

Roche Primary School Music planning overview.

Term	Autumn Term 1		Autumn Term 2		Spring Term 1	
Year group	Year 3	Year 4	Year 5	Year 1	Year 3	Year 2
Learning	<p>(KS2 - Singing / listening / notation.)</p> <p>*Sing in unison, pitch range of 5 notes, including different structures and dynamics.</p> <p>*Perform actions to songs.</p> <p>*Keep a steady pulse, following changes in tempo. (*Perform as a choir in school assemblies.)</p> <p>*Listen to a wide variety of music, stories, poetry, sound effects and environmental sounds. (See Model Curriculum for suggestions of pieces.)</p> <p>*Introduce stave, clef, dot notation.</p> <p>*Introduce crotchets and paired quavers.</p> <p>*Listen carefully to order 3-note phrases written in</p>	<p>(KS2 - Singing / listening / performing.)</p> <p>*Sing a range of unison songs with octave range, with dynamics. (See Model Curriculum for suggestions.)</p> <p>*Sing rounds & partner songs in 2, 3 & 4 time.</p> <p>*Begin to sing songs with small and large pitch leaps.</p> <p>*Introduce simple 2-part harmony (eg Hear the Wind). (*Perform a range of songs in assemblies.)</p> <p>*Listen as and building on Y3 objectives.</p> <p>* Play & perform melodies using staff notation. Range of 5 notes, in varying group sizes.</p> <p>*Perform in 2-parts: melody / accompaniment - moving / static.</p>	<p>(KS2 - Singing / listening / performing.)</p> <p>*Sing a broad range of songs (see repertoire list, Model Curriculum) - taking account of phrasing, accurate pitch and style.</p> <p>*Listening to build on Y4 objectives (see Modal Curriculum for suggestions).</p> <p>*Understand how triads are formed.</p> <p>*Play triads on melodic instruments / keyboards.</p> <p>*Perform simple chordal accompaniments</p> <p>*Perform a range of repertoire using mixed ensemble.</p> <p>*Develop the skill of playing by ear on melodic instruments, copying longer & familiar melodies.</p> <p>*Learn notation :</p>	<p>(KS1 - Singing / listening / musicianship - pulse/beat, rhythm, pitch)</p> <p>*Sing simple songs - collectively at same pitch and responding to directions eg loud/soft.</p> <p>*Expand pitch range from narrow to broader.</p> <p>*Sing call & response songs.</p> <p>*Listen & show response to variety of stories, poems, songs, music from different styles & cultures. (See Model Curriculum for suggestions.)</p> <p>*Follow change in tempo by moving / clapping etc.</p> <p>*Use body percussion & classroom percussion instruments.</p> <p>*Show response to pulse through</p>	<p>(KS2 - Composing / improvising / performing.)</p> <p>*Invent short, on the spot responses using a limited note range. Use a variety of instruments / vocals.</p> <p>*Use structures : question & answer/ call & response/ echo.</p> <p>*Improvise & compose to non-musical & musical start points.</p> <p>*Combine stick and dot rhythmic notation, with letter names to create rising and falling phrases of 3 notes.</p> <p>*Perform in varying group sizes, following staff notation, on a melodic / tuned instrument. Pitch range of 3 notes.</p> <p>*Copy short-range, stepwise melodic phrases at different speeds, using Italian terms.</p> <p>*Use known rhythms to create song</p>	<p>(KS1 - Singing / listening / musicianship - pulse/beat, rhythm, pitch)</p> <p>*Sing songs around a 5-note range.</p> <p>*Know meaning of DYNAMICS and TEMPO - demonstrate in responses.</p> <p>*Listening as and building on Y1 objectives.</p> <p>*Respond to increasing / decreasing tempo.</p> <p>*Know the difference between left & right to support co-ordination & shared movement with others.</p> <p>*Begin to group beats in 2s, 4s & 3s eg clap strong beat & tap remaining beats.</p> <p>*Begin to identify beat groupings in pieces : mark the strong beat in a piece.</p> <p>*Read / respond to / create rhythmic patterns represented in dot & stick notation</p>

	dot notation (see Model Curriculum for egs). *Link syllables in sentences with notes on the stave.	*Copy short melodic phrases using the pentatonic scale. *Introduce minims, crotchets, paired quavers & rests. *Follow and perform from pitch notation (5 note range). *Perform with knowledge of instrumental technique. *Follow and perform from rhythmic scores, showing understanding of own part within the overall texture.	semibreves, minims, crotchets, crotchet rests, paired quavers & semiquavers.	movement & dance. *Compare high & low environmental sounds. *Sing songs at a high pitch and repeat at a low pitch. *Explore percussion sounds to enhance storytelling. *Follow simple graphic scoring. (See Model Curriculum for egs.)	accompaniments on untuned percussion.	(see Model Curriculum for egs.) : crotchets, quavers, crotchet rests. *Play singing games based on 'the cuckoo interval' (cuckoo call). *Sing short phrases independently within a game situation. *Show responses to pitch in physical actions. *Recognise dot notation & match to 3-note tunes played on tuned percussion.
Term	Spring 2		Summer 1		Summer 2	
Year group	Year 6	Year 4	Year 5	Year 1	Year 6	Year 2
Learning	(KS2 - Singing / listening / composing / improvising.) *Sing songs that include syncopation. *Sing as part of a choir, with accurate rhythm & pitch, and a sense of phrasing, style and occasion. *Sing 3 or 4 part rounds or partner songs. *Position singers randomly within a group (ie not with	(KS2 - Composing / improvising / notation.) *Improvise on a limited pitch-range, using FA instruments. Take into account, musical qualities such as legato / staccato. *Begin decision making in relation to musical structure. *Use known rhythmic notation and letter names, to	(KS2 - Composing / improvising / notation.) *Improvise freely over a drone, developing sense of character & shape. Use tuned percussion & melodic instruments. *Improvise over a simple groove, thinking about melodic shape and response to pulse. Use Italian terms	KS1 - (Composing) *Improvise simple vocal chants using question & answer phrases. *Create sound effects & short sequences in response to a variety of stimuli. *Differentiate between creating a rhythm pattern and a pitch pattern (melody). *Invent, retain,	(KS2 - Performing / .) *Play melodies, following staff notation (octave note range if possible). Consider dynamics ff, pp, mp, mf. *Accompany melody using block-note chords or bass line. *Engage with others during ensemble playing, taking the melody or accompaniment role. *Understand equivalent	KS1 - (Composing) *Create music in response to non-musical stimuli. *Improvise musical conversations with a partner using voice/classroom percussion. *Copy & invent rhythms on classroom percussion. *Create rhythmic patterns based on sentences. *Use graphic symbols

	<p>their part), to develop listening skills.</p> <p>*Build on listening objectives for Y5; identify pieces from repertoire by memory. (See Modal Curriculum for suggestions.)</p> <p>*Create music with multiple sections that include repetition & contrast.</p> <p>*Use chord changes as part of an improvised sequence.</p> <p>*Extend improvised melodies beyond 8-beats over a fixed groove.</p> <p>*Plan & compose an 8 / 16 beat melodic phrase using the pentatonic scale. Incorporate rhythmic variety. Notate the melody.</p> <p>*Compose melodies made from pairs of phrases in G major or E minor.</p> <p>*Compose a ternary piece using available software.</p>	<p>create short pentatonic pieces to play and sing. (https://www.ted.com/talks/bobby_mcferrin_watch_me_play_the_audience)</p> <p>*Arrange known note values (minim, crotchet, crotchet rest, paired quavers) into bars.</p> <p>*Look at musical components in relation to mood eg for a film.</p> <p>*Introduce major and minor chords.</p> <p>*Use all instruments learnt within a class - FA/private tuition etc.</p> <p>*Capture ideas : tech; graphic symbols; staff notation; rhythmic notation & time signatures.</p>	<p>for dynamics : p, mp, mf, f</p> <p>*Compose melodies using pairs of phrases in C major or A minor. Add simple rhythmic / chordal accompaniment.</p> <p>*In pairs, compose a short ternary piece.</p> <p>*Use chords to evoke atmosphere.</p> <p>*Capture ideas as Y4 : tech; graphic symbols; staff notation; rhythmic notation & time signatures.</p> <p>*Compare 2/4, $\frac{3}{4}$, 4/4 time signatures.</p> <p>*Read & perform pitch notation within an octave.</p> <p>*Read & play short rhythmic notations from sight, using various conventional notations.</p> <p>*Play melodies, following staff notation (octave note range if possible). Consider dynamics.</p>	<p>recall, rhythm & pitch patterns.</p> <p>*Use music tech to capture, change & combine sounds.</p> <p>*Graphic notation - invent own symbols. (See Model Curriculum for egs.)</p>	<p>rests for note values studied in Y5.</p> <p>*Further develop skills to read pitch notation within an octave.</p> <p>*Read confidently from familiar rhythmic notation, in 4 parts.</p> <p>*Read and play a 4 bar phrase from notation, identifying note names and durations.</p> <p>*Perform a range of songs as a choir and in a range of performance situations.</p>	<p>to keep a record of compositions; introduce dot & stick notation (use Charanga & Model Curriculum if needed).</p>

	<p>Year 6 transition projects could bring together : reading notation; playing an instrument; composing melodies; singing in parts. For more info, see Modal Curriculum Appendix 6.</p>
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