

Meadowfield Primary School Music LTP
PS/JL/GR 2020 – updated 2022

Please also see additional information at the end of this document linking our Music Curriculum to the Ten Pieces Project - year group specific piece of music and composer.
Please also see notes where *vocab is italicized*.

<i>EYFS Musical Development – ArtForms Progression – see below 2022 update</i>					
<i>I can use my voice in different ways e.g. whispering, speaking, singing, thinking.</i> <i>I have begun to find my singing voice, both on my own and with others and can sing a repertoire of chants and 2 and 3 tone songs from memory.</i> <i>I can play my instruments safely and pick them up and put them down quietly.</i> <i>I can remain quiet whilst waiting for a turn.</i> <i>I can start and stop when playing with others.</i> <i>I know that I need to watch and follow the leader's signals when playing or singing.</i> <i>I can sit or stand to perform to people I know.</i> <i>I know the difference between fast / slow and loud / quiet when listening or playing</i> <i>I can listen to instructions within a song and react.</i> <i>I know how to respond to music with movement, e.g. stomp, tiptoe, walk, run and show an awareness of pulse</i> <i>I know that different instruments produce different sounds and I can use words like 'shake, tap, scrape' to talk about my music.</i> <i>I can choose sounds to accompany a song or story.</i>					Fast, slow Faster, slower Start, stop Shake, tap, scrape Drum, shaker, sticks Loud quiet High, low Singing, whispering, talking, thinking voice
<i>Nursery – from Development Matters Curriculum Guidance ELG: Being Imaginative and Expressive</i>					
Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. <i>Threaded through provision in addition to music lessons with a focus on <u>Music Makers and Music Explorers</u> as themes</i>					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<i>I can use my voice in different ways e.g. whispering, speaking, singing, thinking.</i> <i>italics = ArtForms statements</i>	<i>I can listen to instructions within a song and react.</i> I can remember and sing a whole song .	I can pitch match (sing the same pitch as the one sung by another). I can sing the 'up and down' of a familiar song (melodic shape).	I can pitch match (sing the same pitch as the one sung by another). I can sing the 'up and down' of a familiar song (melodic shape).	I can remember and sing a whole song. I can create my own song using one I already know.	I can remember and sing a whole song. I can create my own song using one I already know.
<i>Reception – from Development Matters Curriculum Guidance ELG: Being Imaginative and Expressive -</i>					
Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. <i>Threaded through provision in addition to music lessons with a focus on <u>Music Makers, Music Explorers, Music Performers</u> as themes</i>					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
I am an active listener when I listen to music. I can sing in a group.	I have fun making music . NB: making, exploring and performing skills are explored throughout year	I talk about music and how it makes me feel. I respond and move to music. fast, slow, loud, quiet	I talk about music and how it makes me feel. I respond and move to music. fast, slow, loud, quiet	I can sing in a group . I can sing a solo . I can follow a melody and match the pitch. high, low	I can sing in a group . I can sing a solo . I can follow a melody and match the pitch. high, low

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Year 1	<p>To learn to control the pitch of their voice and to use sounds and instruments expressively in response to a stimulus</p> <p>Topic/Theme- All about me Introduce vocab of Pitch, Tempo (see Rec: high, low, fast, slow)</p> <p>I can respond to instructions given musically, using my body and instruments.</p> <p>I can sing with an awareness of pitch and phrase, following the shape of melody using big, clear mouth shapes to form words.</p> <p>I can control changes in duration with my voice and instruments.</p> <p>I can perform simple melodies using two tones on a tuned instrument.</p> <p>I can control changes in tempo with my body, and instruments, e.g. faster/slower.</p> <p>I can control changes in dynamics with my voice and instruments, e.g. louder/quieter.</p> <p>I can show changes in pitch using tuned percussion e.g. steps, slides, jumps.</p> <p>I can describe music and express my feelings and opinions through various means e.g. words, thumbs up.</p> <p>I can perform sounds from a simple graphic score.</p> <p>Instrument vocab: Maracas, Tambour, Claves, Bells, Scraper, Chime Bars, Step, Slide, Jump</p>	<p>To learn to control the pitch of their voice and to use sounds and instruments expressively in response to a stimulus</p> <p>Topic/Theme- All about me Introduce vocab of Pitch, Tempo (see Rec: high, low, fast, slow)</p> <p>I can respond to instructions given musically, using my body and instruments.</p> <p>I can sing with an awareness of pitch and phrase, following the shape of melody using big, clear mouth shapes to form words.</p> <p>I can control changes in duration with my voice and instruments.</p> <p>I can perform simple melodies using two tones on a tuned instrument.</p> <p>I can control changes in tempo with my body, and instruments, e.g. faster/slower.</p> <p>I can control changes in dynamics with my voice and instruments, e.g. louder/quieter.</p> <p>I can show changes in pitch using tuned percussion e.g. steps, slides, jumps.</p> <p>I can describe music and express my feelings and opinions through various means e.g. words, thumbs up.</p> <p>I can perform sounds from a simple graphic score.</p>	<p>To learn to recognise the difference between pulse and rhythm</p> <p>Theme/Topic-Animals, Plants Pulse, Rhythm,</p> <p>I can practise and refine performances in groups and as a class.</p> <p>I can compose in a small group with other children.</p> <p>I can copy a simple rhythm.</p> <p>I can differentiate between pulse and rhythm.</p> <p>I can use a rhythmic ostinato to accompany a song.</p> <p>I can use words/pictures to create rhythm patterns.</p> <p>I can use symbols to notate my compositions.</p>	<p>To learn to recognise the difference between pulse and rhythm</p> <p>Theme/Topic-Animals, plants Pulse, Rhythm</p> <p>I can practise and refine performances in groups and as a class.</p> <p>I can compose in a small group with other children.</p> <p>I can copy a simple rhythm.</p> <p>I can differentiate between pulse and rhythm.</p> <p>I can use a rhythmic ostinato to accompany a song.</p> <p>I can use words/pictures to create rhythm patterns.</p> <p>I can use symbols to notate my compositions.</p>	<p>To learn how sound can be used to describe the weather/environment</p> <p>Topic/Theme- Weather/Seasons Pitch, Tempo, <i>Dynamics</i> (**vocab introduced but language we expect children to use for dynamics is loud, quiet**)</p> <p>I can sit quietly with an instrument.</p> <p>I can practice and refine performances in groups and as a class.</p> <p>I can choose and order sounds and patterns.</p> <p>I can compose in small groups with other children.</p> <p>I can decide on a combination of sounds for a particular task.</p> <p>I can differentiate between metal, wood, tuned and un-tuned percussion.</p> <p>I can use pictures to represent and organise sounds.</p> <p>I can suggest changes to performances by using opposites e.g. quiet/loud.</p>	<p>To learn how sound can be used to describe the weather/environment</p> <p>Topic/Theme- Weather/Seasons Pitch, Tempo, <i>Dynamics</i> (**vocab introduced but language we expect children to use for dynamics is loud, quiet**)</p> <p>I can sit quietly with an instrument.</p> <p>I can practice and refine performances in groups and as a class.</p> <p>I can choose and order sounds and patterns.</p> <p>I can compose in small groups with other children.</p> <p>I can decide on a combination of sounds for a particular task.</p> <p>I can differentiate between metal, wood, tuned and un-tuned percussion.</p> <p>I can use pictures to represent and organise sounds.</p> <p>I can suggest changes to performances by using opposites e.g. quiet/loud.</p>
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Year 2 Recorder	<p>To learn how to play the note B</p> <p>Crotchet, Crotchet rest, Tempo, Pulse, Rhythm,</p> <p>I can play the note B.</p> <p>I can sit silently with our recorders.</p> <p>I can hold our instrument correctly.</p> <p>I can blow a steady note with a good mouth position.</p> <p>I can copy a simple rhythm.</p> <p>I can differentiate between pulse and rhythm.</p> <p>I can play loudly and quietly.</p> <p>I understand what tempo means.</p> <p>I can recognise and play a crotchet and crotchet rest.</p>	<p>To learn how to play the note A and move between the notes A and B</p> <p>Minim, Semibreve, <i>Dynamics</i> (**vocab introduced but language we expect children to use for dynamics is loud, quiet**)</p> <p>I can play the notes B and A.</p> <p>I can start and stop when playing in time with others.</p> <p>I can name and play at least two different notes.</p> <p>I understand how to start a note by using our tongues to help us.</p> <p>I can keep a pulse going whilst someone plays or sings a tune.</p> <p>I can perform a short tune with our friends in the class.</p> <p>I know how to recognise and play a minim and semibreve.</p> <p>I know the meaning of dynamics</p> <p>I can create a short rhythmic pattern.</p>	<p>To learn how to play the note G</p> <p>Quaver, <i>Duration</i> (**expect children to talk about how long a note lasts**) Pulse, Rhythm</p> <p>I can play the note G.</p> <p>I can play at different speeds.</p> <p>I know what makes a successful performance.</p> <p>I can play in 3.</p> <p>I recognise and understand quavers.</p> <p>I can make up our own rhythms and play them.</p> <p>I can suggest changes to performances by using opposites (faster/slower, louder/quieter).</p>	<p>To play pieces using the notes B A and G</p> <p>Pitch, Composer, Performer</p> <p>I can move our fingers from the notes B A and G.</p> <p>I understand that moving our fingers on and off the keys changes the pitch of the sound we make.</p> <p>I can hear the difference between high and low pitches.</p> <p>I can compose using the notes B, A and G.</p> <p>I can perform to an audience.</p> <p>I can make up our own rhythms and play them.</p>	<p>The learn how to play the note C and be able to move from the note C to A</p> <p>Rhythm, Verse, Chorus, <i>Ostinato</i> (**persistently repeating pattern – melody or rhythm**)</p> <p>I can play a top C.</p> <p>I can use a rhythmic ostinato to accompany a song.</p> <p>I can suggest changes to performances by using opposites (faster/slower, louder/quieter).</p> <p>I can play as part of a group or on own.</p> <p>I know that a piece of music is made up of different sections, e.g. beginning, ending, verse, chorus.</p>	<p>To learn to play the note top D</p> <p>Pulse, Rhythm, Tempo Recorder, Crotchet, Crotchet rest, Quaver, Minim, Semibreve, Pitch, Verse, Chorus, Performer, Composer, <i>Dynamics</i> (**vocab introduced but language we expect children to use for dynamics is loud, quiet**) <i>Duration</i> (**expect children to talk about how long a note lasts**)</p> <p>I can play a top D.</p> <p>I can read and play notes and rests of different lengths.</p> <p>I can improvise using given notes.</p> <p>I can practice and refine performances as a class.</p> <p>I can perform to an audience.</p>
Year 3 Ukulele	<p>To hold the ukulele correctly and strum C, Am and F chords</p> <p>Ukulele, string, peg, strum, chord</p> <p>I can hold our ukuleles correctly.</p> <p>I can sit silently with our instruments.</p> <p>I can strum downwards with our right hand.</p> <p>I can copy a simple rhythm.</p> <p>I can move between two chords.</p> <p>I know that a ukulele is a stringed instrument and how the sounds are produced.</p>	<p>To strum G7 and C7 chords – play songs using C, F and G7 chords</p> <p>Rhythm, Pulse, Tempo</p> <p>I know the positions for three different chords.</p> <p>I know how to read and follow simple tab notation to accompany a song.</p> <p>I can play a song in time to a given pulse.</p> <p>I can move between C, F and G7 when playing a simple Blues song.</p>	<p>Learn G and D7 chords</p> <p><i>Dynamics, Pitch, Duration, Structure</i></p> <p>I can play songs in the key of G, moving between G, D7 and C.</p> <p>I know how a simple song is structured into verses and a chorus.</p> <p>I can sing in tune and in time.</p>	<p>To play songs using C, F, G, D7 chords</p> <p>Improvise, compose</p> <p>I can hear how the melody played or sung matches the ukulele chords.</p> <p>I can improvise a rhythm or chord sequence in a simple blues.</p> <p>I can structure and order chords effectively when writing a simple song.</p>	<p>Simple finger picking – reading plucking tablature</p> <p>Pluck, fret, Dynamics</p> <p>I can pluck individual strings by ear.</p> <p>I can read simple plucking tablature and play simple 4-beat rhythms.</p> <p>I can increase my dynamic level when plucking my ukulele in order to be heard.</p>	<p>Rehearse and improve pieces for performance</p> <p>Pulse, rehearse, practice, improve, strum</p> <p>I can practice a range of pieces for performance, recognizing which aspects of my playing I can improve.</p> <p>I can perform as part of a large group, following a leader and maintaining a constant pulse.</p>

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	Autumn	Spring	Summer
Year 4	<p>To learn how to create, notate and perform simple rhythmic patterns</p> <p>Theme/Topic- Explorers – Anglo-Saxons/Viking</p> <p>Notation, Crotchet, Crotchet rest, Quaver, Minim, Texture (**language used by children = layers**), Semibreve, Melody,</p> <p>I can perform a song both on my own and as part of a group to an audience, with increasing confidence.</p> <p>I can perform as part of a team.</p> <p>I can perform by ear and using forms of notation.</p> <p>I can improvise a rhythm over a steady pulse.</p> <p>I can create my own ostinatos (rhythmic and melodic) and play them in time with each other.</p> <p>I recognise crotchets, rests, quavers and use them to compose and perform rhythms.</p> <p>I can improve my own work stating how it has been improved using musical vocabulary.</p>	<p>To learn what a Pentatonic scale is and create short melodies using one.</p> <p>Theme/Topic-Pentatonic Scale</p> <p>Pentatonic (**language used by children = 5 note scale to compose with – missing out 'fa' 4th and 'ti' 7th**), Pulse, Pitch, Dynamics, Composing, Performing, Structure, Melody</p> <p>I can sing in tune with expression (using dynamics/phrasing).</p> <p>I can tap a pulse in different metres (2, 3, 4, 5).</p> <p>I know what the Pentatonic scale is.</p> <p>I can explore and create melodies that use steps and leaps and a wider range of notes.</p> <p>I know what the 'home note' is and how to use it when composing.</p> <p>I can improve my own work stating how it has been improved using musical vocabulary.</p> <p>I can use symbols to notate my composition.</p>	<p>To learn about a classical piece of music and use it as a stimulus to create our own descriptive music</p> <p>Orchestra, Ensemble, Tempo, Dynamics, Timbre (**vocab introduced but language we expect children to use is about quality of sound e.g. using metal percussion for a 'bright, tinkling' sound**)</p> <p>Ext vocab: Forte, Piano, Crescendo, Diminuendo</p> <p>I can perform as part of a team.</p> <p>I know that composers think and plan, make music and try to make it better.</p> <p>I can listen to short extracts commenting on aspects of the music.</p> <p>I can be a good audience member showing willingness to listen, concentrate and respond.</p> <p>I can recognise ensembles (orchestra, choir, etc.) and know/identify families of instruments.</p> <p>I know how to change dynamics gradually or abruptly.</p> <p>I know and understand how to use the Italian terms – f, p.</p> <p>I can select a sound or instrument to achieve an effect, e.g. quiet playing on chime bars to create something peaceful.</p> <p>I can use a range of changes in tempo both gradually and suddenly.</p>

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	Autumn	Spring	Summer
Year 5	<p>To learn about Holst's 'The Planets' and use it as a stimulus to compose our own space soundscapes</p> <p>Theme/Topic-Space</p> <p>Soundscape, Composition, Composer, Performance, Pulse, Rhythm, Ostinato, Tempo, Dynamics, Pitch, Structure, Texture (**language children expected to use = layers**)</p> <p>I can listen to longer extracts commenting on aspects of the music.</p> <p>I can identify or suggest purposes for musical extracts.</p> <p>I can create music that uses appropriate sounds to achieve an intention, e.g. creating a sea soundscape.</p> <p>I can both be in charge of a group, and take directions when working on a composition.</p> <p>I can explore and compose using simple structures.</p> <p>I can make an informed choice about tempo in compositions.</p> <p>I can build a texture in my composition to create an affect.</p> <p>I can suggest and implement improvements to compositions and performances, saying whether the changes have worked in achieving the intended effect and why/not.</p>	<p>To learn about the history of Samba music and how to perform as part of a Samba band (subject to change, instrument availability)</p> <p>Theme/Topic-Samba</p> <p>Pulse, Rhythm, Performance, Composition, Samba, Structure, Quaver, Crotchet, Minim, Crotchet Rest</p> <p>I can play in an ensemble, taking an individual part and showing awareness of balance.</p> <p>I can recover from mistakes in a performance.</p> <p>I can listen to longer extracts and describe using knowledge of the inter-related dimensions of music.</p> <p>I can recognise and identify the instruments of Samba.</p> <p>I can recognise crotchets, Crotchet rests, quavers, minims, semibreves and use them to compose and perform rhythms.</p> <p>I can create my own Ostinatos and play them in time with others.</p> <p>I can use dynamics in ensembles to show balance and prominence of parts.</p> <p>Instrument vocab: Surdo, Ganza, Apito Tambourine</p>	<p>To learn about and compose more complex rhythmic and melodic Ostinatos</p> <p>Topic/Theme- Reggae</p> <p>Ostinato, Pulse, Rhythm, Pattern, Tempo, Texture Composition, Performance</p> <p>I can lead a group by counting in, beating time etc.</p> <p>I can tap a pulse in different metres (2, 3, 4, 5).</p> <p>I can plan a composition, alone or in a group, and monitor its development.</p> <p>I can be a good audience member, showing willingness to listen, concentrate and respond.</p> <p>I can make improvements to group compositions, using the appropriate vocabulary.</p> <p>I can improvise a rhythm over a steady pulse.</p> <p>I can create my own ostinato and riffs (rhythmic and melodic) and play them in time with others in a group.</p>

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	Autumn	Spring	Summer
Year 6	<p>To learn about the history of Blues music, perform, improvise and understand the cultural and social significance of its lyrics</p> <p>Topic/Theme-Blues – historical link to Slave Trade</p> <p>Blues, Lyrics, Structure, Performance, Improvisation, Harmony</p> <p>I can play in an ensemble, taking an individual part and showing an awareness of balance.</p> <p>I can listen to longer extracts and describe using knowledge of inter-related dimensions of music.</p> <p>I can listen and comment on music from different historical periods, displaying increasing understanding of the factors that have influenced the development of different genres over time e.g. role of the slave trade in bringing African rhythms to other countries.</p> <p>I can use extended musical vocabulary to express personal taste.</p> <p>I can sing accurately with good posture and breathing and can sing songs with a more complicated texture e.g. partner songs.</p> <p>I can perform and compose more complicated rhythms (semiquavers, syncopation), aurally and from notations.</p> <p>I can understand and use chords in sequences.</p> <p>I can understand that particular sets of notes give music its characteristic sound – e.g. minor chords for sad music, major for happy.</p> <p>I can recognise and use simple staff notation.</p>	<p>To learn how to play as part of an ensemble taking an individual part and reading notation from the stave</p> <p>Topic/Theme- notation/performance</p> <p>Stave/staff, Notation, Crotchet, Quaver, Minim, Semibreve, Tempo, Dynamics, Performance, Ensemble</p> <p>I can play in an ensemble, taking an individual part and showing an awareness of balance.</p> <p>I can lead a group by counting in, beating time etc.</p> <p>I can recover from mistakes in a performance.</p> <p>I can control intended changes of speed and notice unintended ones.</p> <p>I know what crotchets, crotchet rests, quavers, minims, semibreves are and use them to perform rhythms.</p> <p>I can recognise and use simple staff notation.</p>	<p>To learn how to compose our own song lyrics, perform with confidence, expression and control</p> <p>Topic/Theme-Song writing, Leavers' Performance, Transition Unit (Model Music Curriculum)</p> <p>Lyrics, Pitch, <i>Timbre</i>, Tempo, Dynamics, Structure, Notation, Ensemble, Performer, Composer</p> <p>I can play in an ensemble, taking an individual part and showing an awareness of balance.</p> <p>I can recover from mistakes in a performance.</p> <p>I can perform by ear and using forms of notation.</p> <p>I can both be in charge of a group and take directions when working on a composition.</p> <p>I can suggest and implement improvements to compositions and performances, saying whether the changes have worked in achieving the intended effect and why/not.</p> <p>I can demonstrate control of vocal techniques - breathing, posture, good tuning and diction when singing.</p> <p>I can maintain my own part with accurate pitch whilst hearing other parts.</p> <p>I can play, sing confidently to a variety of audiences in different types of venue (e.g. outside, in a large hall).</p>

Music at Meadowfield: Year Group Pieces

Taking inspiration from the BBC's Ten Pieces, we explore a piece of classical music in depth in each year group. Classes adopt a key piece as their theme and use it however they wish over the course of the academic year. **The initial aim is for the children to become familiar with the mood and melody of their piece of music, and then go on to be able to name it and its composer – to increase their knowledge base.** It is hoped that the children will then move on to take inspiration from the music and use it to create their own writing, drama, art and/or music. They may also wish to find out about the composer and other pieces of music that he wrote. (It needs to be acknowledged that, at this point, the chosen pieces come from the traditional, western classical canon; teachers may feel that they wish to explore this with the children and discuss the lack of diversity.)

Suggestions for how to use the music: The piece can be played at different times throughout the week (as background music, for tidying up, SODA, register time, end of the day, timed activities etc). It could be used in the first week of a half-term and then revisited on a half-termly basis (name that tune/composer). This would also fit with Big Writing, as children could share their responses to the music or tell its story in their own words. It could be a stimulus for an art or story writing/poetry project. Ideally, the children would use the piece as a starting point for their own composition. Each piece has support materials on the BBC website (full orchestral performances, discussion clips and links to information about key instruments). Although the discussion/introductory clips are more suitable for KS2, some of the animations could be used with or without sound for younger children.

<http://www.bbc.co.uk/programmes/articles/qt76WSzksPSPmkj9tbV0p9/the-pieces-and-composers>

Please play 'Full orchestral performance' before anything else so children don't hear what other people think before they formulate their own ideas. They don't need to watch it, if you would prefer them to just listen.

Year	Composer	Piece	Notes
N/R	Mozart	Horn Concerto Number 4	catch me if you can/chasing music
1	Grieg	In the Hall of the Mountain King from Peer Gynt*	escaping from the trolls
2	Mussorgsky	A Night on the Bare Mountain	story of wild and wicked witches' party Y1/2 clips a bit scary but great fairy story link plus link between the two pieces
3	Stravinsky	The Firebird	Originally link to <i>Ferno</i> – link to myths/legends
4	Handel	Zadok the Priest	coronation piece - choral UEFA Champions League
5	Bach	Toccat and Fugue in D Minor	works well with Whitby – 'spooky' soundtrack
6	Beethoven	Symphony Number 5 (1 st movement)	most famous motif in musical history