



St Peter's C of E Primary School

Long Term Plan – Music KS 2

| Key Skills           | Performing  | Improvisation and Composing   | Listening and Understanding  | Dimensions  |
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| <p><b>Year 3</b></p> | <p><b>Vocal</b> – sing songs, rounds, partner songs and chants maintaining own part, within an appropriate vocal range with mostly accurate tuning</p> <p><b>Instrumental</b> – Use correct technique for a range of tuned and un-tuned percussion</p> <p>Copy simple rhythmic patterns in 2, 3 and 4 metre</p> <p>Keep a steady beat<br/>Maintain an independent part within a group</p> | <p>Choose carefully and order sounds within simple structures and in response to given starting points</p> <p>Within a group create and play layered music with an awareness of how the layers fit together</p> <p>Staff notation: Recognise and use simple note values and middle C to G</p> <p>Recognise and use different pitches in Solfar - doh to soh</p> | <p>Develop awareness of the music's context and purpose and respond accordingly</p> <p>Identify structural and expressive aspects of music heard</p> <p>Identify instruments heard and how they are played</p> | <p><b>Pitch</b> – Identify steps. Leaps and repeated notes in melodies</p> <p><b>Duration</b> – begin to understand 2, 3 and 4 metre and how rhythms fit to a steady beat</p> <p><b>Dynamics</b> – understand crescendo and diminuendo</p> <p><b>Tempo</b> – understand accelerando</p> <p><b>Timbre</b> – identify a range of instruments by sound and how they are played</p> <p><b>Texture</b> – recognise different combinations of layers</p> <p><b>Structure</b> – develop understanding of repeats and contrast structures</p> |

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| <p><b>Year 4</b></p> | <p><b>Vocal</b> – sing songs, rounds, chants and part songs, maintaining own part, within an appropriate vocal range and mostly accurate tuning</p> <p><b>Instrumental</b> – use correct technique for a range of tuned and un-tuned percussion instruments<br/>Independently maintain rhythmic and melodic ostinato in 2, 3 and 4 metre and compound time<br/>Keep and steady beat and copy more complex rhythmic patterns</p> | <p>Improvise and compose within known structures featuring changes</p> <p>Improvise and compose with an awareness of context and purpose</p> <p>Staff notation: Recognise and use a wider range of note values and pitches</p> <p>Recognise and use a wider range of pitches in Solfa, doh - doh</p> | <p>Listen to music with increased concentration, making statements and observations</p> <p>Musically demonstrate increased understanding and use of musical features</p> <p>Describe the quality of sounds and how they are made</p> <p>Develop an awareness of the music’s context, purpose and composer’s intent</p> <p>Offer comments about own and others’ work and ways to improve; accept feedback and suggestions</p> | <p><b>Pitch</b> – identify and melodic shape and different scale patterns</p> <p><b>Duration</b> – Understand simple and compound time</p> <p><b>Dynamics</b> – understand crescendo and diminuendo</p> <p><b>Tempo</b> – understand accelerando</p> <p><b>Timbre</b> – identify a wide range of instruments by sound and how they are played</p> <p><b>Texture</b> – identify solo, unison, drone, layers and simple</p> <p><b>Structure</b> – develop understanding of conventional structures</p> |
| <p><b>Year 5</b></p> | <p><b>Vocal</b> – sing songs, rounds, chants and part songs, With control and awareness of phrasing</p> <p><b>Instrumental</b> – use correct technique for a range of tuned and un-tuned percussion instruments</p>   | <p>Improvise and compose including the use of simple chord structures</p> <p>Improvise, compose and refine with an awareness of context and purpose</p> <p>Invent symbols to represent sounds</p>  | <p>Listen to music with a variety of textures, noticing different types of harmony</p> <p>Compare and contrast different music, with an awareness of the music’s context, purpose and the composer’s intent</p>  | <p><b>Pitch</b> – identify a range of different scale patterns</p> <p><b>Duration</b> – Understand more complex rhythms and metres</p> <p><b>Dynamics</b> – understand how a wide range of dynamics can be manipulated for expressive effect</p> <p><b>Tempo</b> – understand how a wide range of tempi can be</p>   |

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|               | <p>Choose and play patterns with increasing confidence</p> <p>Accurately maintain an independent part within a group, using controlled playing techniques</p>  | <p>Staff notation: Recognise and use rhythms, rests and a wider range of pitches</p>  | <p>Identify some of the structural and expressive aspects of music heard</p> <p>Give opinions, justifying musical ideas with appropriate vocabulary</p> <p>Identify different ensemble combinations, instruments heard and their role within the ensemble</p> | <p>manipulated for expressive effect</p> <p><b>Timbre</b> – identify families of instruments and different ensemble combinations</p> <p><b>Texture</b> – begin to understand types of harmony</p> <p><b>Structure</b> – understand a wider range of musical structures</p>  |
| <b>Year 6</b> | <p><b>Vocal</b> – Confidently sing part-songs with control and awareness of phrasing</p> <p><b>Instrumental</b> – play simple parts with accuracy and awareness of pitch, metre and balance</p> <p>Accurately maintain and independent part within a group, using controlled playing techniques in a variety of metres</p> | <p>Improvise and compose including the use of scales, complex rhythm patterns and simple chord structures</p> <p>Within a group, create and play with an awareness of balance</p> <p>Represent sounds with detailed symbols</p> <p>Staff notation: recognise and use simple rhythms, rests and an increased number of pitches</p> | <p>Listen to music with a range of different metres</p> <p>Identify some of the structural and expressive aspects of music heard</p> <p>Give opinions, using appropriate and extended vocabulary to justify these</p>   | <p><b>Pitch</b> – identify a range of different scale patterns</p> <p><b>Duration</b> – Understand more complex rhythms and metres</p> <p><b>Dynamics</b> – understand how a wide range of dynamics can be manipulated for expressive effect</p> <p><b>Tempo</b> – understand how a wide range of tempi can be manipulated for expressive effect</p> <p><b>Timbre</b> – identify families of instruments and different ensemble combinations</p> <p><b>Texture</b> – begin to understand types of harmony and how they can be used for effect</p> |

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|  |  |  |  | <b>Structure</b> – understand a wider range of musical structures and how they can be used to effect |
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