



Kennington C.E. Academy

A member of Aquila, the Diocese of Canterbury Academies Trust



We are an Inclusive Community where Christian values empower us. With God's guidance we work with pride and passion to create life-long learners who fulfil their potential. If we work together, we will be the very best that we can be: achieving, celebrating and succeeding whilst having fun

Long Term Planning

Music 2023-2024

Subject Lead – Chris Ramsden

In the new LTP there is a revised focus of ensuring that all aspects of music are covered each lesson.

The MMC sets out sequences of learning in the following key areas that, when taken together, all contribute towards the steadily increasing development of musicianship.

- Singing
- Listening
- Composing
- Performing/Instrumental Performance.

These will be the primary focus of every term (alongside appraising) although each lesson will change and the final piece / outcome will vary. Each lesson will have a structure but within this children will have the opportunity to revisit, revise, practise and refine their work (structured repetition). As such it is not appropriate or indeed helpful to identify only one objective per lesson, rather all objectives will be visited and children will move to a deeper understanding of these.

The vocabulary of music will be displayed and referred to during lessons and children will be encouraged and expected to use it in describing what they are listening to and in their own and the work of others. Children will be explicitly taught the structure of music and notation and given opportunities to use this practically.

A range of materials will be used to support good teaching. Each year group should be taught using Kapow, BBC 10 pieces planning and other high quality materials. There will be a shared performance each term and evidence will be gathered, both of the performance and the shared collaboration and process of this music making.

Where possible, and in as much as it is useful, links will be made with other learning, however this must be within the framework of the above and not just learning a song about.... although this is to be encouraged as an additional part of music lessons.

BAEM will be included through teaching different genres and western musical traditions as suggested in the MMC guidance. Teachers will be teaching the history of different genres such as: Sister Rosetta Tharpe - Rock n Roll. Each term an influential musician will be discussed e.g. Aretha Franklin; Bob Marley; Stormzy. Additionally BAEM are included in the western music each year group will teach e.g.

Samba – Sergio Mendes / Carlinhos; Calypso – Trinidad Steel Band; Indian – Kishori Amonkar; Choral – Ladysmith Black Mambazo.

EYFS and Key Stage 1

EYFS and Key Stage 1 are taught in our feeder school – Downsview infant school. To ensure our curriculum meets progression skills throughout both school we regularly work together.

EYFS

	Listening and appraising	Explore and create (games)	singing	composition	improvisation	playing	Share and perform
Knowledge	<ul style="list-style-type: none"> • To know twenty nursery rhymes off by heart. • To know the stories of some of the nursery rhymes. 	<ul style="list-style-type: none"> • To know that we can move with the pulse of the music. • To know that the words of songs can tell stories and paint pictures. 	<ul style="list-style-type: none"> • To sing or rap nursery rhymes and simple songs from memory. • Songs have sections 	<ul style="list-style-type: none"> • To know one note on an instrument- 			<ul style="list-style-type: none"> • A performance is sharing music.
Skills	<ul style="list-style-type: none"> • To learn that music can touch your feelings. • To enjoy moving to music by dancing, marching, being animals or Pop stars 	<ul style="list-style-type: none"> Find the pulse • copy and clap the rhythm • explore high and low voices • invent a pattern using one pitched note • invent a melody or pattern using 2 pitched notes 	<ul style="list-style-type: none"> • To sing along with a pre-recorded song and add actions. • To sing along with the backing track. 	<ul style="list-style-type: none"> • Invent a pattern to go with a song using one note. 			<ul style="list-style-type: none"> • Perform any of the nursery rhymes by singing and adding actions or dance. • Perform any nursery rhymes or songs adding a simple instrumental part. • Record the performance to talk about

Year 1

	Listening and appraising	Explore and create (games)	singing	composition	improvisation	playing	Share and perform
Knowledge	<ul style="list-style-type: none"> • To know 5 songs off by heart. • To know what the songs are about. • To know and recognise the sound and names of some of the instruments they use. 	<ul style="list-style-type: none"> • To know that music has a steady pulse, like a heartbeat. • To know that we can create rhythms from words, our names, favourite food, colours and animals. 	<ul style="list-style-type: none"> • To confidently sing or rap five songs from memory and sing them in unison 	<ul style="list-style-type: none"> • Composing is like writing a story with music. • Everyone can compose. 	<ul style="list-style-type: none"> • Improvisation is about making up your own tunes on the spot • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • Everyone can improvise! 	<ul style="list-style-type: none"> • Learn the names of the notes in their instrumental part from memory or when written down. • Learn the names of the instruments they are playing. 	<ul style="list-style-type: none"> • A performance is sharing music with other people, called an audience.

Skills	<ul style="list-style-type: none"> • To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. 	<ul style="list-style-type: none"> • Find The Pulse! • Listen to the rhythm and clap back. -two syllables whilst marching to the steady beat • Create rhythms for others to copy • Listen and sing back. Use your voices to copy back using 'la' • Pitch Copy Back and Vocal Warm-up Use your voices to copy back using 'la'. 	<ul style="list-style-type: none"> • Learn about voices, singing notes of different pitches (high and low). • Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. • Learn to start and stop singing when following a leader. 	<ul style="list-style-type: none"> • Help to create a simple melody using one, two or three notes. • Learn how the notes of the composition can be written down and changed if necessary 	<ul style="list-style-type: none"> • Clap and Improvise • Sing, Play and Improvise 	<ul style="list-style-type: none"> • Treat instruments carefully and with respect. • Play a tuned instrumental part with the song they perform. • Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts. • Listen to and follow musical instructions from a leader. 	<ul style="list-style-type: none"> • Choose a song they have learnt from the Scheme and perform it. • They can add their ideas to the performance. • Record the performance and say how they were feeling about it.
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Year 2

	Listening and appraising	Explore and create (games)	singing	composition	improvisation	playing	Share and perform
Knowledge	<ul style="list-style-type: none"> • To know five songs off by heart. • To know some songs have a chorus or a response/answer part. • To know that songs have a musical style. 	<ul style="list-style-type: none"> • To know that music has a steady pulse, like a heartbeat. • To know that we can create rhythms from words, our names, favourite food, colours and animals. • Rhythms are different from the steady pulse. • We add high and low sounds, pitch, when we sing and play our instruments. 	<ul style="list-style-type: none"> • To confidently know and sing five songs from memory. • To know that unison is everyone singing at the same time. • Songs include other ways of using the voice e.g. rapping (spoken word). • To know why we need to warm up our voices. 	<ul style="list-style-type: none"> • Composing is like writing a story with music. • Everyone can compose. 	<ul style="list-style-type: none"> • Improvisation is making up your own tunes on the spot. • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • Everyone can improvise, and you can use one or two notes. 	<ul style="list-style-type: none"> • Learn the names of the notes in their instrumental part from memory or when written down. • Know the names of untuned percussion instruments played in class. 	<ul style="list-style-type: none"> • A performance is sharing music with an audience. • A performance can be a special occasion and involve a class, a year group or a whole school. • An audience can include your parents and friends.

Skills	<ul style="list-style-type: none"> • To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. • To learn how songs can tell a story or describe an idea. 	<p>Find The Pulse!</p> <ul style="list-style-type: none"> • Listen to the rhythm and clap back. -two syllables whilst marching to the steady beat • Create rhythms for others to copy • Listen and sing back. Use your voices to copy back using 'la' • Pitch Copy Back and Vocal Warm-up Use your voices to copy back using 'la'. 	<ul style="list-style-type: none"> • Learn about voices singing notes of different pitches (high and low). • Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). • Learn to find a comfortable singing position. • Learn to start and stop singing when following a leader 	<ul style="list-style-type: none"> • Help create three simple melodies with the Units using one, three or five different notes. • Learn how the notes of the composition can be written down and changed if necessary. 	<ul style="list-style-type: none"> • Clap and Improvise • Sing, Play and Improvise 	<ul style="list-style-type: none"> • Treat instruments carefully and with respect. • Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts • Play the part in time with the steady pulse. • Listen to and follow musical instructions from a leader. 	<ul style="list-style-type: none"> • Choose a song they have learnt from the Scheme and perform it. • They can add their ideas to the performance. • Record the performance and say how they were feeling about it.
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YEAR 3

Year 3 Objectives to be addressed throughout the year and revisited each term/lesson

Listen and Appraise

- To discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary.
- To understand that music from different parts of the world has different features.
- To recognise and explain the changes within a piece of music using musical vocabulary.
- To describe the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.
- To begin to show an awareness of metre.
- To begin to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.
- To understand that music from different times has different features.

Composing

- To compose a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing).
- To combine melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).
- To use letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.
- To suggest and implement improvements to their own work, using musical vocabulary.

Performing

- To sing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.
- To sing and play in time with peers, with some degree of accuracy and awareness of their part in the group performance.
- To perform from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.

Year 3 Vocabulary:

Duration

- To know that different notes have different durations, and that crotchets are worth one whole beat.
- To know that written music tells you how long to play a note for.

Dynamics

- To know that the word 'crescendo' means a sound getting gradually louder.

Pitch:

- To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad.
- To know that some traditional music around the world is based on five-notes called a 'pentatonic' scale.
- To understand that a pentatonic melody uses only the five notes C D E G A.

Notation

- To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.

Structure

- To know that in a ballad, a 'stanza' means a verse.
- To know that music from different places often has different structural features, eg traditional Chinese music is based on the five-note pentatonic scale.

Timbre

- To understand that the timbre of instruments played affect the mood and style of a piece of music.

Texture

- To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music.

Additional vocabulary:

Intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.

Year 3 Term 1 to Term 6

Over the year the children will experience:

End of year expectations:

By the end of the year children will

- understand and discuss the dimensions of music (pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure)
- learn and perform songs in two parts
- perform and evaluate own compositions
- learn notation and convey musical compositions by the use of graphic scores
- by the end of the year children will begin to develop an understanding of the history and context of music
- continue to learn to play and make musical decisions together when composing
- develop understanding of the importance of communicating to audience when singing and performing.

YEAR 4

In year 4, children have access to dedicated music lessons on the guitar. This planning is for those children who do not follow the guitar plan.

Listen and Appraise

- To recognise the use and development of motifs in music.
- To identify gradual dynamic and tempo changes within a piece of music.
- To recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary.
- To identify common features between different genres, styles and traditions of music.
- To recognise, name and explain the effect of the interrelated dimensions of music.
- To identify scaled dynamics (crescendo/decrescendo) within a piece of music.
- To use musical vocabulary to discuss the purpose of a piece of music.
- To use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.
- To recognise and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.

Composing

- To compose a coherent piece of music in a given style with voices, bodies and instruments.
- To begin to improvise musically within a given style.
- To develop melodies using rhythmic variation, transposition, inversion, and looping.
- To create a piece of music with at least four different layers and a clear structure.
- To use letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions.
- To suggest improvements to others' work, using musical vocabulary.

Performing

- To sing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.
- To sing and play in time with peers with accuracy and awareness of their part in the group performance.
- To play melody parts on tuned instruments with accuracy and control and developing instrumental technique.
- To play syncopated rhythms with accuracy, control and fluency.

Guitar tuition

- <https://www.kentinteractivemusic.co.uk/search?search%5Bterm%5D=guitar>
- <https://www.bbc.co.uk/search?q=Guitar+tuition>

Year 4 Vocabulary:

Duration

- To know that combining different instruments playing different rhythms creates layers of sound called 'texture'.
- To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.
- To know that a motif in music can be a repeated rhythm.

Dynamics

- To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.

Notation

- To know that 'performance directions' are words added to music notation to tell the performers how to play.

Pitch

- To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll.
- To know that a glissando in music means a sliding effect played on instruments or made by your voice.
- To know that 'transposing' a melody means changing its key, making it higher or lower pitched.

Structure

- To know that deciding the structure of music when composing can help us create interesting music with contrasting sections.
- An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.
- To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music.

Tempo

- To know that playing in time means all performers playing together at the same speed.

Texture

- To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'.
- To understand that harmony means playing two notes at the same time, which usually sound good together.

Timbre

- To know that grouping instruments according to their timbre can create contrasting 'textures' in music.
- To understand that both instruments and voices can create audio effects that describe something you can see.

Additional vocabulary:

Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.

Year 4 Term 1 to Term 6

Over the year the children will experience:

- **Tuned instrument for three terms - Guitar – Make Time For Music**
- **Changes in pitch, tempo and dynamics**
- **Rock and roll**
- **Samba**

End of year expectations

By the end of the year children will:

- understand and discuss the dimensions of music (pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure)
- learn and perform songs in two parts
- preform and evaluate own compositions
- learn notation and convey musical compositions by the use of graphic scores
- begin to develop an understanding of the history and context of music
- continue to learn to play and make musical decisions together when composing
- develop understanding of the importance of communicating to audience when singing and performing.

YEAR 5

Year 5 Objectives to be addressed throughout the year and revisited each term/lesson.

Listening

- To recognise and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.).
- To represent the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.
- To compare, discuss and evaluate music using detailed musical vocabulary.
- To develop confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.
- To confidently discuss the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time.

Composing

- To composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).
- To improvise coherently within a given style.
- To combine rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.
- To use staff notation to record rhythms and melodies.
- To select, discuss and refine musical choices both alone and with others, using musical vocabulary with confidence.
- To suggest and demonstrate improvements to own and others' work.

Performing

- To sing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.
- To work as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.
- To perform with accuracy and fluency from graphic and simple staff notation.
- To play a simple chord progression with accuracy and fluency.

Year 5 Vocabulary:

Duration

- To know that 'poly-rhythms' means many different rhythms played at once.
- To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.

Dynamics

- To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.

Notation

- To know that simple pictures can be used to represent the structure (organisation) of music.
- To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.

Pitch

- To understand that a minor key (pitch) can be used to make music sound sad.
- To understand that major chords create a bright, happy sound.
- To know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down.
- To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.

Structure

- To know that a loop is a repeated rhythm or melody, and is another word for ostinato.
- To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.

Tempo

- To understand that a slow tempo can be used to make music sound sad.
- To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.

Texture

- To understand that a chord is the layering of several pitches played at the same time.
- To know that poly-rhythms means many rhythms played at once.

Timbre

- To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.

Additional vocabulary:

Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.

Year 5 Term 1 to Term 6**Over the year the children will experience:**

- Tuned instrument – Recorder stage 2 does need to replace a unit.

End of year Expectations.

By the end of the key stage, children will:

- listen with direction to a wide range of high quality music
- confidently recognise varied musical styles
- improvise in ensemble and solo contexts
- play and perform in an ensemble context
- develop the skills to read formal notation
- sing, considering correct breathing, posture and quality of sound. Understand how parts fit together.

YEAR 6

Year 6 Objectives to be addressed throughout the year and revisited each term/Lesson

Listen and Appraise

- To discuss musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.
- To recognise and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music).
- To represent changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.
- To identify the way that features of a song can complement one another to create a coherent overall effect.
- To use musical vocabulary correctly when describing and evaluating the features of a piece of music.
- To evaluate how the venue, occasion and purpose affects the way a piece of music sounds.
- To confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.
- To discuss musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.

Composing

- To improvise coherently and creatively within a given style, incorporating given features.
- To compose a multi-layered piece of music from a given stimulus with voices, bodies and instruments.
- To compose an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.
- To develop melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.
- To record own composition using appropriate forms of notation and/or technology and incorporating.
- To constructively critique their own and others' work, using musical vocabulary.

Performing

- To sing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.
- To work as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group.
- To perform a solo or taking a leadership role within a performance.
- To perform with accuracy and fluency from graphic and staff notation and from their own notation.
- To perform by following a conductor's cues and directions.

Year 6 Vocabulary:

Duration

- To understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms.
- To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.
- To know that a quaver is worth half a beat.

Dynamics

- **To know that a melody can be adapted by changing its dynamics.**

Notation

- To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'.
- To know that chord progressions are represented in music by Roman numerals.

Pitch

- To know that the Solfa syllables represent the pitches in an octave.
- To understand that 'major' key signatures use note pitches that sound cheerful and upbeat.
- To understand that 'minor' key signatures use note pitches that can suggest sadness and tension.
- To know that a melody can be adapted by changing its pitch.

Structure

- To know that a chord progression is a sequence of chords that repeats throughout a song.
- To know that a 'theme' in music is the main melody and that 'variations' are when this melody has been changed in some way.

Tempo

- To know that a melody can be adapted by changing its dynamics, pitch or tempo.

Texture

- To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change.
- To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.

Timbre

- To know that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright.

Additional vocabulary:

style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.

Year 6 Term 1 to Term 6

Over the year the children will experience:

- **Tuned Instrument – Ocarina**
- **Theme and variations (Theme: Pop Art)**
- **Songs of World War 2**
- **Film music**
- **Night Ferry**
- **End of year Performance**

End of year expectations

By the end of the key stage, children will:

- listen with direction to a wide range of high quality music
- confidently recognise varied musical styles
- improvise in ensemble and solo contexts
- play and perform in an ensemble context
- develop skills in reading formal notation.
- sing, considering correct breathing, posture and quality of sound. Understand how parts fit together.