Thorntree Academy –Music Long Term Plan			
Year group	**Autumn**	**Spring**	**Summer**
1	Autumn 1: Understanding music Autumn 2: Singing	**Spring 1 and 2: Listening and appraisal**	**Summer 1: Improvisation** **Summer 2: Composition**
	Knowledge our pupils will know at the end of the unit and remember beyond it. **Autumn 1:** • Explore tempo (slower/faster) • Know the difference between rhythm and pulse. • To respond to a piece of music with appropriate questions and comments • To stand and sing in unison • Explore Pitch (higher/lower) **Autumn 2:** • To stand and sing in unison • To sing songs from memory. • To perform to a wellknown audience (Christmas performance)	**Knowledge our pupils will know at the end of the unit and remember beyond it.** • To know what a drum, guitar, piano and voice look and sound like. • To know the features of pop, lullaby and classical music • To respond to a piece of music with appropriate questions and comments. • To stand and sing in unison • To sing songs from memory	**Knowledge our pupils will know at the end of the unit and remember beyond it.** Summer 1: • To improvise using voice or an instrument. • To create music sound effects in response to a stimulus (soundscape) • To experiment with pitch Summer 2: • To use symbols to represent higher and lower sounds. • To know the musical symbols can be used to make melodies. Recap any missed content/objectives the children more time with.
2	Autumn 1: Understanding music Autumn 2: Singing	**Spring 1 and 2: Listening and appraisal**	**Summer 1: Improvisation** **Summer 2: Composition**
	Knowledge our pupils will know at the end of the unit and remember beyond it. **Autumn 1:** • Explore tempo (slower/faster) • Explore different types of rhythm (shorter/longer notes)	**Knowledge our pupils will know at the end of the unit and remember beyond it.** • To know the difference between marching band, rock and calypso music. • To know what a steel drum, bass guitar and a trumpet sound like. • To stand and sing in unison	**Knowledge our pupils will know at the end of the unit and remember beyond it.** **Summer 1:** • To understand the word 'improvise' • To create a musical conversation with a partner using a voice or instruments.

	• To notice when music changes and describe its effect on the listener. **Autumn 2:** • Demonstrate good singing posture • Sing to communicate the meaning of words. • Explore tempo (slower/faster) • To rehearse and perform to a wellknown audience (Christmas Performance)	• To sing songs from memory	• To choose their own instruments to tell their own story. **Summer 2:** • To recognise music notation on a stave of 5 lines • To create their own rhythmic patterns using stick notation (crotchets and minims in 4/4)
3	Autumn 1: Understanding music + notation Autumn 2: Singing	**Spring 1 and 2: Listening and appraisal**	**Summer 1: Improvisation** **Summer 2: Composition**
	Autumn 1: • To know what a 'stave' is. • To know what crotchets and quavers and their rests are. • To read and respond to crotchets, quavers and their rests. • To create a simple melody or rhythm using crotchets and their rests **Autumn 2:** • Sing with attention to clear diction • Know what good singing posture is. • Sing a solo • Perform a wellrehearsed piece with confidence	**Knowledge our pupils will know at the end of the unit and remember beyond it.** • To know what a chorus and its purpose is. • To know the features of musicals and baroque music and how this differs from pop music. • To compose a melody to be used as a chorus using voice or an instrument. • To know what a harpsichord and a flute sound like. • To share thoughts and feelings about music	**Knowledge our pupils will know at the end of the unit and remember beyond it.** Summer 1: • To improvise structured musical parts that have a beginning, middle and end (soundscape) Summer 2: • To create a simple melody or rhythm using crotchets and their rests. • To create a melody that has a beginning, middle and an end. Recap any content missed from throughout the year.
4	Autumn 1: Understanding music + notation Autumn 2: Singing	**Spring 1 and 2: Listening and appraisal**	**Summer 1: Improvisation and Composition** **Summer 2: Recorder**
	Knowledge our pupils will know at the end of the unit and remember beyond it. Autumn 1: • To know the time signature of ¾ • To know dotted crotchets and their rests as well as previously taught notes.	**Knowledge our pupils will know at the end of the unit and remember beyond it.** • To know the key of C major. • To know what a treble clef is. • To know the features of choral and electronic dance music. • To know what a violin and keyboard look and sound like.	**Knowledge our pupils will know at the end of the unit and remember beyond it.** **Summer 1:** • To improvise over a simple groove with instruments **Summer 2:** • Learn to play the recorder (Charanga)

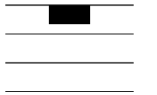
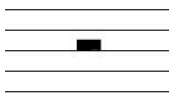
	• To read and respond to dotted crotchets and their rests as well as previously taught notes. Autumn 2: . Sing expressively with attention to breathing and phrasing. . Sing in parts. . Lead a singing warmup . To know what a verse is and its purpose. . Christmas Performance.		Recap any content missed from throughout year.
5	Autumn 1: Understanding music + notation Autumn 2: Singing	**Spring 1 and 2: Listening and appraisal**	**<u>Summer 1: Improvisation</u>** **<u>Summer 2: Composition</u>**
	<u>Knowledge our pupils will know at the end of the unit and remember beyond it.</u> **<u>Autumn 1:</u>** • To know what a time signature is. • To know the time signature 2/4 • To read and respond to crotchets, dotted crotchets and quavers and their rests. **<u>Autumn 2:</u>** • Sing in more complex parts • To create, rehearse and perform for a specific purpose. (Christmas performance)	**<u>Knowledge our pupils will know at the end of the unit and remember beyond it.</u>** • To justify a personal opinion about a piece of music. • To justify a personal opinion about a piece of music. • To know the features of orchestral, jazz and gospel music. • To know what a saxophone, oboe and cello look and sound like. • Sing in more complex parts (including rap)	**<u>Knowledge our pupils will know at the end of the unit and remember beyond it.</u>** **<u>Summer 1:</u>** • To improvise over a groove, responding to the beat creating a pleasant melodic shape. **<u>Summer 2:</u>** • Consider structures within songs (intro, verse, chorus bridge) when composing. • Create a simple melody using crotchets, dotted crotchets, and quavers and their rests
6	Autumn 1: Understanding music + notation Autumn 2: Singing	**Spring 1 and 2: Listening and appraisal**	**<u>Summer 1: Improvisation</u>** **<u>Summer 2: Composition</u>**
	<u>Knowledge our pupils will know at the end of the unit and remember beyond it.</u> **<u>Autumn 1:</u>** . To know what a semiquaver and their rests look like and what they mean . To read and respond to crotchets, dotted crotchets, quavers, semiquavers and their rests.	**<u>Knowledge our pupils will know at the end of the unit and remember beyond it.</u>** . To know what a bridge is and its purpose. . To justify a personal opinion about a piece of music with reference to Musical Elements (tempo, dynamics, pitch, texture etc.) . To know the features of salsa, soul and hip-hop music.	**<u>Knowledge our pupils will know at the end of the unit and remember beyond it.</u>** **<u>Summer 1:</u>** • To improvise over a groove, responding to the beat, volume and pitch **<u>Summer 2:</u>**

	• To know the time signature of 6/8. • To know semi-quavers and their rests. **Autumn 2:** • To sing expressively with attention to dynamics and articulation. • Sing without an accompaniment. • To lead a singing rehearsal.	• To know what a double bass and cowbell look and sound like.	• To compose a piece of music that uses a range of dynamics and rhythmic variety. • To create a simple melody using crotchets, dotted crotchets, quavers, semiquavers and their rests

Music schema

Symbol	Music Vocabulary	Definition
	Genre	The style of music, usually sharing the same traditions (choice of instruments/singing style etc.) which are derived from specific cultures or trends.
	Tempo	The speed at which music is played. Measured in bpm (beats per minute)
	Pulse	The heartbeat of a piece of music – what the listener would tap their foot to.
	Rhythm	A combination of long and/or short sounds that is repeated. A piece of music can contain more than one rhythm at different points.
	Pitch	The frequency of a sound. Judged as being 'high' or 'low'.
	Texture	How the tempo, melodic and harmonic materials are combined.
	Dynamics	Variation in loudness between notes.
	Melody	A sequence of musical notes.
	Harmony	A combination of musical notes simultaneously which produces a pleasing effect.

Notation

	Semibreve – whole note/4 beats		Semibreve rest – rest for whole bar
	Minim – half note/2 beats		Minim rest – rest for two beats
	Crotchet – quarter note/1 beat		Crotchet rest – rest for 1 beat
	Quaver – eighth note/half beat		Quaver rest – rest for half a beat
	Semiquaver – sixteenth note/quarter beat		Semiquaver rest – rest for quarter beat