

MUSIC LTP	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3	Time Musical Focus: Beat Curriculum Link: Mathematics		Poetry Musical Focus: Performance Curriculum Link: English		Ancient World Musical Focus: Structure Curriculum Link: History	
	The children develop their understanding of beat, metre and rhythm. They combine melodic and rhythmic patterns, and use staff notation as part of a final performance.		Three contrasting poems are explored and developed. The children use voices, body percussion, instruments and movement to create their own expressive performances.		Explore Ancient Greece with music inspired by Orpheus, Echo and Theseus. the children perform a song cycle and a round, and compose their own ostinati.	
Milestone / Skills	Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music Evaluate music using musical vocabulary to identify area of likes and dislikes Create repeated patterns with a range of instruments		Choose, order, combine and control sounds to create effects Evaluate music using musical vocabulary to identify area of likes and dislikes		Create repeated patterns with a range of instruments Sing from memory with accurate pitch Sing in tune Pronounce words within a song clearly Show control of voice Evaluate music using musical vocabulary to identify area of likes and dislikes	
Year 4	Environment Musical Focus: Structure Curriculum Link: History		Communication Musical Focus: Composition Curriculum Link: English		In The Past Musical Focus: Notation Curriculum Link: PE	
	The children celebrate achievements of the 'Amazing Egyptians' and explore 20 th century minimalist music inspire by the age of Akhenaten. They arrange and perform a layered pyramid structure.		Children create a news programme, complete with theme music and school news headlines. Using songs and raps, this musical news bulletin will alert the school to the burning issues of the day.		The children use a variety of notations to build performances from different periods and styles. They learn a Renaissance dance, walk down the aisle to Wagner's 'Bridal March' and dance the 'Mashed Potato'.	
Milestone / Skills	Maintain a simple part within a group Perform with control and awareness of others Create accompaniment for tunes Use drones as accompaniments Choose, order, combine and control sounds to create effects Evaluate music using musical vocabulary to identify area of likes and dislikes		Play notes on an instrument with care so they are clear Perform with control and awareness of others Compose and perform melodic songs Use digital technologies to compose, edit and refine pieces of music Evaluate music using musical vocabulary to identify area of likes and dislikes		Play notes on an instrument with care so they are clear Evaluate music using musical vocabulary to identify area of likes and dislikes Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music	

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Year 5	At The Movies Musical Focus: Composition Curriculum Link: English		Solar System Musical Focus: Listening Curriculum Link: Science		Life Cycles Musical Focus: Structure Curriculum Link: PSHE&C	
	The children explore music from the 1920s animated films to present day movies. They learn techniques for creating soundtracks and film scores, and they compose their own movie music		The children embark on a musical journey through the solar system, exploring how our universe inspired composers including Claude Debussy, Gustav Holst and George Crumb. The children learn a song, and compose pieces linked to space.		Explore the human life cycle with music by Johannes Brahms, Luciano Berio, Franz Liszt and Claudio Monteverdi. The wide variety of musical moods, styles and genres inspires singing, performing and composing using new techniques and structures.	
Milestone / Skills	Perform with controlled breathing (voice) and skilful playing (instrument)		Create songs with verses and a chorus Create rhythmic patterns with an awareness of timbre and duration Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture, lyrics and melody		Hold a part within a round Sustain a drone or a melodic ostinato to accompany singing Choose from a wide range of musical vocabulary to accurately describe and appraise sense of occasion, solo, harmonies, accompaniments, cyclic patterns	
Year 6	Roots Musical Focus: Step Dance Performance Curriculum Link: PE		Growth Musical Focus: Street Dance Performance Curriculum Link: English		Journeys Musical Focus: Song Cycle Performance Curriculum Link: English	
	The children explore rhythm and melody in singing, movement and dance. They learn about beat, syncopation, pitch and harmony, and take a trip around the world to celebrate the universal language of music.		'The Street' is the setting for this unit of work. The children explore Ravel's 'Bolero' through rhythmical mime, learn songs with instrumental accompaniments, and create a dance to build into a street performance.		The theme of challenging journeys in life resonates through this selection of songs with thoughts of change and transition, and binds them in an optimistic and uplifting song cycle performance.	
Milestone / Skills	Thoughtfully select elements for a piece to gain a defined effect Sing or play expressively and in tune Sing a harmony part confidently and accurately Combine a variety of musical devices, including melody, rhythm and chords		Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture, lyrics and melody		Sing a harmony part confidently and accurately Convey the relationship between the lyrics and the melody Choose from a wide range of musical vocabulary to accurately describe and appraise sense of occasion, solo, harmonies	