

Music Overview of Long Term Planning. Option B



Current subject leader: M. Speed

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|---------------|---|---|---|---|--|--|
| Year 1 | <ul style="list-style-type: none"> " Sounds Interesting PoS1a1b2b 3a4a4c | <ul style="list-style-type: none"> " The long and the Short of it PoS 1a1b 1c 2a 2b3a 4a 4b 4c | <ul style="list-style-type: none"> • Feel the pulse • PoS • 1a1b1c2a • 3a3b4b4c • | <ul style="list-style-type: none"> • Taking off • Pos • 1a1b • 1c2a • 3a3b4b4c | <ul style="list-style-type: none"> • Whats the Score • PoS 1a1b1c • 2b3a3b4a4b4c | <ul style="list-style-type: none"> • Rain rain go away • PoS • 1a1b1c2a2b • 3a3b4a4b4c4d |
| Year 2 | <ul style="list-style-type: none"> • The long and short of it • PoS1a1b1c • 2b3a4a4b4c | <ul style="list-style-type: none"> • Feel the Pulse • PoS • 1a1b1c2a2b • 3a3b4a4b4c | <ul style="list-style-type: none"> • Taking off1a1b1c2b3a • 3b4a4b4c4d | <ul style="list-style-type: none"> • Whats the Score • PoS 1a1b1c • 2b3a3b4a4b4c | <ul style="list-style-type: none"> • Rain Rain Go Away • 1a1b1c2b3a3b • 4a4c4d | <ul style="list-style-type: none"> • "The long and short of it • PoS1a1b1c • 2b3a4a4b4c" |
| Year 3 | <ul style="list-style-type: none"> • Animal Magic • 1a1b1c2a2b3a • 3b4a4b4d | <ul style="list-style-type: none"> • Play it again1a1b1c • 2a4a4b4c • | <ul style="list-style-type: none"> • The class orchestra • Pos1a1b1c2a2b • 3b3c • 4a4c4d | <ul style="list-style-type: none"> • Dragon scales • PoS1a1b1c2a • 2b3c4a4b4c | <ul style="list-style-type: none"> • Painting with sound • PoS1a1b1c • 2a2b2c3a3b3c4b | <ul style="list-style-type: none"> • Salt pepper vinegar mustard • PoS1a1b • 1c2a3b • 4a4c4d |
| Year 4 | <ul style="list-style-type: none"> • Play it Again • P o S • 1a1b1c2a3b3c • 4a4b4c4d | <ul style="list-style-type: none"> Class Orchestra PoS 1a1b1c2a2b3a 3b3c4a4b4d | <ul style="list-style-type: none"> • Dragon scales • PoS1a1b1c2a • 2b3c4a4b4c | <ul style="list-style-type: none"> Painting with sound PoS 1c2a2b3c4b | <ul style="list-style-type: none"> Salt Mustard Vinegar Pepper PoS1a1b1c2a • 2b3a4a4c | <ul style="list-style-type: none"> • Animal Magic • 1a1c2a2b3b3c |
| Year 5 | <ul style="list-style-type: none"> Cyclic Patterns PoS • • 1a • 1b1c2a • 2b3a3b3c4a • 4b4c | <ul style="list-style-type: none"> Roundabout PoS 1a1b1c2a3b 4a4b4d | <ul style="list-style-type: none"> Journey into Space PoS • 1a1b1c2a • 2b3a • 3b3c4a4b4c | <ul style="list-style-type: none"> • Songwriter PoS • | <ul style="list-style-type: none"> • Stars hide your Fires PoS • • 1a1b1c3b • 3c4b | <ul style="list-style-type: none"> • Who Knows PoS • 1a1b1c2a • 2b3a4a4b • 4c |
| Year 6 | <ul style="list-style-type: none"> • Roundabout • PoS1a1b1c2a • 2b3c4a4b | <ul style="list-style-type: none"> • Journey into Space • PoS1b1c2a3c • 4a4b4c | <ul style="list-style-type: none"> • Songwriter • PoS1a1b1c2a • 3c4b4c • | <ul style="list-style-type: none"> • Cyclic patterns • 1a1b1c2a3a3c • 4a4b4c4d | <ul style="list-style-type: none"> • Stars Hide Your Fires • PoS • 1a1b1c2a • 2b3c4b | <ul style="list-style-type: none"> • Who knows • PoS • 1c2b3b3c4c4d |

Music Overview of Long Term Planning

Statutory National Curriculum Areas to be covered by the end of the year

| Music Year 1 sounds interesting | |
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| <p><u>Outcomes and assessment judgment based from level descriptors</u></p> <p>NC 1c Some children will not have made so much progress & will:</p> <p>NC 1a Age related expectation we need to be delivering at, the majority of children will:</p> <p>NC 2c The AA/AA+ children will have progressed further & will also:</p> | <p>Pupils recognise and explore how sounds can be made and changed. They use their voices in different ways such as speaking, singing and chanting,</p> <p>Pupils recognise and explore how sounds can be made and changed. They use their voices in different ways such and perform with awareness of others. They repeat short rhythmic and melodic patterns and create and choose sounds in response to given starting points.</p> <p>Pupils recognise and explore how sounds can be made and changed. They use their voices in different ways such as speaking, singing and chanting, and perform with awareness of others. They repeat short rhythmic and melodic patterns and create and choose sounds in response to given starting points. They respond to different moods in music and recognise well-defined changes in sounds,</p> <p>Key Skills to be delivered during the coverage above</p> <p>Evaluation skills Reasoning skills Creative thinking skills Thinking skills problem solving Communication skills</p> |

Music Year 1 Area2

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| <p>Outcomes & Assessment Judgement Based from Level Descriptors</p> <p>NC 1c Some children will not have made so much progress & will:</p> <p>NC 1a Age related expectation we need to be delivering at, the majority of children will:</p> <p>NC 2c The AA/AA+ children will have progressed further & will also:</p> | <p>The long and the short of it - Exploring duration</p> <p>Pupils recognise and explore how sounds can be made and changed</p> <p>Pupils recognise and explore how sounds can be made and changed They repeat short rhythmic and melodic patterns</p> <p>Pupils recognise and explore how sounds can be made and changed They repeat short rhythmic and melodic patterns</p> <p>Key Skills to be delivered during the coverage above Creative thinking skills Enquiry Skills Reasoning skills Thinking skills Information processing skills Communication skills</p> |
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Music Year 1 Area 3

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| <p>Outcomes & Assessment Judgement Based from Level Descriptors</p> <p>NC 1c Some children will not have made so much progress & will:</p> <p>NC 1a Age related expectation we need to be delivering at, the majority of children will:</p> <p>NC 2c The AA/AA+ children will have progressed further & will also:</p> | <p>Feel the pulse - Exploring pulse and rhythm</p> <p>repeat short rhythmic and melodic patterns</p> <p>recognise and explore how sounds can be made and changed They repeat short rhythmic and melodic patterns</p> <p>recognise and explore how sounds can be made and changed They repeat short rhythmic and melodic patterns and create their own</p> |
| | <p>Key Skills to be delivered during the coverage above</p> <p>Communication skills \\evaluation skills</p> <p>Creative thinking skills</p> <p>Working with others</p> <p>Thinking skills</p> <p>problem solving</p> <ul style="list-style-type: none">• |

Music Year 1 Area 4

Outcomes & Assessment Judgement Based from Level Descriptors

NC 1c

Some children will not have made so much progress & will:

NC 1a

Age related expectation we need to be delivering at, the majority of children will:

NC 2c

The AA/AA+ children will have progressed further & will also:

Taking off - Exploring pitch

Pupils recognise and explore how sounds can be changed.

Pupils recognise and explore how sounds can be made and changed. They use their voices in different ways such as speaking, singing and chanting, and perform with awareness of others

Pupils recognise and explore how sounds can be made and changed. They use their voices in different ways such as speaking, singing and chanting, and perform with awareness of others. They repeat short rhythmic and melodic patterns and create and choose sounds in response to given starting points.

Key Skills to be delivered during the coverage above

Communication skills evaluation skills

Creative thinking skills

Enquiry Skills

Reasoning skills

Thinking skills

problem solving

Music Year 1 Area 5

Outcomes & Assessment Judgement Based from Level Descriptors

NC 1c

Some children will not have made so much progress & will:

NC 1a

Age related expectation we need to be delivering at, the majority of children will:

NC 2c

The AA/AA+ children will have progressed further & will also:

What's the score? - Exploring instruments and symbols

They repeat short rhythmic and melodic patterns and create and choose sounds in response to given starting points.

Pupils recognise and explore how sounds can be made and changed. They use their voices in different ways such as speaking, singing and chanting, and perform with awareness of others.

Pupils recognise and explore how sounds can be made and changed. They use their voices in different ways such as speaking, singing and chanting, and perform with awareness of others. They repeat short rhythmic and melodic patterns and create and choose sounds in response to given starting points. They respond to different moods in music and recognise well-defined changes in sounds,

Key Skills to be delivered during the coverage above

Communication

Reasoning skills

Problem solving

Thinking skills

Music Year 1 Area 6

Outcomes & Assessment Judgement Based from Level Descriptors

NC 1c

Some children will not have made so much progress & will:

NC 1a

Age related expectation we need to be delivering at, the majority of children will:

NC 2c

The AA/AA+ children will have progressed further & will also:

Rain, rain, go away - Exploring timbre, tempo and dynamics

:

They repeat short rhythmic and melodic patterns and create and choose sounds in response to given starting points.

Pupils recognise and explore how sounds can be made and changed. They use their voices in different ways such as speaking, singing and chanting, and perform with awareness of others.

They repeat short rhythmic and melodic patterns and create and choose sounds in response to given starting points.

Pupils recognise and explore how sounds can be made and changed. They use their voices in different ways such as speaking, singing and chanting, and perform with awareness of others. They repeat short rhythmic and melodic patterns and create and choose sounds in response to given starting points. They respond to different moods in music and recognise well-defined changes in sounds,

Key Skills to be delivered during the coverage above

Communication

Improving own learning and performance

Working with others

Application of number

Music Overview of Long Term Planning

Statutory National Curriculum Areas to be covered by the end of the year

| MusicYear 2 Area 1 | |
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| <p><u>Outcomes and assessment judgment based from level descriptors</u></p> <p>NC 2c Some children will not have made so much progress & will:</p> <p>NC 2b Age related expectation we need to be delivering at, the majority of children will:</p> <p>NC 2a/3c The AA/AA+ children will have progressed further & will also:</p> | <p>The long and the short of it - Exploring duration</p> <p>They respond to different moods in music and recognise well-defined changes in sounds, identify simple repeated patterns and take account of musical instructions.</p> <p>Pupils recognise and explore how sounds can be organised. They sing with a sense of the shape of the melody, and perform simple patterns and accompaniments keeping to a steady pulse. They choose carefully and order sounds within simple structures such as beginning, middle, end,</p> <p>recognise and explore how sounds can be organised. They sing with a sense of the shape of the melody, and perform simple patterns and accompaniments keeping to a steady pulse. They choose carefully and order sounds within simple structures such as beginning, middle, end, and in response to given starting points. They represent sounds with symbols and recognise how the musical elements can be used to create different moods and effects. They improve their own work.</p> |
| | <p>Key Skills to be delivered during the coverage above</p> <p>Communication</p> <p>Application of number</p> <p>Working with others</p> <p>Problem solving</p> <p>Thinking skills</p> <p>Reasoning skills</p> <p>Evaluation skills</p> |

Music Year 2 Area 2

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| <p>Outcomes & Assessment Judgement Based from Level Descriptors</p> <p>NC 2c Some children will not have made so much progress & will:</p> <p>NC 2b Age related expectation we need to be delivering at, the majority of children will:</p> <p>NC 2a/3c The AA/AA+ children will have progressed further & will also:</p> | <p>Feel the pulse - Exploring pulse and rhythm</p> <p>recognise and respond to changes in tempo (speed of the pulse) They respond to different moods in music and recognise well-defined changes in sounds, identify simple repeated patterns and take account of musical instructions.</p> <p>identify pulse in music; repeat and create short rhythmic phrases confidently They respond to different moods in music and recognise well-defined changes in sounds, identify simple repeated patterns and take account of musical instructions.</p> <p>create and control rhythmic patterns with a strong sense of pulse; set a tempo for others to follow Pupils recognise and explore how sounds can be organised. They sing with a sense of the shape of the melody, and perform simple patterns and accompaniments keeping to a steady pulse. They choose carefully and order sounds within simple structures such as beginning, middle, end,</p> <hr/> <p>Key Skills to be delivered during the coverage above</p> <p>Communication</p> <p>Reasoning skills</p> <p>Information processing skills</p> <p>Problem solving</p> <p>Working with others</p> <p>Application of number</p> <p>•</p> |
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Music Year 2 Area 3

Outcomes & Assessment Judgement Based from Level Descriptors

NC 2c

Some children will not have made so much progress & will:

NC 2b

Age related expectation we need to be delivering at, the majority of children will:

NC 2a/3c

The AA/AA+ children will have progressed further & will also:

Taking off - Exploring pitch

: imitate and respond to changes in pitch; recognise and create melodic patterns with some help

identify and control changes in pitch and use them expressively; create short melodic patterns; use changes in pitch expressively in response to a stimulus

sing and perform with accurate control of pitch; create melodic patterns to respond to a stimulus

Key Skills to be delivered during the coverage above

Communication

Reasoning skills

Problem solving

Application of number

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Music Year 2 Area 4

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| <p style="text-align: center;">Outcomes & Assessment Judgement Based from Level Descriptors</p> <p>NC 2c Some children will not have made so much progress & will:</p> <p>NC 2b Age related expectation we need to be delivering at, the majority of children will:</p> <p>NC 2a The AA/AA+ children will have progressed further & will also:</p> | <p>What's the score? - Exploring instruments and symbols</p> <p>identify ways in which sounds are made and changed; follow instructions They respond to different moods in music and recognise well-defined changes in sounds, identify simple repeated patterns and take account of musical instructions.</p> <p>identify and control a variety of sounds on musical instruments with confidence; perform with others; take account of musical instructions Pupils recognise and explore how sounds can be organised. They represent sounds with symbols and recognise how the musical elements can be used to create different moods and effects. They improve their own work.</p> <p>suggest how different sounds can be organised; make improvements to their own work; direct others Pupils recognise and explore how sounds can be organised. They sing with a sense of the shape of the melody, and perform simple patterns and accompaniments keeping to a steady pulse.. They represent sounds with symbols and recognise how the musical elements can be used to create different moods and effects. They improve their own work</p> |
| <p>Key Skills to be delivered during the coverage above</p> <p style="color: red;">Communication</p> <p>Evaluation skills</p> <p>Reasoning skills</p> <p>Information processing skills</p> <p>Problem solving</p> <p>Improving own learning and performance</p> <p>Working with others</p> <p>Application of number</p> | |

Music Year 2 Area 5

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| <p>Outcomes & Assessment Judgement Based from Level Descriptors</p> <p>NC 2c Some children will not have made so much progress & will:</p> <p>NC 2b Age related expectation we need to be delivering at, the majority of children will:</p> <p>NC 2a The AA/AA+ children will have progressed further & will also:</p> | <p>Rain, rain, go away - Exploring timbre, tempo and dynamics</p> <p>make strong contrasts in sounds, but will need help to control more subtle changes</p> <p>carefully and confidently choose and order sounds to achieve an effect/image; recognise and use changes in timbre, tempo, pitch and dynamics</p> <p>make subtle changes in sounds; recognise how sounds can be combined to create a wider range of sounds; make suggestions for improving work</p> |
| | <p>Key Skills to be delivered during the coverage above</p> <p>Communication</p> <p>Evaluation skills</p> <p>Thinking skills</p> <p>Problem solving</p> <p>Improving own learning and performance</p> <p>Application of number</p> <p>•</p> |

Music Year 2 Area 6

Outcomes & Assessment Judgement Based from Level Descriptors

NC 2c

Some children will not have made so much progress & will:

NC 2b

Age related expectation we need to be delivering at, the majority of children will:

NC 2a

The AA/AA+ children will have progressed further & will also:

- Sounds interesting - Exploring sounds

: begin to focus their listening and recognise and control how sounds can be made louder, quieter, faster and slower

identify different ways sounds can be made and changed; use and choose sounds confidently in response to a stimulus

carefully choose sounds and instruments and suggest how they should be used and played

Key Skills to be delivered during the coverage above

Communication

Reasoning skills

Information processing skills

Thinking skills

Problem solving

Improving own learning and performance

Music Overview of Long Term Planning

Statutory National Curriculum Areas to be covered by the end of the year

| Music Year 3 Area 1 | |
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| <p><u>Outcomes and assessment judgment based from level descriptors</u></p> <p>NC 2b Some children will not have made so much progress & will:</p> <p>NC 2a Age related expectation we need to be delivering at, the majority of children will:</p> <p>NC 3c The AA/AA+ children will have progressed further & will also:</p> | <p>Animal magic - Exploring descriptive sounds</p> <p>: recognise some descriptive uses of the elements; create descriptive music, Pupils recognise and explore the ways sounds can be combined and used expressively. T</p> <p>recognise how musical elements can be used together Pupils recognise and explore the ways sounds can be combined and used expressively. They sing in tune with expression and perform rhythmically simple parts that use a limited range of notes.</p> <ul style="list-style-type: none">work in groups of three to four to extend their ideas into longer pieces of music Pupils recognise and explore the ways sounds can be combined and used expressively. They improvise repeated patterns and combine several layers of sound with awareness of the combined effect. |
| | <p>Key Skills to be delivered during the coverage above</p> <p>Communication</p> <p>Reasoning skills</p> <p>Information processing skills</p> <p>Thinking skills</p> <p>Problem solving</p> <p>Improving own learning and performance</p> <p>Working with others</p> <p>Application of number</p> |

Music Year 3 Area 2

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| <p>Outcomes & Assessment Judgement Based from Level Descriptors</p> <p>NC 2b Some children will not have made so much progress & will:</p> <p>NC 2a Age related expectation we need to be delivering at, the majority of children will:</p> <p>NC 3c The AA/AA+ children will have progressed further & will also:</p> | <p>Play it again - Exploring rhythmic patterns</p> <p>put rhythmic patterns together with some help;</p> <p>recognise and create repeated patterns;</p> <p>recognise how patterns fit together; perform, create and maintain their own rhythmic patterns</p> <hr/> <p>Key Skills to be delivered during the coverage above</p> <p>Communication</p> <p>Reasoning skills</p> <p>Information processing skills</p> <p>Problem solving</p> <p>Improving own learning and performance</p> <p>Application of number</p> <ul style="list-style-type: none"> • |
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Music Year 3 Area 3

Outcomes & Assessment Judgement Based from Level Descriptors

NC 2b

Some children will not have made so much progress & will:

NC 2a

Age related expectation we need to be delivering at, the majority of children will:

NC 3c

The AA/AA+ children will have progressed further & will also:

The class orchestra - Exploring arrangements

follow the contour of the melody when singing; play with some sense of the pulse;

sing in tune; maintain a simple part within an ensemble; work with several layers of sound

maintain a more complex part with awareness of how the different parts fit together and achieve the overall intended effect;

Key Skills to be delivered during the coverage above

Communication

Enquiry Skills

Reasoning skills

Information processing skills

Problem solving

Improving own learning and performance

Working with others

Music Year 3 Area 4

Outcomes & Assessment Judgement Based from Level Descriptors

NC 2

Some children will not have made so much progress & will:

NC 3c

Age related expectation we need to be delivering at, the majority of children will:

NC 3b

The AA/AA+ children will have progressed further & will also:

Dragon scales - Exploring pentatonic scales

compose and perform simple melodies and songs; make up accompaniments Pupils recognise and explore the ways sounds can be combined and used expressively. They sing in tune with expression and perform rhythmically

compose and perform simple melodies and songs independently; create simple accompaniments for their tunes using drones and melodic ostinati Pupils recognise and explore the ways sounds can be combined and used expressively. They sing in tune with expression and perform rhythmically

select the notes of a pentatonic scale and use them to compose the words and melody for a short song; Pupils recognise and explore the ways sounds can be combined and used expressively. They sing in tune with expression and perform rhythmically simple parts that use a limited range of notes.

Key Skills to be delivered during the coverage above

Communication

Enquiry Skills

Reasoning skills

Information processing skills

Problem solving

Improving own learning and performance

Working with others

• Performing and composing

Music Year 3 Area 5

Outcomes & Assessment Judgement Based from Level Descriptors

NC 2a

Some children will not have made so much progress & will:

NC 3b

Age related expectation we need to be delivering at, the majority of children will:

NC 4c

The AA/AA+ children will have progressed further & will also:

Painting with sound - Exploring sound colours

describe different moods and extend their range of sound vocabulary;

carefully choose, order, combine and control sounds with awareness of their combined effect;

create compositions that use a wide variety of sound colours and make subtle adjustments to achieve the intended effect;

Key Skills to be delivered during the coverage above

Communication

Enquiry Skills

Reasoning skills

Information processing skills

Problem solving

Music Year 3 Area 6

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| <p><u>Outcomes and assessment judgment based from level descriptors</u></p> <p>NC 3c Some children will not have made so much progress & will:</p> <p>NC 3b Age related expectation we need to be delivering at, the majority of children will:</p> <p>NC 3a The AA/AA+ children will have progressed further & will also:</p> | <p>Salt, pepper, vinegar, mustard - Exploring singing games</p> <p>sing and play a range of singing games and songs; describe some of their characteristics; with help, Pupils recognise and explore the ways sounds can be combined and used expressively. They sing in tune with expression</p> <p>sing and play a range of singing games; describe their musical characteristics; make up a singing game with words, Pupils recognise and explore the ways sounds can be combined and used expressively. They sing in tune with expression and perform rhythmically simple parts that use a limited range of notes.</p> <p>analyse and describe the musical characteristics of popular singing games; make up a singing game with words, actions and a strong sense of pulse and melody, They sing in tune with expression and perform rhythmically simple parts that use a limited range of notes.</p> |
| <p>Key Skills to be delivered during the coverage above</p> | |
| <p>Communication</p> <p>Enquiry Skills</p> <p>Reasoning skills</p> <p>Information processing skills</p> <p>Problem solving</p> <p>Improving own learning and performance</p> <p>Working with others</p> | |

Music Overview of Long Term Planning

Statutory National Curriculum Areas to be covered by the end of the year

| Music Year 4 Area 1 | |
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| <p>Outcomes & Assessment Judgement Based from Level Descriptors</p> <p>NC 3 Some children will not have made so much progress & will:</p> <p>NC 4b Age related expectation we need to be delivering at, the majority of children will:</p> <p>NC 4a The AA/AA+ children will have progressed further & will also:</p> | <p>Play it again - Exploring rhythmic patterns</p> <p>put rhythmic patterns together with some help; recognise rhythmic patterns</p> <p>recognise and create repeated patterns; perform with control of pulse and awareness of what others are playing Pupils identify and explore the relationship between sounds and how music reflects different intentions. While performing by ear and from simple notations they maintain their own part with awareness of how the different parts fit together and the need to achieve an overall effect.</p> <p>: recognise how patterns fit together; perform, create and maintain their own rhythmic patterns confidently in time with the other parts; make effective use of the silent beats Pupils identify and explore the relationship between sounds and how music reflects different intentions. While performing by ear and from simple notations they maintain their own part with awareness of how the different parts fit together and the need to achieve an overall effect. They improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within musical structures. They describe, compare and evaluate different kinds of music using an appropriate musical vocabulary. They suggest improvements to their own and others' work, commenting on how intentions have been achieved.</p> <p>Key Skills to be delivered during the coverage above</p> <p>Communication</p> <p>Enquiry Skills</p> <p>Reasoning skills</p> <p>Information processing skills</p> <p>Problem solving</p> <p>Improving own learning and performance</p> <p>Working with others</p> <p>Performing skills</p> <p>•</p> |

Music Year 4 Area 2

Outcomes & Assessment Judgement Based from Level Descriptors

NC 3

Some children will not have made so much progress & will:

NC4 b

Age related expectation we need to be delivering at, the majority of children will:

NC 4a

The AA/AA+ children will have progressed further & will also:

The class orchestra - Exploring arrangements

follow the contour of the melody when singing; play with some sense of the pulse; perform with awareness of other performers

sing in tune; maintain a simple part within an ensemble; work with several layers of sound and have an awareness of the combined effect

maintain a more complex part with awareness of how the different parts fit together and achieve the overall intended effect; suggest ways in which the piece can be improved and developed; help others to develop their ideas

Key Skills to be delivered during the coverage above

Communication

Application of number

Working with others

Improving own learning and performance

Thinking skills

Reasoning skills

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Music Year 4 Area 3

Outcomes & Assessment Judgement Based from Level Descriptors

NC 3

Some children will not have made so much progress & will:

, Dragon scales - Exploring pentatonic scales

NC 4b

Age related expectation we need to be delivering at, the majority of children will:

compose and perform simple melodies and songs; make up accompaniments using drones and melodic ostinati based on a given pentatonic scale with some help

NC 4a

The AA/AA+ children will have progressed further & will also:

compose and perform simple melodies and songs independently; create simple accompaniments for their tunes using drones and melodic ostinati based on a given pentatonic scale with confidence

select the notes of a pentatonic scale and use them to compose the words and melody for a short song; add simple pentatonic accompaniments to their song

Key Skills to be delivered during the coverage above

Communication

Application of number

Improving own learning and performance

Problem solving

Thinking skills

Enquiry Skills

Creative thinking skills

Evaluation skills

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Music Year 4 Area 4

Outcomes & Assessment Judgement Based from Level Descriptors

NC 3

Some children will not have made so much progress & will:

NC 4b

Age related expectation we need to be delivering at, the majority of children will:

NC 4a

The AA/AA+ children will have progressed further & will also:

Painting with sound - Exploring sound colours

describe different moods and extend their range of sound vocabulary; Pupils identify and explore the relationship between sounds and how music reflects different intentions.

carefully choose, order, combine and control sounds with awareness of their combined effect; use sound to create more abstract images Pupils identify and explore the relationship between sounds and how music reflects different intentions. While performing by ear and from simple notations they maintain their own part with awareness of how the different parts fit together and the need to achieve an overall effect.

create compositions that use a wide variety of sound colours and make subtle adjustments to achieve the intended effect; explore how sounds can be used abstractly Pupils identify and explore the relationship between sounds and how music reflects different intentions. While performing by ear and from simple notations they maintain their own part with awareness of how the different parts fit together and the need to achieve an overall effect. They improvise melodic and rhythmic phrases as part of a group performance and compose by developing

Key Skills to be delivered during the coverage above

Creative thinking skills

Reasoning skills

Information processing skills

Problem solving

Improving own learning and performance

Communication

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Music Year 4 Area 5

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| <p>Outcomes & Assessment Judgement Based from Level Descriptors</p> <p>NC 3 Some children will not have made so much progress & will:</p> <p>NC 4b Age related expectation we need to be delivering at, the majority of children will:</p> <p>NC 4a The AA/AA+ children will have progressed further & will also:</p> | <p>Salt, pepper, vinegar, mustard - Exploring singing games</p> <p>sing and play a range of singing games and songs; describe some of their characteristics; with help, make up a singing game with words and actions, and perform it to other children</p> <p>sing and play a range of singing games; describe their musical characteristics; make up a singing game with words, actions and a strong sense of pulse, and teach it to other children</p> <p>: analyse and describe the musical characteristics of popular singing games; make up a singing game with words, actions and a strong sense of pulse and melody, and accompany it with tuned and untuned percussion</p> <p>Key Skills to be delivered during the coverage above</p> <p>Communication</p> <p>Working with others</p> <p>Improving own learning and performance</p> <p>Creative thinking skills</p> <p>Evaluation skills</p> <p>•</p> |
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Music Year 4 Area 6

Outcomes & Assessment Judgement Based from Level Descriptors

NC 3a

Some children will not have made so much progress & will:

NC 4c

Age related expectation we need to be delivering at, the majority of children will:

NC 4b

The AA/AA+ children will have progressed further & will also:

Animal magic - Exploring descriptive sounds

recognise some descriptive uses of the elements; create descriptive music, *e.g. based on animals*, that uses a sequence of sounds (often sound effects), movement and words

recognise how musical elements can be used together to compose descriptive music; combine sounds with movement and narrative

work in groups of three to four to extend their ideas into longer pieces of music with several layers of sounds

Key Skills to be delivered during the coverage above

Communication

Improving own learning and performance

Problem solving

Thinking skills

Enquiry Skills

Creative thinking skills

Music Overview of Long Term Planning

Statutory National Curriculum Areas to be covered by the end of the year

| Music Year 5 Area 1 | |
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| <p style="text-align: center;">Outcomes & Assessment Judgement Based from Level Descriptors</p> <p>NC 4c Some children will not have made so much progress & will:</p> <p>NC 4b Age related expectation we need to be delivering at, the majority of children will:</p> <p>NC5 The AA/AA+ children will have progressed further & will also:</p> | <p>Cyclic patterns - Exploring rhythm and pulse</p> <p>show an awareness of timbre and duration but need help in feeling the cyclic patterns and creating rhythmic patterns Pupils identify and explore musical devices and how music reflects time and place.. They improvise melodic and rhythmic material within given structures using appropriate musical devices such as melody, rhythms, chords and structures.</p> <p>create rhythmic patterns with an awareness of timbre and duration; perform these confidently with a strong sense of pulse within simple cyclic patterns they perform significant parts from memory and from notations with awareness of their own contribution such as leading others, taking a solo part and/or providing rhythmic support. They improvise melodic and rhythmic material within given structures,</p> <p>identify and feel the cyclic patterns; create more complex patterns; maintain their own part with awareness of how the different parts fit together</p> <p>Pupils identify and explore musical devices and how music reflects time and place. They perform significant parts from memory and from notations with awareness of their own contribution such as leading others, taking a solo part and/or providing rhythmic support. They improvise melodic and rhythmic material within given structures, They analyse and compare musical features. They evaluate how venue, occasion and purpose affects the way music is created, performed and heard. They refine and improve their work</p> <p>Key Skills to be delivered during the coverage above Communication</p> <p>Application of number Working with others Improving own learning and performance Information processing skills Reasoning skills Creative thinking skill</p> |

Music Year 5 Area 2

Outcomes & Assessment Judgement Based from Level Descriptors

NC 4c

Some children will not have made so much progress & will:

NC 4b

Age related expectation we need to be delivering at, the majority of children will:

NC 5

The AA/AA+ children will have progressed further & will also:

Unit 17: Roundabout - Exploring rounds

hold their part in a two-part round with support;

hold their part in a two-part round with confidence, and appreciate the effect of the harmonies produced;

hold their part in a two-part round, singing solo and in a small group; appreciate the harmonies produced and work out drones and melodic ostinati and use them to accompany the singing

Key Skills to be delivered during the coverage above **Communication**

Application of number

Working with others

Improving own learning and performance

Problem solving

Thinking skills

Information processing skills

Enquiry Skills

Creative thinking skills

Evaluation skills

Music Year 5 Area 3

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| <p style="text-align: center;">Outcomes & Assessment Judgement Based from Level Descriptors</p> <p>NC 4c Some children will not have made so much progress & will:</p> <p>NC 4b Age related expectation we need to be delivering at, the majority of children will:</p> <p>NC 5c The AA/AA+ children will have progressed further & will also:</p> | <p>Journey into space - Exploring sound sources</p> <p>create carefully chosen sounds and linear sequences of sound they analyse and compare musical features. They evaluate how venue, occasion and purpose affects the way music is created, performed and heard. They refine and improve their work</p> <p>recognise and make creative use of the way sounds can be changed, organised and controlled Pupils identify and explore musical devices and how music reflects time and place. They perform significant parts from memory and from notations They improvise melodic and rhythmic</p> <p>demonstrate musical sensitivity in selecting sounds and structures in relation to the intended effect; refine and improve their work; demonstrate imagination and confidence in the use of sound; take advantage of ICT equipment where available They improvise melodic and rhythmic material They refine and improve their work</p> <p>Key Skills to be delivered during the coverage above</p> <p>Communication</p> <p>Application of number</p> <p>ICT</p> <p>Working with others</p> <p>Improving own learning and performance</p> <p>Problem solving</p> <p>Thinking skills</p> <p>Information processing skills</p> <p>Reasoning skills</p> <p>Enquiry Skills</p> <p>Evaluation skills</p> |
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Music Year 5 Area 4

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| <p>NC 4c Some children will not have made so much progress & will:</p> <p>NC 4b Age related expectation we need to be delivering at, the majority of children will:</p> <p>NC 5c The AA/AA+ children will have progressed further & will also:</p> | <p>Songwriter - Exploring lyrics and melody show an awareness of the relationship between lyrics and melody; c with some help</p> <p>create melodies with an understanding of the relationship between lyrics and melody in songwriting;</p> <p>: show an understanding of how lyrics can reflect the cultural context and have social meaning; use this knowledge to enhance their own compositions and performances</p> <p>Key Skills to be delivered during the coverage above Communication</p> <p>Improving own learning and performance</p> <p>Thinking skills</p> <p>Creative thinking skills</p> <p>Evaluation skills</p> |
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| <p>NC 4c Some children will not have made so much progress & will:</p> <p>NC 4b Age related expectation we need to be delivering at, the majority of children will:</p> <p>NC 5c The AA/AA+ children will have progressed further & will also:</p> | <p>: Stars, hide your fires - Performing together sing confidently and expressively, following the shape of the melody</p> <p>sing confidently and expressively with attention to dynamics and phrasing, with good intonation and a sense of occasion;</p> <p>sing the harmony part confidently and accurately; play the more complex instrumental parts, <i>e.g. xylophone, flute/recorder, violin, cello or clarinet</i>, with rhythmic and dynamic control:</p> <p>Key Skills to be delivered during the coverage above</p> <p>Communication</p> <p>Working with others</p> <p>Improving own learning and performance</p> <p>Information processing skills</p> <p>Reasoning skills</p> <p>Creative thinking skills</p> <p>Evaluation skills</p> |
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| <p>NC 4c Some children will not have made so much progress & will:</p> | <p>: Who knows? - Exploring musical processes</p> |
| <p>NC 4b Age related expectation we need to be delivering at, the majority of children will:</p> | <p>: create and perform music which meets intentions and combines sounds with <i>some</i> awareness of the combined effect;</p> |
| <p>NC 5c The AA/AA+ children will have progressed further & will also:</p> | <p>create music which reflects given intentions and uses notations as a support for creative work and performance; improvise and maintain their own part with awareness of the whole ensemble;</p> <p>take the lead in creating and performing and provide suggestion for others; make connections between the different stimuli provided; use a variety of musical devices</p> |
| | <p>: Key Skills to be delivered during the coverage above</p> <p>Communication</p> <p>Working with others</p> <p>Improving own learning and performance</p> <p>Creative thinking skills</p> <p>Evaluation skills</p> |

Music Overview of Long Term Planning

Statutory National Curriculum Areas to be covered by the end of the year

| Music Year 6 Area 1 | |
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| <p>NC 5 Some children will not have made so much progress & will:</p> <p>NC 6c Age related expectation we need to be delivering at, the majority of children will:</p> <p>NC 6a The AA/AA+ children will have progressed further & will also:</p> | <p>Roundabout - Exploring rounds</p> <p>hold their part in a two-part round with support; sustain a simple drone to accompany the singing. They select and make expressive use of tempo, dynamics, phrasing and timbre.</p> <p>hold their part in a two-part round with confidence, and appreciate the effect of the harmonies produced; sustain a drone or melodic ostinato to accompany the singing they select and make expressive use of tempo, dynamics, phrasing and timbre. They make subtle adjustments to fit their own part within a group performance. They improvise and compose</p> <p>hold their part in a two-part round, singing solo and in a small group; appreciate the harmonies produced and work out drones and melodic ostinati and use them to accompany the singing They select and make expressive use of tempo, dynamics, phrasing and timbre. They make subtle adjustments to fit their own part within a group performance. They improvise and compose</p> <p>Key Skills to be delivered during the coverage above</p> <p>Communication</p> <p>Working with others</p> <p>Improving own learning and performance</p> <p>Thinking skills</p> <p>Information processing skills</p> <p>Reasoning skills</p> <p>Creative thinking skills</p> <p>Evaluation skills</p> |

| Music Year 6 Area 2 | |
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| | Journey into space - Exploring sound sources |

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| <p>NC 5 Some children will not have made so much progress & will:</p> | <p>create carefully chosen sounds and linear sequences of sound. They make subtle adjustments to fit their own part within a group performance</p> |
| <p>NC 6c Age related expectation we need to be delivering at, the majority of children will:</p> | <p>recognise and make creative use of the way sounds can be changed, organised and controlled (including using ICT); extend their sound vocabulary; combine sounds expressively Pupils identify and explore the different processes and contexts of selected musical genres and styles.</p> |
| <p>NC 6a The AA/AA+ children will have progressed further & will also:</p> | <p>demonstrate musical sensitivity in selecting sounds and structures in relation to the intended effect; refine and improve their work; demonstrate imagination and confidence in the use of sound; take advantage of ICT equipment where available They select and make expressive use of tempo, dynamics, phrasing and timbre. They make subtle adjustments to fit their own part within a group performance. They improvise and compose e</p> |
| <p>Key Skills to be delivered during the coverage above Communication ICT Working with others Improving own learning and performance Problem solving Reasoning skills Enquiry Skills Evaluation skills</p> | |

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| Music Year 6 Area 3 | |
| | Songwriter - Exploring lyrics and melody |

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| <p>NC 5 Some children will not have made so much progress & will:</p> | <p>show an awareness of the relationship between lyrics and melody; create and perform melodies with some help They improvise and compose</p> |
| <p>NC 6c Age related expectation we need to be delivering at, the majority of children will:</p> | <p>create melodies with an understanding of the relationship between lyrics and melody in songwriting; create their own simple songs; perform songs in a way that reflects their meaning They improvise and compose</p> |
| <p>NC 6a The AA/AA+ children will have progressed further & will also:</p> | <p>: show an understanding of how lyrics can reflect the cultural context and have social meaning; use this knowledge to enhance their own compositions and performances Pupils identify and explore the different processes and contexts of selected musical genres and styles. They select and make expressive use of tempo, dynamics, phrasing and timbre. They make subtle adjustments to fit their own part within a group performance. They improvise and compose</p> |
| <p>Key Skills to be delivered during the coverage above Communication Working with others Improving own learning and performance Thinking skills Enquiry Skills Creative thinking skills Evaluation skills</p> | |

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| Music Year 6 Area 4 | |
| | Cyclic patterns - Exploring rhythm and pulse |

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| <p>NC 5 Some children will not have made so much progress & will:</p> | <p>: show an awareness of timbre and duration but need help in feeling the cyclic patterns and creating rhythmic patterns</p> |
| <p>NC 6c Age related expectation we need to be delivering at, the majority of children will:</p> | <p>create rhythmic patterns with an awareness of timbre and duration; perform these confidently with a strong sense of pulse within simple cyclic patterns</p> |
| <p>NC 6a The AA/AA+ children will have progressed further & will also:</p> | <p>identify and feel the cyclic patterns; create more complex patterns; maintain their own part with awareness of how the different parts fit together</p> |
| | <p>Key Skills to be delivered during the coverage above Communication Application of number Improving own learning and performance Working with others Creative thinking skills Evaluation skills</p> |

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| Music Year 6 Area 5 | |
| | Stars, hide your fires - Performing together |

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| <p>NC 5 Some children will not have made so much progress & will:</p> <p>NC 6c Age related expectation we need to be delivering at, the majority of children will:</p> <p>NC 6a The AA/AA+ children will have progressed further & will also:</p> | <p>sing confidently and expressively, following the shape of the melody They make subtle adjustments to fit their own part within a group performance. They improvise and compose</p> <p>sing confidently and expressively with attention to dynamics and phrasing, with good intonation and a sense of occasion; play the simpler accompaniment parts on glockenspiel, bass drum or cymbal. They select and make expressive use of tempo, dynamics, phrasing and timbre. They make subtle adjustments to fit their own part within a group performance.</p> <p>sing the harmony part confidently and accurately; play the more complex instrumental parts, <i>e.g. xylophone, flute/recorder, violin, cello or clarinet</i>, with rhythmic and dynamic control Pupils identify and explore the different processes and contexts of selected musical genres and styles. They select and make expressive use of tempo, dynamics, phrasing and timbre. They make subtle adjustments to fit their own part within a group performance. They improvise and compose</p> <p>Key Skills to be delivered during the coverage above Communication Working with others Improving own learning and performance Problem solving Information processing skills Creative thinking skills Evaluation skills</p> |
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| Music Year 6 Area 6 | |
| NC b | Who knows? - Exploring musical processes |

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| <p>Some children will not have made so much progress & will:</p> <p>NC 6c Age related expectation we need to be delivering at, the majority of children will:</p> <p>NC 6a The AA/AA+ children will have progressed further & will also:</p> | <p>create and perform music which meets intentions and combines sounds with <i>some</i> awareness of the combined effect; recognise how musical elements are combined and used expressively</p> <p>create music which reflects given intentions and uses notations as a support for creative work and performance; improvise and maintain their own part with awareness of the whole ensemble; describe and compare different kinds of music using musical vocabulary</p> <p>take the lead in creating and performing and provide suggestion for others; make connections between the different stimuli provided; use a variety of musical devices including melody, rhythms, chords and structures</p> <p>Key Skills to be delivered during the coverage above Communication Working with others Improving own learning and performance Problem solving Information processing skills Creative thinking skills Evaluation skills</p> |
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