

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



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(graphic scores, rhythm
notation e.g. crotchets and
<mark>quavers)</mark>
-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
<mark>story</mark>
-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,

-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

-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 -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>	<u>Vocabulary</u>	<u>Vocabulary</u>	<u>Vocabulary</u>	<u>Vocabulary</u>	<u>Vocabulary</u>
Pitch	Timbre	Pitch	Timbre	Pitch	Pitch
Dynamics	Texture	Dynamics	Texture	Dynamics	Duration
Tempo	Structure	Tempo	Structure	Tempo	Structure
woodwind	ostinato	forte	crescendo	articulation	harmony
tonguing	accelerando e	piano	diminue <mark>ndo</mark>	tonguing	octave
fingering	rallentando	notation	ostinato	crotchet	crotchet
embouchure	melodic line	rests	crotchet	quaver	quaver
			quaver	minim	
Assessment against the	Assessment against the	Assessment against the	Assessment against the	Assessment against the	Assessment against the
National Curriculum	National Curriculum	National Curriculum	National Curriculum	National Curriculum	National Curriculum
play and perform in solo		play and perform in solo	improvise and compose	play and perform in solo	improvise and compose
and ensemble contexts,	improvise and compose	and ensemble contexts,	music for a range of	and ensemble contexts,	music for a range of
using their voices and	music for a range of	using their voices and	purposes using the inter-	using their voices and	purposes using the inter-
playing musical	purposes using the inter-	playing musical	related dimensions of music	playing musical	related dimensions of music
instruments with increasing	related dimensions of music	instruments with increasing		instruments with increasing	
accuracy, fluency, control		accuracy, fluency, control	appreciate and understand	accuracy, fluency, control	NC Link
and expression	NC Link	and expression	a wide range of high-quality	and expression	
			live and recorded music		
NC Link		NC Link	drawn from different		
			traditions and from great	NC Link	
			composers and musicians		
			NC Link		