4 – LO: I can create and perform an ostinato.</p> <p>5 – LO: I can improve and perform a piece of music based around ostinatos.</p>	<p>1 – LO: I can recognise and identify the main features of samba music.</p> <p>2 – LO: I can understand and play syncopated rhythms.</p> <p>3 – LO: I can play syncopated rhythms as part of a group.</p> <p>4 – LO: I can compose a basic rhythmic break.</p> <p>5 – LO: I can perform rhythmic breaks within the samba piece.</p>	<p>1 – LO: I can sing in tune and in time with other people and a backing track.</p> <p>2 – LO: I can understand what a musical motif is.</p> <p>3 – LO: I can compose and notate a motif.</p> <p>4 – LO: I can develop and transpose a musical motif.</p> <p>5 – LO: I can combine and perform different versions of a musical motif.</p>



KS2: Year 5 Curriculum Overview			
Autumn 1 Ancient Egypt Composition notation	Autumn 2 Blues	Spring South and West Africa	Summer Holi Festival Composition to represent the festival of colour
<p>1 – LO: I can sing with accuracy, fluency, control and expression.</p> <p>2 – LO: I can explore and use different forms of notation.</p> <p>3 – LO: I can understand note length.</p> <p>4 – LO: I can read simple pitch notation.</p> <p>5 – LO: I can use hieroglyphs and staff notation to write a piece of music.</p>	<p>1 – LO: I can understand the key features of blues music.</p> <p>2 – LO: I can play the first line of the twelve bar blues.</p> <p>3 – LO: I can play the twelve bar blues.</p> <p>4 – LO: I can play the blues scale going up and down.</p> <p>5 – LO: I can improvise with notes from the blues scale.</p>	<p>1 – LO: I can sing a traditional African song unaccompanied.</p> <p>2 – LO: I can use tuned percussion to play a chord progression.</p> <p>3 – LO: I can use vocals or tuned percussion to perform a piece of music as an ensemble.</p> <p>4 – LO: I can play African inspired rhythms using percussion instruments.</p> <p>5 – LO: I can create an eight beat break to play within a performance.</p>	<p>1 – LO: I can understand that music can be represented with colours and naming the features or the mood of a piece of music.</p> <p>2 – LO: I can represent a piece of music as a graphic score and identify features of music.</p> <p>3 – LO: I can create a vocal composition based on a picture describing the use of dynamics, tempo and pitch.</p> <p>4 – LO: I can create a piece of music inspired by a single colour and describe the musical features of a piece of music.</p> <p>5 – LO: I can work as a group to perform a piece of music.</p>



KS2: Year 6 Curriculum Overview			
Autumn 1 Fingal's Cave Dynamics, pitch, and texture	Autumn 2 Songs of WW2	Spring Pop Art Theme and variations	Summer Composing and performing a Leavers' Song
<p>1 – LO: I can appraise the work of a classical composer using creative language to characterise the music.</p> <p>2 – LO: I can improvise as a group, using dynamics and pitch changes and following a conductor.</p> <p>3 – LO: I can improvise as a group, using changes in texture.</p> <p>4 – LO: I can use my knowledge of dynamics, texture and pitch to create a group composition.</p> <p>5 – LO: I can use teamwork to create a group composition featuring changes in texture, dynamics and pitch.</p>	<p>1 – LO: I can use musical vocabulary to identify features of different eras of music and use comparative language and fact and opinion to compare songs.</p> <p>2 – LO: I can develop greater accuracy in pitch and control.</p> <p>3 – LO: I can identify pitches within an octave when singing, reading and interpreting a graphic score.</p> <p>4 – LO: I can use my knowledge of pitch to develop my confidence when singing in parts.</p> <p>5 – LO: I can identify higher and lower pitches through colours and use colour to notate a counter-melody.</p>	<p>1 – LO: I can explore the musical concept of theme and variations; relating it to Pop Art and perform a rhythm in different ways.</p> <p>2 – LO: I can compare and contrast different variations in the piece 'The Young Person's Guide to the Orchestra'.</p> <p>3 – LO: I can use complex rhythms to be able to perform a theme using body percussion.</p> <p>4 – LO: I can play the TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in ¾ time and notating them.</p> <p>5 – LO: I can use music notation to create visual representations of TIKI-TIKI, TI-TIKI and TIKI-TI rhythms.</p>	<p>1 – LO: I can listen to and describe music.</p> <p>2 – LO: I can write lyrics to a song.</p> <p>3 – LO: I can organise lyrics into a song structure.</p> <p>4 – LO: I can explore a backing track and using vocal improvisation and known melodies.</p> <p>5 – LO: I can compose a chorus melody.</p> <p>6 – LO: I can compose a verse melody.</p>