

St George's Central CE Primary School and Nursery

Long Term Plan for Music Nursery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All About Me	Dark and Light	Weather	Spring	Our Town Tyldesley	Out and about
	Autumn	Celebrations	It's cold	New Life		
'Can Do' music theme	All about Me	Ting Bang Boom	Swaying	Animals	Let's March	Big Sounds Soft Sounds
Ongoing	Exploration of instruments in continuous provision. Children will learn a variety of songs related to their current area of learning.					
Key Learning	<ul style="list-style-type: none"> Singing the name of each child in turn. Joining in with an action song (at this point children may just move in their own way) Choose a piece of handheld percussion and experiment with the sound made. Play a feature instrument in their own way. 	<ul style="list-style-type: none"> Singing the name of each child in turn Follow actions directed in a song. Choose a piece of handheld percussion and experiment with the sound made. Passing a rainstick around the group and experimenting with the sound it makes. 	<ul style="list-style-type: none"> Singing the name of each child in turn. Follow actions of swaying different parts of the body. Matching instruments to their pictures. Choose a selection of gentle/quieter instruments for children to experiment with. 	<ul style="list-style-type: none"> Singing the name of each child in turn. Matching actions and sounds to animals. Choose instrument to imitate the sound of an animal. Experiment with instruments that can be hit (drums, cymbals) 	<ul style="list-style-type: none"> Waving and clapping to feel the beat. Choose actions that fit with different parts of a song. Responding to cues about how to play instruments (stop/start) Playing a rhythmic solo part to accompany a piece of music. 	<ul style="list-style-type: none"> Waving and clapping to feel the beat. Follow directed actions in a song. Responding to cues about how to play (stop/start/everybody / individual) Identifying loud and soft sections in a piece of music and responding appropriately.
EYFS Statements	<ul style="list-style-type: none"> Joins in singing favourite songs. Creates sounds by banging, shaking, tapping or blowing. Shows an interest in the way musical instruments sound. Creates movement in response to music. Sings to self and makes up simple songs Sings a few familiar songs. Imitates movement in response to music. Makes up rhythms. 					

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St George's Central CE Primary School and Nursery

Long Term Plan for Music Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All About Me	Celebrations	Dinosaurs	Spring/Growing	Under the sea	Once upon a time
'Can Do' music theme	All about Me	Ting Bang Boom	Swaying	Animals	Let's March	Big Sounds Soft Sounds
Ongoing	Exploration of instruments in continuous provision. Early Years 'Can do Music' programme where instruments are used in a more directed way.					
Key Learning	<ul style="list-style-type: none"> Singing the name of each child in turn while shaking hands in time. Joining in with an action song by wiggling, shaking and stretching as directed. Choose a piece of handheld percussion. Play a short solo using the instrument in an appropriate way. Experiment and explore a feature instrument, thinking about different ways in which sounds can be made. 	<ul style="list-style-type: none"> Singing the name of each child in turn while shaking hands or waving in time. Follow actions confidently and accurately as directed in a song. Choose a piece of handheld percussion and play a short solo using the instrument in an appropriate way. Passing a prop around the group for children to make sound with. 	<ul style="list-style-type: none"> Singing the name of each child in turn while shaking hands or waving in time. Follow actions of swaying different parts of the body confidently in time with the music. Responding to the cue of a picture card to know when it's their time to play. Choose a selection of gentle/quieter instruments. Play a short solo thinking about keeping the sound quiet. 	<ul style="list-style-type: none"> Singing the name of each child in turn while shaking hands or waving in time. Responding to pictures of animals to complete the actions or make the sound of that animal. Choose instrument to imitate the sound of an animal. Play a solo with increasing confidence. Play instruments that can be hit (drums, cymbals) rhythmically and in time with the music. 	<ul style="list-style-type: none"> Waving and clapping to feel the beat. Provide vocal response to their name. Follow directed actions in a song and complete these in time with the music. Responding to cues about how and when to play instruments (stop/start/play/sing) Playing a rhythmic solo part with increasing confidence to accompany a piece of music. 	<ul style="list-style-type: none"> Waving and clapping to feel the beat. Provide vocal response to their name. Follow directed actions in a song and complete these in time with the music. Responding to cues about how and when to play (stop/start/everybody/individual) Using instruments to play with dynamics, playing softly to quieter music and loudly to louder music.

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**EYFS
Statements**

- Taps out simple repeated rhythms.
- Explores and learns how sounds can be changed.
- Begins to build a repertoire of songs and dances.
- Explores the different sounds of instruments.
- Children sing songs, make music and dance, and experiment with ways of changing them.
- They represent their own ideas, thoughts and feelings through music and dance.

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St George's Central CE Primary School and Nursery

Long Term Plan for Music Year 1 and Year 2

2020-2021						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions	What is rhythm?	How does time signature affect a piece of music?	What are Latin rhythms like?	How can sounds be described?	How can tempo and dynamics be represented in music?	
Theme	Rhythm in the Way we Walk	BBC Ten Pieces – The Nutcracker	Round and round	BBC Ten Pieces – Mars, The Planets	BBC Ten Pieces – Finlandia	
Composer studied		Tchaikovsky		Holst	Sibelius	
Key Learning	<ul style="list-style-type: none"> Exploring rhythm. Counting the beats in a bar. Using body percussion and a variety of untuned percussion to improvise repeating patterns. 	<ul style="list-style-type: none"> Exploring classical music. Identifying patterns in both 3 and 4 time. Recreating short rhythmic sequences and transferring these onto tuned percussion. 	<ul style="list-style-type: none"> Exploring Latin rhythms. Joining in vocally and rhythmically with a song. Composing rhythms using a variety of tuned and untuned percussion 	<ul style="list-style-type: none"> Exploring classical music Listening and appraising. Exploring timbre in terms of 'spiky' and 'smooth' sounds. Improvising and composing rhythms. Representing rhythmic patterns using graphic notation. 	<ul style="list-style-type: none"> Understanding dynamics and tempo and the effect these have on music. Improvising and composing rhythms using quiet and loud. Representing rhythmic patterns using graphic notation. Following a graphic score to perform music. 	
Ongoing evaluation	Pupils will continually appraise and critically evaluate their own progress and performances and those of others in order to further improve.					
National Curriculum objectives	Pupils will listen with concentration and understanding to a range of high quality live and recorded music.					
	<ul style="list-style-type: none"> Pupils will play tuned and untuned instruments musically. 	<ul style="list-style-type: none"> Pupils will play tuned and untuned instruments musically. Pupils will experiment with, create, select and combine sounds 	<ul style="list-style-type: none"> Pupils will play tuned and untuned instruments musically. Pupils will experiment with, create, select and combine sounds 	<ul style="list-style-type: none"> Pupils will play tuned and untuned instruments musically. Pupils will experiment with, create, select and combine sounds 	<ul style="list-style-type: none"> Pupils will play tuned and untuned instruments musically. Pupils will experiment with, create, select and combine sounds using the inter-related dimensions of music. Pupils will explore and record music through 	

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		using the inter-related dimensions of music.	using the inter-related dimensions of music. <ul style="list-style-type: none"> • Pupils will use their voices expressively and creatively by singing songs and speaking chants and rhymes. 	using the inter-related dimensions of music. <ul style="list-style-type: none"> • Pupils will explore and record music through appropriate musical notations. 	apropriate musical notation.
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Long Term Plan for Music Year 1 and Year 2

2021-2022						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions	What do African rhythms sound like?	How could different instruments represent different animals?	What instruments can be found in an orchestra?	How can songs tell us about history?	What are the features of pop and rock music?	
Theme	Hands, Feet, Heart	Zoo Time	BBC Ten Pieces : The Lark Ascending	Coal-mining songs	I Wanna Play in a Band and Beatles study	
Composer studied			Vaughan Williams			
Key Learning	<ul style="list-style-type: none"> Exploring African rhythm. Isolating individual beats in a bar. Using body percussion and a variety of untuned percussion to improvise repeating patterns. Playing instruments musically in time. 	<ul style="list-style-type: none"> Learning to sing a song by heart. Exploring the timbre of different instruments used to represent animals. Improvising and composing rhythmic and melodic patterns. Representing rhythmic patterns using graphic notation. 	<ul style="list-style-type: none"> Exploring the instruments of the orchestra. Recognising high and low pitch. Exploring timbre of different instruments used to represent sounds of nature. Improvising and composing rhythmic and melodic patterns. Representing rhythmic patterns using graphic notation. 	<ul style="list-style-type: none"> Listening and appraising. Learning to sing songs in unison and in parts. Improvising and composing rhythms. Using tuned and untuned instruments to provide accompaniment to singing Evaluate music across a range of historical periods. 	<ul style="list-style-type: none"> Listening and appraising Comparing styles of music using musical language. Learning to sing songs in unison and in parts. Using tuned and untuned percussion instruments to accompany singing. Preparing a performance. Evaluate music across a range of historical periods. 	
Ongoing evaluation	Pupils will continually appraise and critically evaluate their own progress and performances and those of others in order to further improve.					

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National Curriculum objectives	Pupils will listen with concentration and understanding to a range of high quality live and recorded music.				
	<ul style="list-style-type: none"> Pupils will play tuned and untuned instruments musically. 	<ul style="list-style-type: none"> Pupils will use their voices expressively and creatively by singing songs and speaking chants and rhymes. Pupils will play tuned and untuned instruments musically. Pupils will experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> Pupils will play tuned and untuned instruments musically. Pupils will experiment with, create, select and combine sounds using the inter-related dimensions of music. Pupils will use their voices expressively and creatively by singing songs and speaking chants and rhymes. 	<ul style="list-style-type: none"> Pupils will play tuned and untuned instruments musically. Pupils will use their voices expressively and creatively by singing songs and speaking chants and rhymes. Pupils will experiment with, create, select and combine sounds using the inter-related dimensions of music. Pupils will explore and record music through appropriate musical notations. 	<ul style="list-style-type: none"> Pupils will play tuned and untuned instruments musically. Pupils will use their voices expressively and creatively by singing songs and speaking chants and rhymes. Pupils will experiment with, create, select and combine sounds using the inter-related dimensions of music. Pupils will explore and record music through appropriate musical notation.

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Long Term Plan for Music Year 3 and Year 4

2020-2021						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions	What is minimalist music?	What are the features of R&B music?	How do I play the notes B, A and G on a recorder?	How do I read music on a staff?	What are the features of opera?	
Theme	BBC Ten Pieces: Short ride in a Fast Machine	Let Your Spirit Fly	Playing the recorder	Playing the recorder	BBC Ten Pieces – Habanera and Toreador	
Composer studied	John Adams				Georges Bizet	
Key Learning	<ul style="list-style-type: none"> Recognising and identifying musical motifs. Improvising and composing individually and as part of a group. Developing skills at playing a variety of tuned and untuned percussion musically. Preparing a performance in response to given stimulus. 	<ul style="list-style-type: none"> Learning to sing a song by heart. Singing in unison and in parts. Developing skills at playing a variety of tuned and untuned percussion musically. Exploring different possible arrangements of a piece of music. Preparing a group performance of their own arrangement. 	<ul style="list-style-type: none"> Understanding the correct way to hold and play a recorder. Learning to play the notes B, A and G fluently on the recorder. Beginning to read formal notation by locating the positions of B, A and G on the staff Improvising and composing a melody based on the notes given. Preparing a performance of their own melody. 	<ul style="list-style-type: none"> Extending previous knowledge of the recorder by learning to play the notes F and E. Developing understanding of formal notation by recognising note durations for crotchets, minims, quavers and semibreves. Improvising and composing a melody based on the notes given. Recording a composition using formal notation. 	<ul style="list-style-type: none"> Developing an understanding of operatic music. Playing rhythmic parts with developing confidence using untuned percussion. Extending rhythm into a melody by transferring parts to tuned percussion. Creating lyrics to fit to an existing melody line, thinking about structure, rhythm and syllable count. Exploring different possible arrangements of a piece of music. Preparing a group performance of their own arrangement. 	

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Ongoing evaluation	Developing a critical engagement with music, children will evaluate the effectiveness of their own work and that of others, being able to suggest constructive ways to improve.				
National Curriculum objectives	Listen with attention to detail and recall sounds with increasing aural memory.				
	<ul style="list-style-type: none"> • Improvise and compose music for a range of purposes using the inter-related dimensions of music. • Play and perform in solo and ensemble contexts, playing instruments with increasing accuracy, fluency, control and expression. • Appreciate and understand a wide range of high-quality live and recorded music from great composers and musicians. 	<ul style="list-style-type: none"> • Perform in solo and ensemble contexts, using their voices with increasing control and expression. • Playing instruments with increasing accuracy and fluency. • Using the inter-related dimensions of music when considering possible arrangements. 	<ul style="list-style-type: none"> • Playing instruments with increasing accuracy and fluency. • Understand staff and other musical notations. • Improvise and compose music for a range of purposes using the inter-related dimensions of music. 	<ul style="list-style-type: none"> • Playing instruments with increasing accuracy and fluency. • Use and understand staff and other musical notations. • Improvise and compose music for a range of purposes using the inter-related dimensions of music. 	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, playing instruments with increasing accuracy, fluency, control and expression. • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • Develop an understanding of the history of music.

Wider Opportunities Year 4	Children in the Year 4 cohort will participate in the Wider Opportunities scheme, specialising in percussion. During this time, they will experience three different types of percussion: African drumming, Samba drumming and Tuned percussion. Each of these types of percussion will be studied for a term each.
National Curriculum objectives	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, playing instruments with increasing accuracy, fluency, control and expression. • Appreciate and understand music from different traditions. • Improvise and compose music for a range of purposes using the inter-related dimensions of music.

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Long Term Plan for Music Year 3 and Year 4

2021-2022						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions	How can music describe an imaginary creature?	How can different instruments represent the weather	How do I play the notes C, D and E on a glockenspiel?	How do I read and compose music using formal notation?	How do I play individual notes on a guitar?	
Theme	BBC Ten Pieces: A Bao A Qu	Weather music	Playing the glockenspiel	Playing the glockenspiel	Playing the guitar	
Composer studied	Mason Bates	Antonio Vivaldi Pyotr Ilyich Tchaikovsky				
Key Learning	<ul style="list-style-type: none"> Improvising and composing musical motifs. Developing skills at playing a variety of tuned and untuned percussion musically. Preparing a performance in response to given stimulus. 	<ul style="list-style-type: none"> Developing an understanding of classical music Exploring the timbre of instruments used to mimic weather/nature sounds. Developing skills at playing a variety of tuned and untuned percussion musically. Improvising and composing using the inter-related dimensions of music. 	<ul style="list-style-type: none"> Understanding the correct way play a glockenspiel. Learning to play the notes C, D and E fluently on the glockenspiel. Beginning to read formal notation by locating the positions of C, D and E on the stave Improvising and composing a melody based on the notes given. Preparing a performance of their own melody. 	<ul style="list-style-type: none"> Extending previous knowledge of the glockenspiel by learning to play the notes F and G. Developing understanding of formal notation by recognising note durations for crotchets, minims, quavers and semibreves. Improvising and composing a melody based on the notes given. Recording a composition using formal notation. 	<ul style="list-style-type: none"> Understanding the correct way to hold a guitar. Learning the names of the strings on the guitar. Locating positions of the notes G, A, B, C, D, E, F. Playing melodies using these notes focusing on accuracy in note rhythms. Extending knowledge of reading formal staff notation. 	

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Ongoing evaluation	Developing a critical engagement with music, children will evaluate the effectiveness of their own work and that of others, being able to suggest constructive ways to improve.					
National Curriculum objectives	Listen with attention to detail and recall sounds with increasing aural memory.					
	<ul style="list-style-type: none"> • Improvise and compose music for a range of purposes using the inter-related dimensions of music. • Play and perform in solo and ensemble contexts, playing instruments with increasing accuracy, fluency, control and expression. • Appreciate and understand a wide range of high-quality live and recorded music from great composers and musicians. 	<ul style="list-style-type: none"> • Improvise and compose music for a range of purposes using the inter-related dimensions of music. • Playing instruments with increasing accuracy and fluency. • Using the inter-related dimensions of music when considering possible arrangements. • Develop an understanding of the history of music. 	<ul style="list-style-type: none"> • Playing instruments with increasing accuracy and fluency. • Understand staff and other musical notations. • Improvise and compose music for a range of purposes using the inter-related dimensions of music. 	<ul style="list-style-type: none"> • Playing instruments with increasing accuracy and fluency. • Use and understand staff and other musical notations. • Improvise and compose music for a range of purposes using the inter-related dimensions of music. 	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, playing instruments with increasing accuracy, fluency, control and expression. • Use and understand staff and other musical notations. • Improvise and compose music for a range of purposes using the inter-related dimensions of music. 	

Wider Opportunities Year 4	Children in the Year 4 cohort will participate in the Wider Opportunities scheme, specialising in percussion. During this time, they will experience three different types of percussion: African drumming, Samba drumming and Tuned percussion. Each of these types of percussion will be studied for a term each.
National Curriculum objectives	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, playing instruments with increasing accuracy, fluency, control and expression. • Appreciate and understand music from different traditions. • Improvise and compose music for a range of purposes using the inter-related dimensions of music.

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Long Term Plan for Music Year 5 and Year 6

2020-2021						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions	How can music tell a story?	How can different rhythms fit together?	How do melodic patterns and rhythms fit together?		How are songs written?	
Theme	BBC Ten Pieces – The Hall of the Mountain King	Musical Futures workshopping project - rhythm	Musical Futures workshopping project - melody		Musical Futures song writing skills	
Composer studied	Edvard Grieg					
Key Learning	<ul style="list-style-type: none"> Learning a story behind a piece of music. Considering how music can be used to tell a story. Improvise using a range of instruments. Compose two pieces of music that tell the stories of different narratives, thinking about instrument choice and the quality of sounds made, atmosphere and mood of the music. Record music using appropriate notation. Prepare a group performance. 	<ul style="list-style-type: none"> Using a mixture of body percussion, untuned percussion instruments and music technology to learn and create increasingly complex rhythms. Experimenting with the idea of counter-rhythms and exploring how these can fit together. Developing skills at playing confidently and musically as part of a group. Improvising and composing rhythms using the inter-related dimensions of 	<ul style="list-style-type: none"> Extending knowledge from the rhythm workshop. Using a range of instruments including tuned percussion, keyboards, guitars and recorders. Beginning to explore scales and which notes can be used in which keys – understanding that some note combinations complement each other whilst others clash. Working in small groups and as a whole class group to add melodic phrases to rhythms already explored. Recording musical ideas using appropriate notation. Building up melodic phrases to form a song, thinking about the inter-related dimensions of music. Preparing performances and playing to an audience with increasing confidence and musicality. 		<ul style="list-style-type: none"> Extending knowledge from the workshopping projects. Working in smaller groups, where each person has the responsibility for a particular chosen instrument. Developing melodic and rhythmic patterns which complement each other. Adding accompaniment to basic melodies and rhythms. Writing lyrics based on a theme. Studying existing popular songs to investigate commonly used structures and chord patterns. Experimenting with structure and arrangement to create the best possible song. Preparing performances and playing to an audience with increasing confidence and musicality. 	

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		duration, tempo, texture and structure. <ul style="list-style-type: none"> • Preparing individual and then group performances. 		
Ongoing evaluation	Developing a critical engagement with music, children will evaluate the effectiveness of their own work and that of others, being able to suggest constructive ways to improve.			
National Curriculum objectives	Listen with attention to detail and recall sounds with increasing aural memory. Develop skills to enable opportunity to progress to the next level of musical excellence.			
	<ul style="list-style-type: none"> • Improvise and compose music for a range of purposes using the inter-related dimensions of music. • Play and perform in solo and ensemble contexts, playing instruments with increasing accuracy, fluency, control and expression. • Appreciate and understand a wide range of high-quality live and recorded music from great composers and musicians. • Use and understand staff and other musical notations. • Develop an understanding of the history of music. 	<ul style="list-style-type: none"> • Improvise and compose music for a range of purposes using the inter-related dimensions of music. • Play and perform in solo and ensemble contexts, playing instruments with increasing accuracy, fluency, control and expression. • Use music technology appropriately. 	<ul style="list-style-type: none"> • Understand staff and other musical notations. • Develop an understanding of basic musical theory. • Improvise and compose music for a range of purposes using the inter-related dimensions of music. • Play and perform in solo and ensemble contexts. • Playing instruments with increasing accuracy, fluency, control and expression. 	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts. • Using voices and playing instruments with increasing accuracy, fluency, control and expression. • Use and understand staff and other musical notations. • Improvise and compose music for a range of purposes using the inter-related dimensions of music.

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Long Term Plan for Music Year 5 and Year 6

2021-2022						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions	How do I play and compose rhythms using floor drumming? Details: Using drumsticks to learn a variety of different rhythms. Composing rhythms of their own based on these and thinking about arrangement within a group.	How can a chair mimic a drumkit? Details: Using a chair to mimic the different parts of a drumkit. Playing common rhythmic patterns in popular music.	How do I play chords on a guitar? Details: Learning the chords Em, G, C and Am on guitar. Playing along with known songs. Composing short pieces of music based on combinations of these chords.	How do I play chords on a keyboard? Details: Learning the chords Em, G, C and Am on keyboards. Experimenting with melodies that fit with these chords and working in groups to compose.	How do I play as part of a band? Details: Choosing an area of strength from vocals, guitar, keyboards and drums and writing a song to perform incorporating these.	
Theme	Musical Futures - Floor drumming	Musical Futures - Chair drumming	Musical Futures – playing the guitar	Musical Futures – playing the keyboard	Musical Futures – playing in a band	
Composer studied						
Key Learning	<ul style="list-style-type: none"> Using drumsticks to learn a variety of rhythms. Following given rhythm patterns. Learning about note duration and how to record this using formal notation. Improvising and composing rhythms 	<ul style="list-style-type: none"> Extending knowledge gained in the floor drumming unit. Using drumsticks and a chair to mimic different parts of a drumkit. Learning to coordinate the body to use play different rhythms with the hands and feet 	<ul style="list-style-type: none"> Extending knowledge of the guitar from the Y3/4 unit. Learning how to play the chords Em, G, C and Am on the guitar. Playing along with well-known songs which use these chords. Getting used to 	<ul style="list-style-type: none"> Extending knowledge of the keyboard from the Y3/4 glockenspiel unit. Learning how to play the chords Em, G, C and Am on the keyboard. Playing along with well-known songs which use these 	<ul style="list-style-type: none"> Extending knowledge from previous Musical Futures units. Working in smaller groups, where each person has the responsibility for a particular chosen instrument. Developing melodic and rhythmic patterns which complement each other. Adding accompaniment to basic melodies and rhythms. Writing lyrics based on a theme. Developing group work skills where each person approaches the tasks with musicianship. 	

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	<ul style="list-style-type: none"> and recording these. • Paying as part of a group thinking about structure and arrangement of a rhythmic piece. • Preparing performances. 	<p>simultaneously.</p> <ul style="list-style-type: none"> • Playing common rhythmic patterns found in popular music. • Listening to popular music through recent history and being able to isolate the rhythm patterns used. • Being able to 'play along' to common songs using the skills gained. 	<p>moving between different chords quickly and confidently.</p> <ul style="list-style-type: none"> • Working in groups to compose music based on this series of chords in any combination. • Performing compositions with increasing confidence and musicality. 	<p>chords.</p> <ul style="list-style-type: none"> • Getting used to moving between different chords quickly and confidently. • Working in groups to compose music based on this series of chords in any combination using a mixture of guitar and keyboards. • Performing compositions with increasing confidence and musicality. 	<ul style="list-style-type: none"> • Recording music using appropriate notation. • Preparing performances and playing to an audience with increasing confidence and musicality.
Ongoing evaluation	Developing a critical engagement with music, children will evaluate the effectiveness of their own work and that of others, being able to suggest constructive ways to improve.				
National Curriculum objectives	<p>Listen with attention to detail and recall sounds with increasing aural memory. Develop skills to enable opportunity to progress to the next level of musical excellence.</p>				
	<ul style="list-style-type: none"> • Improvise and compose rhythms using the inter-related dimensions of music. • Play and perform in solo and ensemble contexts, playing instruments with increasing accuracy, fluency, control and expression. • Use and understand staff and other musical notations. 	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, playing instruments with increasing accuracy, fluency, control and expression. • Developing an understanding of the history of popular music. 	<ul style="list-style-type: none"> • Develop an understanding of basic musical theory. • Play and perform in solo and ensemble contexts. • Playing instruments with increasing accuracy, fluency, control and expression. 		<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts. • Using voices and playing instruments with increasing accuracy, fluency, control and expression. • Use and understand staff and other musical notations. • Improvise and compose music for a range of purposes using the inter-related dimensions of music.

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