



Davenham Church of England Primary School

**'Working Together, Playing Together, Serving God and Serving Others'**

*'...encourage one another and build each other up...'*

**1 Thessalonians 5:11.**

# LONG TERM PLAN MUSIC

**EYFS MUSIC  
END POINTS**

Sing a range of well-known nursery rhymes and songs. (ELG) (Being Imaginative and Expressive)

I can listen to a variety of music.

I can try to move in time to the music. (ELG) (Being Imaginative and Expressive)

I can explore and play with a range of percussion instruments.

I can use my voice to create a variety of sounds.

I can try to clap and march to a steady beat.

I can perform songs, rhymes, and poems with others. (ELG) (Being Imaginative and Expressive)

I can take part in a performance in front of an audience.

I can say how a piece of music makes me feel.

I can listen to music from different eras.

<b>MUSIC KSI SINGING</b>	
<b>END POINTS</b>	<b>ESSENTIAL KNOWLEDGE AND SKILLS</b>
<b>EP 1 I can use my voice to speak, sing and chant Y1</b>	Your voice and instruments can make different sounds
<b>EP 2 I can make different sounds with my voice (and with instruments) Y1</b>	Sounds can be used to represent different things. For example, you could use a rain maker to represent thunder
<b>EP 3 I can sing and follow a melody Y2</b>	Pitched instruments have a different range of notes i.e. some notes are higher and some are lower
<b>EP 8 I can sing or clap increasing and decreasing tempo Y2</b>	
<b>EP 13 I can make different sounds (with my voice) and with instruments Y1</b>	
	<b>VOCAB</b> warming up, tune, high and low, percussion, loud and quiet, fast and slow
	<b>ASSESSMENT ACTIVITY</b> Year A A2 - Create a class performance of Mr Macarella. Participate in Christmas performance Spr1 - Perform a chant varying vocal pitch and following a picture score. Year B Sum1 - Perform rhythm patterns on untuned percussion with a chant following a score.

<b>MUSIC LKS2 SINGING</b>	
<b>END POINTS</b>	<b>ESSENTIAL KNOWLEDGE AND SKILLS</b>
<b>EP 1 I can sing a tune with expression. Y3</b>	Pitched instruments and your singing voice can both perform clear notes from memory or by using music notation.
<b>EP 2 I can sing songs from memory with accurate pitch. Y4</b>	You can recognise high and low phrases when you listen carefully to music and explain the effect of silence.
<b>EP 6 I can perform a simple part rhythmically. Y4</b>	
	<b>VOCAB</b> melody, pitch, dynamics, tempo, choir, solo, duet, unpitched/pitched percussion, accompany
	<b>ASSESSMENT ACTIVITY</b> Year A A1 - Perform 'Our Place' rondo with voices and instruments. Sum2 - Perform rhythm notations on instruments encouraging children to keep in time! Year B Spr2 - Use tuned percussion to rehearse and perform a French counting song by playing one note per child. Sum2 - Chant a rhythmic accompaniment to Fizz Pop including a zzz drone.

<b>MUSIC UKS2 SINGING</b>	
<b>END POINTS</b>	<b>ESSENTIAL KNOWLEDGE AND SKILLS</b>
<b>EP 1 I can breathe in the correct place when singing Y5</b>	Your singing voice and brass instrument can perform a part in an ensemble, take a lead in a performance and create a harmonious sound.
<b>EP 2 I can sing in harmony confidently and accurately Y6</b>	Melody, rhythm and chords are dimensions in music and the tempo can be changed to either speed up or slow down the music.
<b>EP 9 Take responsibility for a brass instrument and bring it to and from school each week.</b>	A confident aural memory can recall phrases of music and can repeat the music that has been listened to.
<b>EP 10 Begin weekly Brass tuition as a whole year group with specialist tutors</b>	
<b>EP 12 Learn to read music notes on the treble clef staff and start to play short, simple pieces of music.</b>	
	<b>VOCAB</b> harmony, ensemble, performance, brass, musical notation, sharps, flats, rests, repeat
	<b>ASSESSMENT ACTIVITY</b> Y5/6 A2 - Carol sing at village events and the Christingle Service at St Wilfrid's Church. Y5 Spr2 - Learn the songs for Northwich Sings to be performed collaboratively with local schools. Y6 Sum - Perform parts from memory for the Cathedral leavers' service.

<b>MUSIC KSI LISTENING</b>	
<b>END POINTS</b>	<b>ESSENTIAL KNOWLEDGE AND SKILLS</b>
<b>EP 4 I can listen out for particular things when listening to music. Y2</b>	Sounds can be used to represent different things. For example, you could use a rain maker to represent thunder.
<b>EP 6 I can clap short rhythmic patterns. Y1</b>	Your voice and instruments can make different sounds.
<b>EP 20 I can respond to different moods in music. Y1</b>	Pitched instruments have a different range of notes i.e. some notes are higher and some are lower
<b>EP 21 I can say whether I like or dislike a piece of music. Y1</b>	A piece of music has a beginning, middle and an end, like a story.
<b>EP 23 I can listen to music from different eras. Y2</b>	
	<b>VOCAB</b> composer, listening, like, dislike, feelings
	<b>ASSESSMENT ACTIVITY</b> Year A <i>Su2 - Listen to The cuckoo from 'Carnival of the animals' and count how many times they hear the cuckoo and what is different about the very last call.</i> Year B <i>A2 - Use body and instrumental percussion to maintain a steady beat during the Christmas performance.</i>

<b>MUSIC LKS2 LISTENING</b>	
<b>END POINTS</b>	<b>ESSENTIAL KNOWLEDGE AND SKILLS</b>
<b>EP 3 I can use musical words to describe a piece of music and compositions. Y3</b>	Different sounds can create a specific mood or feeling e.g. creepy, joyful, regal, calming.
<b>EP 4 I can identify the character in a piece of music. Y4</b>	You can recognise high and low phrases when you listen carefully to music and explain the effect of silence.
<b>EP 5 I can identify and describe the different purposes of music. Y4</b>	An orchestra is a large group of musicians that sit in instrument families (string, woodwind, brass, percussion) and are led by a conductor.
<b>EP 18 I can use musical words to describe a piece of music and compositions. Y3</b>	Musical words are used to describe your own personal appreciation of a piece of music "I like/dislike this music because it's dynamics are too quiet"
<b>EP 20/21 I can explain why silence is often needed and what effect it has. Y4</b>	John Williams, an American composer has written award winning film music e.g. Star Wars, Jurassic Park, Jaws, Harry Potter.
<b>EP 22 I can recognise the work of at least one famous composer. Y3</b>	
<b>EP 23 I can begin to identify the style of work of Beethoven, Mozart, Elgar, Williams. Y4</b>	.
	<b>VOCAB</b> timbre (mood and feelings), character, silence, dynamics (loud/quiet), tempo, Beethoven, Mozart, Elgar, Williams, Britten
	<b>ASSESSMENT ACTIVITY</b> Year A Sum I - <i>Explore additional percussion sounds to perform with the song 'Gung Hay Fat Choy'</i> Year B Sum I - <i>Perform three songs about Ancient Greece in a round with an ostinato accompaniment</i>

<b>MUSIC UKS2 LISTENING</b>	
<b>END POINTS</b>	<b>ESSENTIAL KNOWLEDGE AND SKILLS</b>
<b>EP 3 I can contrast the work of a famous composer and explain my preferences. Y5</b>	Beethoven, Mozart and Elgar are all famous composers. "Elgar composed Pomp and Circumstance March No.1, better known as Land of Hope and Glory."
<b>EP 18 I can explain why I think music is successful or unsuccessful. Y5</b>	A confident aural memory can recall phrases of music and can repeat the music that has been listened to.
<b>EP 19 I can describe, contrast and evaluate music using musical vocabulary. Y5</b>	The venue, occasion and purpose of a concert can be evaluated and music can be successful or unsuccessful when appreciated, as in Come and Play with The Halle Concert at The Bridgewater Hall.
<b>EP 21 I can analyse features within different pieces of music. Y6</b>	
<b>EP 22 I can evaluate how the venue, occasion and purpose affects the way a piece of music is created. Y6</b>	
<b>EP 23 I can contrast the work of a famous composer and explain my preferences. Y5</b>	
<b>EP 24 I can compare and contrast the impact that different composers from different times have had on people of that time. Y6</b>	
	<b>VOCAB</b>
	famous composers, compare, contrast, preferences Beethoven, Mozart, Elgar, Williams, orchestra, music vocab, evaluate, venue, occasion, purpose
	<b>ASSESSMENT ACTIVITY</b>
	Y5 Spr1 - <b>Compare the work of two famous composers and explain preferences.</b> Y6 Spr1 - <b>Compare and contract different composers and analyse features within the piece of music.</b>



<b>MUSIC KSI COMPOSING</b>	
<b>END POINTS</b>	<b>ESSENTIAL KNOWLEDGE AND SKILLS</b>
<b>EP 9 I can choose sounds to represent different things. Y1</b>	A piece of music has a beginning, middle and an end, like a story.
<b>EP 10 I can make a sequence of sounds. Y1</b>	You can change the effect of music by making it faster or slower, louder or quieter.
<b>EP 11 I can create music in response to different starting points. Y2</b>	Pitched instruments have a different range of notes i.e. some notes are higher and some are lower.
<b>EP 12 I can order sounds to create a beginning, middle and an end. Y2</b>	
<b>EP 14 I can choose sounds which create an effect. Y2</b>	
<b>EP 15 I can use symbols to represent sounds. Y2</b>	
<b>EP 16 I can make connections between notations and musical sounds. Y2</b>	
<b>EP 22 I can improve my own work. Y2</b>	
	<b>VOCAB</b> percussion, rhythm, tempo, steady beat, create, order, beginning, middle and end, symbols
	<b>ASSESSMENT ACTIVITY</b> Year A Spr2 - <i>Create soundtracks for storm movies that make a noticeable difference between near and far away sounds.</i> Sum1 - <i>Play a beat to a speed indicated by a speedometer.</i> Year B Spr1 - <i>Perform the Magic Porridge Pot musical as a class</i> Sum2 - <i>Class performance of a descending melody using voice, movement and tuned instruments.</i>

<b>MUSIC LKS2 COMPOSING</b>	
<b>END POINTS</b>	<b>ESSENTIAL KNOWLEDGE AND SKILLS</b>
<b>EP 7 I can create accompaniments for tunes. Y3</b>	Different sounds can create a specific mood or feeling e.g. creepy, joyful, regal, calming.
<b>EP 8 I can improvise using repeated patterns. Y4</b>	Pitched instruments and your singing voice can both perform clear notes from memory or by using music notation.
<b>EP 9 I can combine different sounds to create a specific mood or feeling. Y3</b>	You can recognise high and low phrases when you listen carefully to music and explain the effect of silence.
<b>EP 10 I can compose melodies and songs.Y3</b>	Musical words are used to describe your own personal appreciation of a piece of music "I like/dislike this music because it's dynamics are too quiet"
<b>EP 11 I can use different elements in my composition. Y3</b>	
<b>EP 12 I can create repeated patterns with different instruments. Y3</b>	
<b>EP 14 I can use notation to record and interpret sequences of pitches.Y4</b>	
<b>EP 15 I can use notation to record compositions in small group or on my own. Y4</b>	
<b>EP 19 I can improve my work, explaining how it has been improved.Y3</b>	
	<b>VOCAB</b>
	rhythmically, tempo, pitched, non-pitched, compose, melodies, ostinato, drone, timbre, music stave, notation, treble clef
	<b>ASSESSMENT ACTIVITY</b>
	Year A
	A2 - Create a class performance of Hard hat zone song and Building site composition music.
	Spr2 - Perform Bug chant with voices, body percussion and instruments.
	Year B
	A2 - Compose and perform sound effects for a computer game.
	Spr1 - Compose and perform skeleton dance music with contrasting sections.

<b>MUSIC UKS2 COMPOSING</b>	
<b>END POINTS</b>	<b>ESSENTIAL KNOWLEDGE AND SKILLS</b>
<b>EP 4 I can improvise within a group using melodic and rhythmic phrases. Y5</b>	Musical staves and notes record music and dynamic terms refer to how loud or quiet the music should be played.
<b>EP 5 I can choose the most appropriate tempo for a piece of music. Y5</b>	A confident aural memory can recall phrases of music and can repeat the music that has been listened to.
<b>EP 6 I can change sounds or organise them differently to change the effect. Y5</b>	Melody, rhythm and chords are dimensions in music and the tempo can be changed to either speed up or slow down the music.
<b>EP 7 I can compose music which meets specific criteria. Y5</b>	
<b>EP 8 I can use a variety of different musical devices in my composition (including melody, rhythms and chords). Y6</b>	
<b>EP 11 I can use notation to record groups of pitches (chords). Y5</b>	
<b>EP 20 I can suggest improvement to my own work and that of others. Y5</b>	
	<b>VOCAB</b> composition, musical vocabulary, evaluate improvise, melodic
	<b>ASSESSMENT ACTIVITY</b> Y5A1 - Perform at an appropriate tempo on a brass instrument. Y6A1 - Perform pieces as a Brass band and maintain their own part confidently. Y6 Sum1 – Take part in Wind Band and perform at village events. Y5 Sum2 - Maintain own part while others are playing other parts as part of a large orchestral performance.

<b>MUSIC KSI PERFORMING</b>	
<b>END POINTS</b>	<b>ESSENTIAL KNOWLEDGE AND SKILLS</b>
<b>EP 17 I can use instruments to perform. Y1</b>	Your voice and instruments can make different sounds.
<b>EP 18 I can follow instructions about when to play and sing. Y1</b>	You can change the effect of music by making it faster or slower, louder or quieter.
<b>EP 19 I can perform simple patterns and accompaniments keeping a steady pulse. Y2</b>	
<b>EP 5 I can repeat short rhythmic and melodic patterns. Y1</b>	
<b>EP 7 I can play simple rhythmic patterns on an instrument. Y2</b>	
<b>EP 22 I can improve my own work. Y2</b>	
	<b>VOCAB</b> singing, perform, nativity accompanying
	<b>ASSESSMENT ACTIVITY</b> Year A <i>AI - Create and perform a story with vocal and body percussion accompaniment with a surprise ending.</i> <i>Spr1 - Perform a chant varying vocal pitch and following a picture score.</i> Year B <i>AI - Create and perform a soundscape of school surroundings to add to the Compass Song.</i>  <i>Spr2 - In a group, create and perform a new verse for the What's Your Beat? song using the action words. Perform to the class.</i>

<b>MUSIC LKS2 PERFORMING</b>	
<b>END POINTS</b>	<b>ESSENTIAL KNOWLEDGE AND SKILLS</b>
<b>EP 13 I can play clear notes on instruments. Y3</b>	Pitched instruments and your singing voice can both perform clear notes from memory or by using music notation.
<b>EP 16 I can learn songs for a performance and sing them from memory. Y3</b>	An orchestra is a large group of musicians that sit in instrument families (string, woodwind, brass, percussion) and are led by a conductor.
<b>EP 17 I can take part in a performance by singing and speaking in front of an audience. Y4</b>	
	<b>VOCAB</b> performance, accompanying, rehearsals, narration
	<b>ASSESSMENT ACTIVITY</b> Year A Spr I - Perform melodic phrases from Pattern in the night on tuned percussion. Year B A1 - Perform a percussion accompaniment and dance with Bransle Simple

<b>MUSIC UKS2 PERFORMING</b>	
<b>END POINTS</b>	<b>ESSENTIAL KNOWLEDGE AND SKILLS</b>
<b>EP 13 I can maintain my part whilst others are performing their part. Y5</b>	The venue, occasion and purpose of a concert can be evaluated and music can be successful or unsuccessful when appreciated, as in Come and Play with The Halle Concert at The Bridgewater Hall.
<b>EP 14 I can perform parts from memory. Y6</b>	Your singing voice and brass instrument can perform a part in an ensemble, take a lead in a performance and create a harmonious sound.
<b>EP 15 I can take the lead in a performance. Y6</b>	A confident aural memory can recall phrases of music and can repeat the music that has been listened to.
<b>EP 16 Learn the pieces and songs that will be played with The Halle at The Bridgewater Hall. Y5</b>	
<b>EP 17 Perform Halle pieces for families at the end of the Summer Term. Y5</b>	
	<b>VOCAB</b>
	orchestra, audition, rehearsals, script, cast list, backstage, props, performance, theatre, audience
	<b>ASSESSMENT ACTIVITY</b>
	<p>Y6 Spr2 - Take part in weekly rehearsals and perform a musical in the local village theatre.</p> <p>Y5 Sum1 – Take part in Northwich Sings at a local venue for a larger audience.</p> <p>Y5 Sum2 - Maintain own part while others are playing other parts as part of a large orchestral performance.</p> <p>Y6 Sum2 - Perform parts from memory for the Cathedral leavers' service.</p>