Music Long Term Plan

Race Leys Infant School

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| Year Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Reception | **Vocalising and Singing**  I can listen to simple songs.  I can begin to learn and sing simple songs.  I can copy a simple clapped rhythm. | **Moving and Dancing**  I can listen to music and move my body.  I can move in time to a pulse/beat.  I can start and stop dancing when I hear different sounds.  **Vocalising and Singing**  I can learn songs.  I can perform songs to an audience. | **Hearing and Listening**  I can listen to familiar songs.  I can listen to a variety of new music.  I can use words to describe sounds that I hear in the environment.  I can copy a short rhythm.  I am beginning to recognise what sounds some instruments make. | **Exploring and Playing**  I can explore instruments to make different sounds.  I can sing familiar songs.  I can sometimes play an instrument whilst singing a song.  **Moving and Dancing**  I can listen to music and move my body in different ways. | **Hearing and Listening**  I can listen to sounds in the outside environment.  I can take turns to play sounds on body parts and instruments.  I can say which sounds I like and which sounds I don’t like. | **Exploring and Playing**  I can choose to make music by using instruments.  I can take turns when playing an instrument.  I am beginning to make a visual pattern to describe a sound I make.  **Vocalising and Singing**  I can sing songs that I have learnt.  I can make my voice go high and low.  I can copy a simple tune that I have heard. |
| Year 1 | **Introducing Beat**  I understand and recognise the difference between pulse/beat and rhythm.  I can keep a simple pulse and move to the beat.  I can copy and perform simple rhythms.  I can identify long and short sounds.  I can recognise the difference between high and low notes.  I know how to sit and stand to perform a song. | **Rhythm and Pitch**  I can sing as part of a group.  I can say how a piece of music makes me feel.  I am beginning to play an instrument in a song.  I am beginning to recognise what some instruments sound like.  I am beginning to experiment with musical ideas. | **Introducing Tempo and Dynamics**  I can say when music is fast or slow (tempo).  I can say if a piece gets faster or slower.  I can say when music is loud or quiet (dynamics).  I can say if a piece gets louder or quieter.  I can make loud sounds and quiet sounds (dynamics). | **Combining Pulse, Rhythm and Pitch**  I can combine pulse/beat and rhythm.  I can combine rhythm and pitch.  I am beginning to understand how rhythm and pitch combine to make music.  I am beginning to understand the difference between composing and improvising. | **Having fun with Improvising.**  I can use clapping to create question and answer phrases in improvising.  I am beginning to use instruments to improvise in a song.  I can breathe carefully when singing slow songs.  I can listen and respond to different styles of music. | **Exploring sounds and creating a story**  I can sing as part of a group.  I can think about how music sometimes tells a story.  I can listen and respond to music that makes me think of a picture or story.  I am beginning to play an instrument along to a backing track. |
| Ongoing Music | Use my voice expressively and creatively by singing songs and speaking chants and rhymes.  I can listen with concentration and understanding to a range of high-quality live and recorded music across different musical periods and styles.  I can perform a song I have learnt. | | | | | |
| Year 2 | **Exploring simple patterns**  I can notice interesting patterns in music that I hear.  I can sing songs as part of a group.  I can begin to use simple musical patterns to create music.  I can listen and respond to music and say how dynamics are used to give different feelings to music. | **Dynamics and Tempo**  I can learn to sing, listen and respond to different styles of music.  I can say how dynamics (loud/soft) and tempo (speed) adds to the music.  I am beginning to compose music using a graphics score.  I can improvise a rhythm along to a backing track using body sounds or instruments. | **Exploring feelings through music**  I can say how different music makes me feel.  I can look at words for songs and say what they might mean.  I am beginning to use tuned instruments to play music.  I can listen and respond to music using words and movements. | **Inventing a musical story**  I can sing songs in different styles.  I am beginning to sing question and answer phrases (taking it in turns).  I can use musical vocabulary - tempo (speed) and dynamics (volume) when talking about music.  I can play tuned instruments to accompany music.  I am beginning to improvise a tune (making up my own). | **Music that makes you dance**  I can create dances for music that I listen to.  I am beginning to compose music based on a piece that I have heard.  I can listen to music from around the world and begin to recognise different styles.  I am beginning to learn what a melody phrase is and draw a simple pattern to represent when the music goes up and down.  I can say how music is used to represent an image (eg flying music)  I can recognise the sounds of some instruments. | **Exploring improvisation**  I can sing songs in different styles from around the world.  I can play a tuned instrument along with a piece of music.  I am beginning to challenge myself to play a harder tune.  I can improvise patterns using up to 3 notes.  I can take lyrics from a song to improvise new lyrics.  I can play a tune I have created more than once. |
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