 Vine Tree Primary Long-Term Plan for Music 

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|  | Autumn | Spring | Summer |
| Year 1 | **Autumn 1**  Musical Vocabulary (Under the sea)   * Make movements that are appropriate to the pulse and tempo of a piece of music. * Choose instruments with appropriate timbre to represent sparkling fishes. * Respond to dynamic changes in a piece of music. * Create pitches and rhythms. * Perform a layer of the music within an overall piece. * Define all the musical terms from this unit.   **Autumn 2**  Pulse and Rhythm  (All about me)   * Clap the rhythm of their name. * Clap in time to music. * Sing the overall shape of a melody. * Play in time to music. * Copy and create rhythms based on word patterns. * Play on the pulse. |  | **Summer 1**  Timbre and rhythmic patterns (fairy tales)   * Chant the well-known phrase, “I’ll huff…” * Make changes to their voices to represent a character. * Choose a suitable sound to represent a specific point in a story. * Play a rhythmic pattern along with their spoken words. * Identify and hold up the correct sign to correspond to some music. * Play/chant along with the elements of a story with prompting from the teacher.   **Summer 2**  Pitch and tempo (Superheros)   * Explain what pitch means. * Identify whether a note is higher or lower. * Create a pattern using two pitches, then play or sing it. * Explain what tempo means. * Identify simple tempo changes in music. * Perform a pattern that gradually gets faster (accelerando). * Contribute to a group composition and performance by creating, selecting, combining and performing sounds. Suggest improvements to their work |
| Year 2 | African call and response song (Animals)   * Use tempo, dynamics and timbre in their piece. * Play in time with their group. * Use instruments appropriately. * Successfully sing back the melody line in time and at the correct pitch. * Play either a call and/or response role in time with another pupil. * Perform their composition. | Orchestral instruments (Traditional Western stories)   * Make plausible descriptions of the music. * Identify a few instruments and the sounds of different sections of the orchestra. * Explain what is happening in the music using language relating to emotion. | **Summer 1**  Musical me   * Clap the rhythm of their name. * Sing the melody accurately while playing their instrument in time. * Show a range of emotions using their voices. * Describe the dynamics and timbre of their pieces. * Play a known melody from letter notation in the right order, if not with the right rhythms.   **Summer 2**  Myths and Legends   * Create rhythms and arrange them in a particular order or structure. * Identify the structure of a piece of music and write it down. * Describe whether a musical texture is thick or thin. * Explore ways of writing down different textural layers. * Follow a given structure for a composition. * Write a structure score accurately. |

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| Year 3 | Ballads   * Identify the key features of a ballad. * Perform a ballad using actions. * Sing in time and in tune with a song and incorporate actions. * Retell a summary of an animation’s story. * Write a verse with rhyming words which tell part of a story. * Perform their lyrics fluently and with actions. | **Spring 1**  Pentatonic melodies and composition (Chinese New Year)   * Match their movements to the music, explaining why they chose these movements. * Accurately notate and play a pentatonic melody. * Play their part in a composition confidently. * Work as a group to perform a piece of music.   **Spring 2**  Traditional instruments and improvisation  ( India)   * Verbalise feelings about music and identify likes and dislikes. * Read musical notation and play the correct notes of the rag. * Improvise along to a drone and tal. * Play a rag and a tal accurately alongside a drone. * Sing accurately from musical notation and lyrics. * Sing and play in time with others with some degree of accuracy and awareness of each other’s parts. | Developing singing technique (Vikings)   * Move and sing as a team, following the lyrics on the screen. * Recognise minims, crotchets and quavers often by ear and reliably by sight. * Perform rhythms accurately from notation and layer them to create a composition. * Add appropriate sound effects to their performances using untuned percussion. * Join in with the performances confidently, and reasonably in time and tune. * Make suggestions for improving their performance. |
| Year 4 | Autumn 1  Changes in pitch, tempo and dynamics (Rivers)   * Sing in tune and in harmony with others, with developing breath control. * Explain how a piece of music makes them feel with some use of musical terminology. * Perform a vocal ostinato in time. * Listen to other members of their group as they perform. * Create an ostinato and represent it on paper so that they can remember it. * Create and perform a piece with a variety of ostinatos.   Autumn 2  Body and tuned percussion  (Rainforests)   * Identify the structure of a piece of music. * Have an idea as to when there is one layer in a piece of music and when there are two. * Play a sequence in the correct order in time with their partner. * Have two contrasting rhythms being played together. * Have two different melodies being played together. * Have a complete piece of music with four different layers with an appropriate structure. | **Spring 1**  Adapting and transposing motifs (Romans)   * Learn a new song, singing in time and in tune while following the lyrics. * Identify motifs aurally and play a repeated pattern on a tuned instrument. * Create and performing a motif, notating it with reasonable accuracy. * Transpose their motif, using sharp or flat notes where necessary and change the rhythm. * Combine different versions of a musical motif and perform as a group using musical notation.   **Spring 2**  Samba and carnival sounds and instruments (South America)   * Explain what samba music is and that it is mainly percussion instruments used in celebrations such as Carnival in Brazil. * Clap on the off beat (the and of each beat) and be able to play a syncopated rhythm. * Play their rhythm in time with the rest of their group (even if they are not always successfully playing in time with the rest of the class). * Play their break in time with the rest of their group and play in the correct place in the piece. * Play in time and with confidence; accurately playing their break. |  |
| Year 5 | Love Music Trust – playing a brass instrument | Love Music Trust – playing a brass instrument | Love Music Trust – playing a brass instrument |
| Year 6 | Advanced rhythms   * Repeat rhythms accurately. * Successfully participate in rhythm games. * Feel the pulse while participating in activities, e.g. singing or chanting. * Notate rhythms accurately. * Clap the rhythm at the same time as chanting the words. * Choose rhythmic elements that add up to 8 counts. * Perform compositions demonstrating a good sense of pulse. * Perform their compositions securely with their partners. | Dynamics, pitch and texture (Coast - Fingal’s Cave by Mendelssohn)   * Engage in discussion about the sounds of an orchestral piece. * Have a selection of varied vocabulary in response to what they hear. * Change dynamics and pitch, differentiating between the two. * Take the role of conductor or follow a conductor. * Change texture within their group improvisation and talk about its effect. * Create a graphic score to represent sounds. * Follow the conductor to show changes in pitch, dynamics and texture. | **Summer 1**  Theme and variations  (Pop Art)   * Perform rhythms confidently either on their own or in a group. * Identify the sounds of different instruments and discuss what they sound like. * Make reasonable suggestions for which instruments can be matched to which pieces of art. * Recall the names of several instruments according to their orchestra sections. * Keep the pulse with the body percussion section and sing with control and confidence. * Name the three rhythms correctly and copy the rhythms accurately with a good sense of pulse. * Draw the rhythms accurately and show a difference between each of their variations. * Showcase creativity in the finished product.   **Summer 2**  Composing and performing a Leavers' song   * Identify and evaluate the musical features of a song. * Contribute ideas to their group chorus, suggesting how lines three and four could rhyme. * Contribute ideas to their group verse, suggesting how lines one and four and five and eight could rhyme. * Fit an existing melody over a four-chord backing track. * Create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments. * Record melodies using letter notation. * Perform the leavers’ song with confidence. |

**Music Curriculum – 3 I’s**

**Intent -** At Vine Tree Primary School, we strive to cultivate a real enjoyment of music and aim to deliver high quality music teaching, supporting and encouraging all children to achieve their full potential. We aspire for all children to gain a firm understanding of music through listening, singing, playing, composing and evaluating a wide variety of styles and genres. We endeavor to help children to feel that they are musical, and to develop a life-long love of music. We focus on developing the skills, knowledge and understanding that children need in order to become confident performers, composers, and listeners. Our music scheme introduces children to music from all around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities. Children will develop the musical skills of singing, playing tuned and untuned instruments, improvising and composing music, and listening and responding to music. They will develop an understanding of the history and cultural context of the music that they listen to and learn how music can be written down. Through music, children will develop transferable skills such as team-working, leadership, creative thinking, problem-solving, decision-making, and presentation and performance skills.

**Implementation –** At Vine Tree, our Music scheme takes a holistic approach to music, in which the individual strands below are woven together to create engaging and enriching learning experiences:

• Performing

• Listening

• Composing

• The history of music

• The inter-related dimensions of music

Each five-lesson unit combines these strands within a cross-curricular topic designed to capture pupils’ imagination and encourage them to explore music enthusiastically. Over the course of the year, children will be taught how to sing fluently and expressively, and play tuned and untuned instruments accurately and with control. They will learn to recognise and name the interrelated dimensions of music - pitch, duration, tempo, timbre, structure, texture and dynamics - and use these expressively in their own improvisations and compositions. Our Music teaching follows the spiral curriculum model where previous skills and knowledge are returned to and built upon. Children progress in terms of tackling more complex tasks and doing more simple tasks better, as well as developing understanding and knowledge of the history of music, staff, and other musical notations, as well as the interrelated dimensions of music and more. In each lesson, pupils will actively participate in musical activities drawn from a range of styles and traditions, developing their musical skills and their understanding of how music works. Lessons incorporate a range of teaching strategies from independent tasks, paired and group work as well as improvisation and teacher-led performances. Lessons are ‘hands-on’ and incorporate movement and dance elements, as well as making cross curricular links with other areas of learning. At Vine Tree, we ensure lessons are suitably differentiated so that lessons can be accessed by all pupils and opportunities to stretch pupils’ learning is tailored for.

**Impact –** At Vine Tree, the impact of music teaching can be constantly monitored through both formative and summative assessment opportunities. Summative assessment is made at the end of each lesson by the class teacher, assessing pupils against the learning objectives and at the end of each unit there is often a performance element where teachers can also make a summative assessment of pupils’ learning. By the end of KS2, pupils should leave Vine Tree equipped with a range of skills to enable them to succeed in their secondary education and to be able to enjoy and appreciate music throughout their lives. We expect children to:

* Be confident performers, composers and listeners and will be able to express themselves musically at and beyond school.
* Show an appreciation and respect for a wide range of musical styles from around the world and will understand how music is influenced by the wider cultural, social, and historical contexts in which it is developed.
* Understand the ways in which music can be written down to support performing and composing activities.
* Demonstrate and articulate an enthusiasm for music and be able to identify their own personal musical preferences.
* Meet the end of key stage expectations outlined in the national curriculum for Music.