



St Laurence's CE Primary School
Music Long Term Plan
Year: 3 & 4
(LKS2)



Autumn 1 Recap Recorders Whole Class Doods Year 3	Autumn 2 Developing Musical Skills Ostinati (Little Train Of The Caipira) Year 4	Spring 1 Whole Class Doods Year 3	Spring 2 Romans Year 4	Summer 1 Whole Class Doods Year 3	Summer 2 Pitch Revisited Rhythms Through Rap Year 4
<u>Key Content and Skills</u> -Demonstrate correct embouchure, posture and articulation (A, D) -Read and clap rhythms including crotchets, quavers minims and semibreves and equivalent rests with a sense of pulse (A, D) -Play the notes B, A and G consistently (A, D) -Repeat (echo) short patterns using these notes (C) -Play short pieces using these notes from traditional notation (A, D) -Compose/improvise simple short phrases using these notes (and given rhythms) (B, D) -Appreciate, understand music from different traditions, composers and musicians (E) -Develop an understanding of the history of music (Medieval and Renaissance) (F)	<u>Key Content and Skills</u> -Plays a steady beat, internalising pulse. Indicates steady beat by movement including in silence -Plays instruments with clarity, controlling subtle changes in dynamics and tempo including cresc./dim and accel./rall. -Selects and controls beats, chords or loops in music technology programmes -Performs simple rhythmic patterns and ostinati to an internalised pulse -Performs simple melodies and pitched ostinati to an internalised pulse -Follows a leader directing changes and start/stops -Maintains own part in a group piece playing rhythm on rhythm and holding a beat -Recognises the melodic line and an accompaniment in a texture -Plays using various notation as support	<u>Key Content and Skills</u> -Demonstrate correct embouchure, posture and articulation (A, D) -Read and clap rhythms including crotchets, quavers minims and semibreves and equivalent rests with a sense of pulse (A, D) -Play the notes B, A and G consistently (A, D) -Repeat (echo) short patterns using these notes (C) -Play short pieces using these notes from traditional notation (A, D) -Compose/improvise simple short phrases using these notes (and given rhythms) (B, D) -Appreciate, understand music from different traditions, composers and musicians € -Develop an understanding of the history of music (Medieval and Renaissance) (F)	<u>Key Content and Skills</u> -Confidently explores and creates sounds -Plays a steady beat, internalising pulse. Indicates steady beat by movement including in silence -Plays instruments with clarity, controlling subtle changes in dynamics and tempo including cresc./dim and accel./rall. -Performs simple rhythmic patterns and ostinati to an internalised pulse -Performs simple melodies and pitched ostinati to an internalised pulse -Follows a leader directing changes and start/stops -Maintains own part in a group piece playing rhythm on rhythm and holding a beat -Plays using various notation as support (graphic scores, rhythm notation e.g. crotchets and quavers)	<u>Key Content and Skills</u> -Demonstrate correct embouchure, posture and articulation (A, D)--Read and clap rhythms including crotchets, quavers minims and semibreves and equivalent rests with a sense of pulse (A, D) -Play the notes B, A and G consistently (A, D) -Repeat (echo) short patterns using these notes (C) -Play short pieces using these notes from traditional notation (A, D) -Compose/improvise simple short phrases using these notes (and given rhythms) (B, D) -Appreciate, understand music from different traditions, composers and musicians (E) -Develop an understanding of the history of music (Medieval and Renaissance) (F)	<u>Key Content and Skills</u> -Sings with increasing confidence, fluence and expression, songs from different traditions, genre and times -Sings in unison and in short solos -Maintains a simple part in a large group with two or more layers (rounds, drones and ostinati) -Follows musical instructions (e.g. dynamic changes) -Recognises different song structures (call and response, verse and chorus, cumulative) -Differentiates between contrasting sections (e.g. verse and chorus) and show awareness of simple phrase structure or repetition -Plays a steady beat, internalising pulse. Indicates steady beat by movement including in silence



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	<p>(graphic scores, rhythm notation e.g. crotchets and quavers)</p> <ul style="list-style-type: none"> -Performs with an awareness of a group and to an audience -Selects appropriate instruments and plays a in a variety of ways -Selects and orders sounds effectively to represent ideas or feelings, or to tell a story -Listens to and comments on high quality live and recorded music from different traditions, genre, styles and times with increasing focus and attention to detail -Listens to several layers of sound, identifying musical elements or features and discussing their effect -Listens and recalls (simple tunes) played or notated rhythms with increasing accuracy -Responds to music through movement to show understanding of mood, ideas or musical features (e.g beat, crescendo) -Listens to own music, 		<ul style="list-style-type: none"> -Performs with an awareness of a group and to an audience -Selects appropriate instruments and plays a in a variety of ways -Selects and orders sounds effectively to represent ideas or feelings, or to tell a story -Creates rhythms, melodies, lyrics or accompaniments within simple or given musical structures -Uses given or own notation (graphic symbols or rhythm notation) to improvise compose and record compositions -Listens to and comments on high quality live and recorded music from different traditions, genre, styles and times with increasing focus and attention to detail -Listens to several layers of sound, identifying musical elements or features and discussing their effect -Listens and recalls (simple tunes) played or notated rhythms with increasing accuracy 		<ul style="list-style-type: none"> -Performs simple rhythmic patterns and ostinati to an internalised pulse -Performs simple melodies and pitched ostinati to an internalised pulse -Follows a leader directing changes and start/stops -Maintains own part in a group piece playing rhythm on rhythm and holding a beat -Explores and improvises sounds or musical patterns with voice, body or instruments and music technology -Selects and orders sounds effectively to represent ideas or feelings, or to tell a story -Creates rhythms, melodies, lyrics or accompaniments within simple or given musical structures -Improvises and composes effectively to communicate ideas or moods -Improvises with growing confidence rhythms or simple tunes within musical structures (e.g. a beat, ostinato or chord sequence) -Composes and performs solo or with class or group,
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	commenting on it in order to improve it		-Listens to own music, commenting on it in order to improve it		contributing ideas to create songs, chants or pieces
<u>Vocabulary</u> Pitch Dynamics Tempo woodwind tonguing fingering embouchure	<u>Vocabulary</u> Timbre Texture Structure ostinato accelerando rallentando melodic line	<u>Vocabulary</u> Pitch Dynamics Tempo forte piano notation rests	<u>Vocabulary</u> Timbre Texture Structure crescendo diminuendo ostinato crotchet quaver	<u>Vocabulary</u> Pitch Dynamics Tempo articulation tonguing crotchet quaver minim	<u>Vocabulary</u> Pitch Duration Structure harmony octave crotchet quaver
<u>Assessment against the National Curriculum</u> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression NC Link	<u>Assessment against the National Curriculum</u> improvise and compose music for a range of purposes using the inter-related dimensions of music NC Link	<u>Assessment against the National Curriculum</u> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression NC Link	<u>Assessment against the National Curriculum</u> improvise and compose music for a range of purposes using the inter-related dimensions of music appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians NC Link	<u>Assessment against the National Curriculum</u> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression NC Link	<u>Assessment against the National Curriculum</u> improvise and compose music for a range of purposes using the inter-related dimensions of music NC Link