



Christ Church CE (c) Primary School

**Subject: Music**



Christ Church CE (c) Primary School

**Music Curriculum: Long Term Planning**

		Autumn Term	Spring Term	Summer Term
Skills covered Reception	<p align="center"><b>EYFS Framework</b></p> <p align="center"><b>Expressive Arts and Design/ Being Imaginative and Expressive</b></p> <p align="center">Sing a range of well-known nursery rhymes and songs.</p> <p align="center">Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>			
	<p align="center"><b>Children in Reception (CIR)</b></p> <p align="center">Explore and engage in music making and dance, performing solo or in groups.</p>			
		Autumn Term	Spring Term	Summer Term



Christ Church CE (c) Primary School

### Subject: Music

<b>Skills covered</b> <b>Year 1</b>	<b>Performance</b>	<ul style="list-style-type: none"><li>• I know how to clap short rhythmic patterns.</li><li>• I know how to copy sounds.</li><li>• I can find the pulse of a song.</li><li>• I know how to make loud and quiet sounds.</li><li>• I know how to use my voice to speak, sing and chant.</li><li>• I know when to join in with singing.</li><li>• I know how to follow instructions about when to play and sing and when to stop.</li><li>• I can look at the audience when I am performing.</li><li>• I know that the chorus keeps being repeated in a song.</li></ul>		<ul style="list-style-type: none"><li>• I know how to use instruments to perform.</li></ul>
	<b>Listening and Appraisal</b>	<ul style="list-style-type: none"><li>• I can recognise repeated patterns in music.</li></ul>	<ul style="list-style-type: none"><li>• I know how to respond to different moods in music.</li><li>• I know how to say whether I like or dislike a piece of music.</li><li>• I can express how a piece of music makes me feel.</li><li>• I can identify two types of sound happening at the same time.</li><li>• I know the difference between a fast and slow tempo.</li><li>• I know the difference between loud and quiet sounds.</li></ul>	<ul style="list-style-type: none"><li>• I know how to choose sounds to represent different things.</li><li>• I can comment on my own compositions and performances.</li></ul>



Christ Church CE (c) Primary School

## Subject: Music

	<p><b>Composition and Improvisation</b></p> <p><b>*Bold = Notation skills</b></p>	<ul style="list-style-type: none"><li>• I know how to make different sounds with my voice.</li><li>• I can respond to music through movement.</li></ul>	<ul style="list-style-type: none"><li>• I know the difference between long and short sounds.</li><li>• I know the difference between high and low sounds.</li></ul>	<ul style="list-style-type: none"><li>• I know how to repeat short rhythmic and melodic patterns.</li><li>• I can say words/rhymes and clap/play simple rhythmic patterns.</li><li>• I know how to make a sequence of sounds.</li><li>• I can identify changes in sounds.</li><li>• I know how to make different sounds with instruments.</li><li>• I can give a reason for choosing an instrument.</li><li>• I can create a piece of music to show a character or mood.</li><li>• <b>I can show sounds by using pictures.</b></li><li>• <b>I can understand simple graphic notation e.g. one sign for a sound or group of sounds.</b></li></ul>
--	---	---	---	--



Christ Church CE (c) Primary School

## Subject: Music

		Autumn Term	Spring Term	Summer Term
Skills covered Year 2	Performance	<ul style="list-style-type: none"><li>• I know how to sing or clap increasing and decreasing in tempo.</li><li>• I know how to perform simple patterns and accompaniments keeping a steady pulse.</li><li>• I can start to understand the difference between pulse and rhythm.</li><li>• I know how to sing or play rhythmic patterns in different tempos whilst keeping to the pulse.</li><li>• I know how to sing and follow a melody.</li><li>• I know how to sing accurately at a given pitch.</li><li>• I can perform, demonstrating use of dynamics, pitch and tempo.</li><li>• I know that the end of a phrase is where we breathe in a song.</li></ul>	<ul style="list-style-type: none"><li>• I know how to play simple rhythmic patterns on an instrument.</li><li>• <b>I can perform and interpret a piece using simple notation.</b></li></ul>	
	Listening and Appraisal		<ul style="list-style-type: none"><li>• I know how to improve my own work.</li></ul>	<ul style="list-style-type: none"><li>• I can listen out for specific sounds when listening to music.</li><li>• I know how to recognise sounds that move by steps and by leaps.</li></ul>



Christ Church CE (c) Primary School

## Subject: Music

			<ul style="list-style-type: none"><li>• I can begin to recognize the sounds of different instruments (timbre)</li><li>• I can begin to recognize how sounds are produced.</li><li>• Revision of Year 1 Listening and Appraisal Skills.</li></ul>
	<p><b>Composition and Improvisation</b></p> <p><b>*Bold = Notation skills</b></p>	<ul style="list-style-type: none"><li>• I can improvise a rhythm/sound over a given number of beats.</li><li>• I can use simple pitch and rhythm patterns to develop a structure for a short piece.</li><li>• I can begin to use contrasting dynamics, tempo or pitch in a composition.</li><li>• <b>I know how to use simple graphic notation e.g. symbols or numbers to represent sounds.</b></li></ul>	<ul style="list-style-type: none"><li>• <b>I know how to make connections between symbols/ notations and musical sounds.</b></li><li>• <b>I understand that music can be notated in different ways.</b></li><li>• I can experiment with different timbres to create effects.</li><li>• I can begin to recognize how music will fit a topic or theme.</li></ul>



Christ Church CE (c) Primary School

## Subject: Music

		Autumn Term	Spring Term	Summer Term
Skills covered Year 3	Performance	<ul style="list-style-type: none"><li>• I can demonstrate the difference between pulse and rhythm.</li><li>• I know how to play clear notes on instruments.</li><li>• I know how to collaborate with others to perform/create a piece of music using more than one instrument.</li><li>• I can perform, demonstrating changes in dynamics, tempo, pitch and articulation.</li></ul>	<ul style="list-style-type: none"><li>• I know how to sing a tune rhythmically and with expression.</li><li>• I know how to control my voice when singing.</li><li>• I can maintain a second part in a vocal/instrumental piece e.g. partner songs and rounds.</li><li>• I can understand and respond to cues for starting and stopping.</li></ul>	
	Listening and Appraisal	<ul style="list-style-type: none"><li>• I can recognise and describe how sounds are made on different instruments.</li><li>• I can identify repetition, contrasts and variations in music.</li></ul>	<ul style="list-style-type: none"><li>• I know how to improve my work and can explain how it has been improved.</li><li>• I can recognize different metres e.g. 3 time and 4 time.</li><li>• I can sing and recognize short melodic shapes and rhythmic patterns from memory.</li></ul>	<ul style="list-style-type: none"><li>• I can make simple comparisons with music being listened to and own compositions.</li><li>• I know how to use musical words (the inter-related dimensions) e.g. pulse, duration, pitch, tempo, dynamics and articulation, to describe a piece of music or composition.</li></ul>



Christ Church CE (c) Primary School

## Subject: Music

				<ul style="list-style-type: none"><li>• I know how to use musical words to describe what I like and do not like about a piece of music.</li><li>• I can begin to recognize how composers use the inter-related dimensions of music to create moods and effects.</li><li>• I can recognise the work of at least one famous composer.</li><li>• I know whether a change in music is gradual or sudden.</li></ul>
	<p><b>Composition and Improvisation</b></p> <p><b>*Bold = Notation skills</b></p>	<ul style="list-style-type: none"><li>• I can improvise with increasing confidence using 2-3 notes.</li><li>• I can use different inter-related dimensions in my compositions (tempo, pitch, dynamics, duration).</li><li>• <b>I can add pitch names e.g. A,B,C,D to rhythmic notations to make melodies.</b></li></ul>	<ul style="list-style-type: none"><li>• <b>I can start to understand simple rhythmic notation including crochet, quaver, minim, semibreve.</b></li><li>• <b>I can understand graphic scores and how more than one sound can be played at a time.</b></li><li>• <b>I understand how changes in pitch can be shown on a graphic score.</b></li></ul>	<ul style="list-style-type: none"><li>• I understand how the use of tempo can provide contrast within a piece of music.</li><li>• I can use my knowledge of timbre to choose instruments and playing techniques to depict a story, mood or character.</li><li>• I can make four-bar rhythms on my own or in a group.</li></ul>



Christ Church CE (c) Primary School

## Subject: Music

		Autumn Term	Spring Term	Summer Term
Skills covered Year 4	Performance	<ul style="list-style-type: none"><li>• I can demonstrate awareness of the need for good posture and diction whilst singing.</li><li>• I know how to perform a simple part rhythmically.</li><li>• I know how to sing songs from memory with accurate pitch.</li><li>• I know how to use selected pitches simultaneously e.g. in partner songs, rounds or to produce a simple harmony.</li><li>• I can understand and respond to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away.</li></ul>	<ul style="list-style-type: none"><li>• I know how to sing songs from memory with accurate pitch.</li><li>• <b>I can perform using rhythmic/melodic notation and/or from graphic notation including crotchet, quaver, minim, semibreve, semiquaver.</b></li><li>• I can sing and play with an awareness of how the inter-related dimensions affect the audience and performance.</li></ul>	<ul style="list-style-type: none"><li>• I know how to improvise using repeated patterns.</li></ul>





Christ Church CE (c) Primary School

### Subject: Music

	<b>Listening and Appraisal</b>	<ul style="list-style-type: none"><li>• I can continue to develop an awareness of the inter-related dimensions of music, pulse and articulation.</li><li>• I know and can explain why silence is often needed in music and explain what effect it has.</li></ul>	<ul style="list-style-type: none"><li>• I can identify the character/ mood of a piece of music.</li><li>• I know how to identify and describe the different purposes of music.</li><li>• I can begin to know and identify the style of work of Beethoven, Mozart and Elgar.</li><li>• I know and can identify how a change in timbre can change the effect of a piece of music.</li><li>• I can recognize and describe how different sounds are made/ changed on different instruments and how this groups them into different instrumental families.</li></ul>	<ul style="list-style-type: none"><li>• <b>I can memorise rhythmic and melodic phrases and match them to conventional/graphic notation.</b></li><li>• I can make constructive comments on my own and others' music using the inter-related dimensions of music.</li><li>• I can ask questions about music in other cultures and traditions.</li><li>• I can recognize different metres e.g. 2, 3 or 4 time.</li><li>• I can recognize simple structures in music being performed e.g. binary, ternary, verse-chorus.</li></ul>
	<b>Composition and Improvisation</b>  <small>*Bold = Notation skills</small>			<ul style="list-style-type: none"><li>• I can improvise with increasing confidence using 2-3 notes.</li><li>• I can add my own words to a tune to make a new song.</li><li>• I can create pieces with a simple structure e.g. binary or ternary.</li><li>• I can create atmospheric pieces e.g. soundscapes with narrative/through-composed structures.</li><li>• <b>I can add pitch names to rhythmic notation to make more complex melodies.</b></li><li>• <b>I know how to use notation to record compositions on my own or in a small group.</b></li><li>• <b>I know how to use notation during a performance.</b></li></ul>



Christ Church CE (c) Primary School

## Subject: Music

		Autumn Term	Spring Term	Summer Term
Skills covered Year 5	Performance	<ul style="list-style-type: none"><li>• I know how to breathe in the correct place when singing.</li><li>• I can demonstrate good posture, breathing and diction whilst singing.</li><li>• I know how to maintain my part whilst others are performing their part.</li><li>• I know how to sing whilst using an understanding of meaning to add expression.</li><li>• I can sing/play with an understanding of how the inter-related dimensions affect the audience and performance.</li><li>• I know how to perform 'by ear' and from simple notations.</li></ul>	<ul style="list-style-type: none"><li>• I know how to devise and play a repeated sequence of pitches on a tuned instrument to accompany a song.</li><li>• I can direct others to start and stop using gestures or counting in.</li></ul>	<ul style="list-style-type: none"><li>• I can show a beginning awareness of how changes in pitch can be shown on a staff.</li><li>• I know how to explore and use sets of pitches e.g. 4 or 5 note scales.</li></ul>
		<ul style="list-style-type: none"><li>• I know how to improvise within a group using melodic and rhythmic phrases.</li><li>• I know how to use pitches simultaneously to produce harmony by building up simple chords.</li><li>• <b>I can perform using rhythmic and melodic notation, utilising the inter-related dimensions of music.</b></li></ul>		



Christ Church CE (c) Primary School

**Subject: Music**

		<ul style="list-style-type: none"> <li>I can recognise and use basic structural forms, e.g. rounds, variations, rondo form.</li> <li>I can understand and respond to visual cues for starting, stopping and/ or fading away, dynamics, tempos and articulation.</li> </ul>		
	<p><b>Listening and Appraisal</b></p>	<ul style="list-style-type: none"> <li>I can compare and discuss differences in performances of the same piece of music.</li> <li>I can recognise simple structures e.g. binary, ternary, verse-chorus, rondo, variation, 12-bar blues.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>I know how to describe, compare and evaluate music using the inter-related dimensions of music.</li> <li>I know how to explain why I think music is successful or unsuccessful.</li> <li>I can recognise and identify instrumental families aurally.</li> <li>I can recognise a variety of metres.</li> <li>I can recognise how music reflects its purpose, place and time including other cultures and traditions.</li> </ul>	<ul style="list-style-type: none"> <li><b>I can memorise more complex rhythmic and melodic patterns and match them to conventional/ graphic pitch notation.</b></li> <li>I know how to suggest improvement to my own work and that of others using my knowledge of the inter-related dimensions of music.</li> <li></li> </ul>
	<p><b>Composition and Improvisation</b></p> <p><small>*Bold = Notation skills</small></p>			<ul style="list-style-type: none"> <li>I can construct a piece with a simple structure e.g. binary, ternary, verse-chorus, intro/outro.</li> <li>I know how to change sounds/ organise them differently to change the effect.</li> <li>I can improvise with increasing confidence using a scale pattern.</li> <li>I can use scale patterns to construct melodies.</li> <li><b>I understand how to show pitch direction and movement by step or leap on a scale pattern.</b></li> </ul>



Christ Church CE (c) Primary School

**Subject: Music**

				<ul style="list-style-type: none"> <li>• I know how to choose the most appropriate tempo for a piece of music.</li> <li>• I know patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre.</li> <li>• <b>I can begin to compose using conventional notation for rhythms and/or pitches.</b></li> <li>• <b>I can record groups of pitches (chords) using notation.</b></li> </ul>
		<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Skills covered Year 6</b>	<b>Performance</b>	<ul style="list-style-type: none"> <li>• I know how to sing in harmony with increasing confidence and accuracy.</li> <li>• I can show increasing control and mastery of tone, diction, posture and breathing.</li> <li>• I can use the inter-related dimensions of music when singing and playing.</li> <li>• I know how to perform parts from memory.</li> <li>• I know how to perform a piece of music that contains two or more distinct melodic or rhythmic parts.</li> </ul>		<ul style="list-style-type: none"> <li>• I know how to take the lead in a performance/ take on a solo part.</li> <li>• I know how to provide rhythmic support in a group.</li> <li>• <b>I know how to perform using conventional rhythmic and melodic notation.</b></li> <li>• I can direct others to start and stop using gestures or counting in, setting tempos and dynamics, articulation and show how to change these within a piece.</li> </ul>



Christ Church CE (c) Primary School

### Subject: Music

<b>Listening and Appraisal</b>		<ul style="list-style-type: none"><li>I can understand and respond to visual cues for starting, stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away, tempos, dynamics and articulation.</li></ul>		
		<ul style="list-style-type: none"><li>I can show an increasing awareness of the inter-related dimensions of music, pulse and articulations.</li><li>I can compare and discuss differences in performances of the same piece of music.</li><li>I can recognise structures e.g. rondo, variation, twelve bar blues, binary, ternary, verse-chorus, intro/outro, through composed.</li></ul>	<ul style="list-style-type: none"><li>I can recognise and identify instrumental families aurally including instruments from different cultures and traditions.</li><li>I can evaluate how the venue, occasion and purpose affects the way a piece of music is created.</li><li>I know how to analyse features within different pieces of music.</li><li>I know how to compare the impact that different composers from different times have had on people of that time.</li><li>I can recognise how music reflects its purpose, place and time including other cultures and traditions.</li><li>I can relate a music piece's cultures and traditions to my own cultures, traditions and experiences.</li><li>I can make constructive and refined comments on others' music using my knowledge of the inter-related dimensions of music.</li></ul>	<ul style="list-style-type: none"><li>I know how to appraise the introductions, interludes and endings for songs and compositions that I have created.</li><li>I can identify the use of musical devices e.g. canon, ostinato, repetition, sequence.</li><li><b>I can memorise more complex rhythmic and melodic patterns and match to conventional notation.</b></li><li>I can recognise a variety of metres.</li></ul>



Christ Church CE (c) Primary School

## Subject: Music

	<p><b>Composition and Improvisation</b></p> <p><b>*Bold = Notation skills</b></p>	<ul style="list-style-type: none"><li>• I know that different forms of notation serve different purposes.</li><li>• <b>I can notate compositions using a variety of methods e.g. rhythmic and melodic notation.</b></li></ul>		<ul style="list-style-type: none"><li>• I can construct a piece with a more complex structure e.g. rondo, twelve-bar blues.</li><li>• I can use different scale patterns to construct melodies e.g. major, minor, pentatonic.</li><li>• I can improvise with increasing confidence using a scale pattern.</li><li>• I know how to use a variety of different musical devices in my composition (including melody, rhythms and chords).</li><li>• I know how to combine groups of beats.</li><li>• I know how to show that a small change of tempo can make a piece of music more effective.</li><li>• I can create compositions that show awareness of mood/time/location through use of the inter-related dimensions of music.</li></ul>
--	---	---	--	---