



Long Term Plan: [Music](#)

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

At Annfield Plain Junior School we aim to ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

		<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
YEAR 3	Topic/ No of lessons	Autumn 1 - Writing Music Down Autumn 2 - Playing in a Band (Units from Charanga) Whole School Nativity Performance (Autumn)	Spring 1 – Compose Using Your Imagination Spring 2 – More Musical Styles (Units from Charanga)	Summer 1 – Enjoying Improvisation Summer 2 – Opening Night (Units from Charanga)
		Active Listening and Appraising Sessions	Active Listening and Appraising Sessions	Active Listening and Appraising Sessions
	Key vocabulary (All KS2)	loud, quiet, fast, slow, music, instrument, play, song, sing, volume, write music, compose, composer, conductor, pitch, rhythm, guitar, ukulele, penny whistle, violin, trumpet, piano, drums, names of untuned percussion instruments, bar, , orchestra, brass, wind, percussion, instrumental, vocal, notation, stave, treble clef, performance, choir, ensemble, crescendo, diminuendo, decrescendo, melody, harmony, genre, opera, pop music, jazz, folk and traditional, rock music, classical music, Acapella, lento, adagio, crotchet, crotchet rest, note, tied crotchet, minim, quaver, quaver rest, semibreve, semiquaver dotted notes, time signature, key signature, rhythm (a deeper definition), scale, major, minor, pentatonic, mode, soprano, alto, tenor, bass, fine, legato, staccato, chord, block chord, arpeggio, glissando, ostinato, riff, bass clef, timbre.		
	Key knowledge and skills	<p>Throughout the year children develop knowledge and skills within various strands of music including: Pulse, Rhythm, Melody (and notation), Active Listening and Appraising, Composing and Improvising, Performing, and Singing.</p> <p>Pulse (Y3) Pulse Keep a steady pulse in a group and solo without musical accompaniment; demonstrate 2/4, ¾ and 4/4 in at least 3 different tempos.</p> <p>Rhythm (Y3) Perform more extended rhythms that use crotchets, quavers, minims and their rests.</p> <p>Melody and notation (Y3) Identify and describe musical features in pieces from different traditions; sing or play back simple melodies that are heard.</p> <p>Composing and Improvising (Y3) Use tuned percussion/melodic instruments as well as voice to perform 3+ note melodies and simple rhythms.</p> <p>Performing (Y3) Sing songs and folk rounds whilst accompanied by ostinatos from the group.</p> <p>Singing (Y3) Perform from and compose 3 pitched notes and simple rhythms (crotchets, quavers, minims and rests).</p> <p>Active Listening and Appraising (KS2).</p> <p>Children will have dedicated lessons where they will listen to a wide variety of recorded and live music. Music genres covered will include folk, jazz, instrumental orchestral, opera, pop, gospel, musical theatre, and rock. The music genres covered will incorporate music from around the world and from various periods in history. Children will be given the opportunity to appreciate the music. They will be encouraged to share their opinions, thoughts and emotions of the music heard/ musicians seen with increasing detail and musical vocabulary. Music will also be used to develop P4C discussions.</p>		
Working as a Musician	Children will need/develop:	Children will need/develop:	Children will need/develop:	

		<ul style="list-style-type: none"> skills relating to music strands listed above. speaking and listening skills communications skills. confidence. resilience. 	<ul style="list-style-type: none"> skills relating to music strands listed above. speaking and listening skills communications skills. confidence. resilience. 	<ul style="list-style-type: none"> skills relating to music strands listed above. speaking and listening skills communications skills. confidence. resilience.
	Pre and post assessment	Charanga assessments Teacher assessment	Charanga assessments Teacher assessment	Charanga assessments Teacher assessment
	Links with other subjects	Speaking and Listening P4C	Speaking and Listening P4C	Speaking and Listening P4C
	Possible resources/websites	https://charanga.com/	https://charanga.com/	https://charanga.com/

		<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
YEAR 4	Topic/ No of lessons	<p>All children in Year 4 are taught to play the Ukulele. Lessons are delivered on a weekly basis and taught by a specialist music teacher from Durham Music Services.</p> <p>Children will perform a showpiece at the end of year Singing Picnic.</p> <p>Whole School Nativity Performance (Autumn)</p>		
		Active Listening and Appraising Sessions	Active Listening and Appraising Sessions	Active Listening and Appraising Sessions
	Key vocabulary (All KS2)	<p>loud, quiet, fast, slow, music, instrument, play, song, sing, volume, write music, compose, composer, conductor, pitch, rhythm, guitar, ukulele, penny whistle, violin, trumpet, piano, drums, names of untuned percussion instruments, bar, , orchestra, brass, wind, percussion, instrumental, vocal, notation, stave, treble clef, performance, choir, ensemble, crescendo, diminuendo, decrescendo, melody, harmony, genre, opera, pop music, jazz, folk and traditional, rock music, classical music, Acapella, lento, adagio, crotchet, crotchet rest, note, tied crotchet, minim, quaver, quaver rest, semibreve, semiquaver dotted notes, time signature, key signature, rhythm (a deeper definition), scale, major, minor, pentatonic, mode, soprano, alto, tenor, bass, fine, legato, staccato, chord, block chord, arpeggio, glissando, ostinato, riff, bass clef, timbre.</p>		

	Key knowledge and skills	<p>Throughout the year children develop knowledge and skills within various strands of music including: Pulse, Rhythm, Melody (and notation), Active Listening and Appraising, Composing and Improvising, Performing, and Singing. Pulse (Y4) On a tuned instrument, keep a steady pulse in 2/4, 3/4 and 4/4 time signatures and in different tempos with other pupils playing another ostinato to accompany. Rhythm (Y4) Perform pieces with at least 2 rhythms happening together, recognise and clap back rhythms using single quaver rests. Melody and notation (Y4) Compare pieces of music in different traditions; perform music heard aurally that contains 2 + different parts at the same time. Composing and Improvising (Y4) Perform 5+ note melodies (or 4+ chords) and more complex rhythms on a tuned instrument. Performing (Y4) Sing pieces in two parts that have melodies or counter-melodies. Singing (Y4) Perform from and compose using 5 pitched notes (or 4 chords).</p> <p>Active Listening and Appraising (KS2 Autumn/Spring/Summer) Children will have dedicated lessons where they will listen to a wide variety of recorded and live music. Music genres covered will include folk, jazz, instrumental orchestral, opera, pop, gospel, musical theatre, and rock. The music genres covered will incorporate music from around the world and from various periods in history. Children will be given the opportunity to appreciate the music. They will be encouraged to share their opinions, thoughts and emotions of the music heard/ musicians seen with increasing detail and musical vocabulary. Music will also be used to develop P4C discussions.</p>		
	Working as a Musician	<p>Children will need/develop:</p> <ul style="list-style-type: none"> skills relating to music strands listed above. speaking and listening skills communications skills. confidence. resilience. 	<p>Children will need/develop:</p> <ul style="list-style-type: none"> skills relating to music strands listed above. speaking and listening skills communications skills. confidence. resilience. 	<p>Children will need/develop:</p> <ul style="list-style-type: none"> skills relating to music strands listed above. speaking and listening skills communications skills. confidence. resilience.
	Pre and post assessment	Assessment from Durham Music Services Teacher Assessment	Assessment from Durham Music Services Teacher Assessment	Assessment from Durham Music Services Teacher Assessment
	Links with other subjects	Speaking and Listening P4C	Speaking and Listening P4C	Speaking and Listening P4C
	Possible resources/websites	https://charanga.com/	https://charanga.com/	https://charanga.com/

		Autumn	Spring	Summer
YEAR 5	Topic/ No of lessons	<p>All children in Year 5 are taught to play a brass instrument (trumpet or trombone). Lessons are delivered on a weekly basis and taught by a specialist music teacher from Durham Music Services.</p> <p>Children will perform a showpiece at the end of year Singing Picnic.</p> <p>Whole School Nativity Performance (Autumn)</p>		
		Active Listening and Appraising Sessions	Active Listening and Appraising Sessions	Active Listening and Appraising Sessions
	Key vocabulary (All KS2)	<p>loud, quiet, fast, slow, music, instrument, play, song, sing, volume, write music, compose, composer, conductor, pitch, rhythm, guitar, ukulele, penny whistle, violin, trumpet, piano, drums, names of untuned percussion instruments, bar, , orchestra, brass, wind, percussion, instrumental, vocal, notation, stave, treble clef, performance, choir, ensemble, crescendo, diminuendo, decrescendo, melody, harmony, genre, opera, pop music, jazz, folk and traditional, rock music, classical music, Acapella, lento, adagio, crotchet, crotchet rest, note, tied crotchet, minim, quaver, quaver rest, semibreve, semiquaver dotted notes, time signature, key signature, rhythm (a deeper definition), scale, major, minor, pentatonic, mode, soprano, alto, tenor, bass, fine, legato, staccato, chord, block chord, arpeggio, glissando, ostinato, riff, bass clef, timbre.</p>		
	Key knowledge and skills	<p>Throughout the year children develop knowledge and skills within various strands of music including:</p> <p>Pulse, Rhythm, Melody (and notation), Active Listening and Appraising, Composing and Improvising, Performing, and Singing.</p> <p>Pulse (Y5) On a tuned instrument, regularly and accurately perform pieces in at least contrasting tempos and time signatures.</p> <p>Rhythm (Y5) Perform pieces which use off-beat and dotted rhythms and single quaver rests.</p> <p>Melody and notation (Y5) Whilst listening, pick out and perform syncopated and off-beat rhythm; be able to explain why that music uses those types of rhythms.</p> <p>Composing and Improvising (Y5) Perform 8 note melodies or develop chord progressions (e.g. 2+chords per bar) and more complex rhythms.</p> <p>Performing (Y5) Sing pieces, including those from classical tradition, with a range of at least 8 notes and pieces with at least 2 different parts.</p> <p>Singing (Y5) Perform from and compose with 5-8 different notes; capture the work in different formats so it can be recreated.</p> <p>Active Listening and Appraising (KS2)</p> <p>Children will have dedicated lessons where they will listen to a wide variety of recorded and live music. Music genres covered will include folk, jazz, instrumental orchestral, opera, pop, gospel, musical theatre, and rock. The music genres covered will incorporate music from around the world and from various periods in history. Children will be given the opportunity to appreciate the music. They will be encouraged to share their opinions, thoughts and emotions of the music heard/ musicians seen with increasing detail and musical vocabulary. Music will also be used to develop P4C discussions.</p>		
Working as a Musician	Children will need/develop:	Children will need/develop:	Children will need/develop:	

		<ul style="list-style-type: none"> skills relating to music strands listed above. speaking and listening skills communications skills. confidence. resilience. 	<ul style="list-style-type: none"> skills relating to music strands listed above. speaking and listening skills communications skills. confidence. resilience. 	<ul style="list-style-type: none"> skills relating to music strands listed above. speaking and listening skills communications skills. confidence. resilience.
	Pre and post assessment	Assessment from Durham Music Services Teacher Assessment	Assessment from Durham Music Services Teacher Assessment	Assessment from Durham Music Services Teacher Assessment
	Links with other subjects	Speaking and Listening P4C	Speaking and Listening P4C	Speaking and Listening P4C
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		<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
YEAR 6	Topic/ No of lessons	<p>Active Listening and Appraising Sessions</p> <p>Whole School Nativity Performance</p>	<p>Active Listening and Appraising Sessions</p>	<p>All children in Year 6 participate in Samba Drumming sessions. Lessons are delivered on a weekly basis and taught by a specialist music teacher from Tanfield Secondary School. (Transition Unit)</p> <p>Children will perform a showpiece at the end of year Singing Picnic.</p> <p>Year 6 Leavers Performance</p>
	Key vocabulary (All KS2)	<p>loud, quiet, fast, slow, music, instrument, play, song, sing, volume, write music, compose, composer, conductor, pitch, rhythm, guitar, ukulele, penny whistle, violin, trumpet, piano, drums, names of untuned percussion instruments, bar, , orchestra, brass, wind, percussion, instrumental, vocal, notation, stave, treble clef, performance, choir, ensemble, crescendo, diminuendo, decrescendo, melody, harmony, genre, opera, pop music, jazz, folk and traditional, rock music, classical music, Acapella, lento, adagio, crotchet, crotchet rest, note, tied crotchet, minim, quaver, quaver rest, semibreve, semiquaver dotted notes, time signature, key signature, rhythm (a deeper definition), scale, major, minor, pentatonic, mode, soprano, alto, tenor, bass, fine, legato, staccato, chord, block chord, arpeggio, glissando, ostinato, riff, bass clef, timbre.</p>		

	Key knowledge and skills	<p>Children develop knowledge and skills within various strands of music including: Pulse, Rhythm, Melody (and notation), Active Listening and Appraising, Composing and Improvising, Performing, and Singing. Pulse (Y6) When performing solo and in an ensemble, follow direction to change tempo accurately within a piece of music. Rhythm (Y6) Perform pieces which use off-beat and dotted rhythms and single quaver rests. Melody and notation (Y6) Talk about features of music including: tempo, metre, instrumentation and melody. Understand the key features of at least four different types/genres of music. Composing and Improvising (Y6) Perform confidently and accurately individually and as part of a group. Performing (Y6) Sing musically responding to the performance directions of the piece e.g. phrasing, sing more extended harmony parts. Singing (Y6) Perform from and compose with 8 different notes. Capture the work in different formats including staff notation so it can be recreated.</p> <p>Active Listening and Appraising (KS2) Children will have dedicated lessons where they will listen to a wide variety of recorded and live music. Music genres covered will include folk, jazz, instrumental orchestral, opera, pop, gospel, musical theatre, and rock. The music genres covered will incorporate music from around the world and from various periods in history. Children will be given the opportunity to appreciate the music. They will be encouraged to share their opinions, thoughts and emotions of the music heard/ musicians seen with increasing detail and musical vocabulary. Music will also be used to develop P4C discussions.</p>		
	Working as a Musician	<p>Children will need/develop:</p> <ul style="list-style-type: none"> • skills relating to music strands listed above. • speaking and listening skills • communications skills. • confidence. • resilience. 	<p>Children will need/develop:</p> <ul style="list-style-type: none"> • skills relating to music strands listed above. • speaking and listening skills • communications skills. • confidence. • resilience. 	<p>Children will need/develop:</p> <ul style="list-style-type: none"> • skills relating to music strands listed above. • speaking and listening skills • communications skills. • confidence. • resilience.
	Pre and post assessment	Assessment from Durham Music Services Teacher Assessment	Assessment from Durham Music Services Teacher Assessment	Assessment from Durham Music Services Teacher Assessment
	Links with other subjects	Speaking and Listening P4C	Speaking and Listening P4C	Speaking and Listening P4C
Possible resources/websites	https://charanga.com/	https://charanga.com/	https://charanga.com/	

Active Listening and
Appraising Sessions from
Chranga.com

Y 3	Early Music 	Baroque 	Classical 	Romantic 
	20th Century 	Contemporary 	African 	Bhangra 
	Jazz & Blues 	Electronic 	Folk 	Gospel 
	Hip Hop 	Latin 	Motown 	Pop 
Y 6	Reggae 	Rock 	Soul, RnB & Funk 	Film, TV, Musical 