

PLATT MUSIC LONG TERM PLAN:



At Platt Primary we use Music Express to support our teaching of music, drawing upon the range of musical ideas and activities that they provide.

Statements in **bold** are the National Curriculum requirements.

KEY STAGE 2:

THROUGHOUT-

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

YEAR 3 & 4	YEAR 5 & 6
<p>Play and perform in solo and ensemble context, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <ul style="list-style-type: none"> I can select a sound or instrument to achieve an effect. e.g bass drum and louder instruments to create surprise or excitement, or quiet singing or playing to create something more peaceful. I can change the way I play an instrument, learning and applying skills and techniques, to achieve different effects, e.g. damping a cymbal or letting it ring, using soft or hard beaters etc. I can play a simple ostinato or repeated phrase on a pitched instrument as an accompaniment to a song or performance I can sing simple songs in tune with expression as part of a group or on my own. 	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <ul style="list-style-type: none"> I can suggest appropriate sounds and instruments to achieve an effect for purpose, e.g. rhythmic pulse of a march, quiet singing for a lullaby, strong beat for dance music, etc. I can perform music as part of a group that uses appropriate sounds to achieve an intention, e.g. creating background music for different scenes of a story or play. I can play a separate part in a group performance, keeping in time with the group, e.g. sing or play a part in a round. I can play a separate part in a group performance, keeping in time with the group, e.g. sing or play a part in a round.
<p>Improve and compose music for a range of purposes using the interrelated dimensions of music.</p> <ul style="list-style-type: none"> I can select a sound or instrument to achieve an effect. e.g bass drum and louder instruments to create surprise or excitement, or quiet singing or playing to create something more peaceful. I can change the way I play an instrument , learning and applying skills and techniques, to achieve different effects, e.g. damping a cymbal or letting it ring, using soft or hard beaters etc. I can use crescendo (getting gradually louder), diminuendo (getting gradually quieter), and changes in tempo to create effects. I can improvise or perform cyclic patterns as part of a group performance in time with different patterns played by others, varying the effect e.g. by changing dynamics or timbres. 	<p>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p> <ul style="list-style-type: none"> I can suggest appropriate sounds and instruments to achieve an effect for purpose, e.g. rhythmic pulse of a march, quiet singing for a lullaby, strong beat for dance music, etc. I can compose music as part of a group from different starting ideas, e.g. a sea soundscape, a clock shop at midday or a haunted house. I can identify or suggest purposes for musical extracts, e.g. signature tune for a TV programme, film scores, ceremonial fanfares, dance music.

<ul style="list-style-type: none"> I can suggest improvements to group compositions, using the appropriate element vocabulary, and comment on whether the result has the intended effect. 	
Listen with attention to detail and recall sounds with increasing aural memory.	Listen with attention to detail and recall sounds with increasing aural memory.
<ul style="list-style-type: none"> I can play a simple ostinato or repeated phrase on a pitched instrument as an accompaniment to a song or performance I can improvise or perform cyclic patterns as part of a group performance in time with different patterns played by others, varying the effect e.g. by changing dynamics or timbres. I can suggest improvements to group compositions, using the appropriate element vocabulary, and comment on whether the result has the intended effect. 	<ul style="list-style-type: none"> I can make up short tunes and rhythms and organise them in structures such as 'call and response', 'ternary' or 'rondo' forms.
Use and understand staff and other musical notations	Use and understand staff and other musical notations
Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.	<ul style="list-style-type: none"> I can create and interpret simple graphic scores and recognise some symbols from staff notions.
Develop an understanding of the history 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.
	<ul style="list-style-type: none"> I can describe music I hear and compare it with music of contrasting styles and genres using appropriate element vocabulary.
	Develop an understanding of the history of music.
	<ul style="list-style-type: none"> I can describe music I hear and compare it with music of contrasting styles and genres using appropriate element vocabulary.