



# Prior's Mill – Music Long Term Plan

Early Years		Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p><u>Nursery:</u> Play instruments with increasing control to express their feelings and ideas.</p> <p>Create their own songs, or improvise a song around one they know.</p> <p><u>Foundation for phonics</u> -Environmental sounds -Instrumental sounds -Body Percussion -Alliteration</p> <p><u>Reception</u> Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Explore and engage in music making.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	Autumn/ Summer	<p><u>Music appraisal</u> -How music makes you feel. -Listening to the beat of three music. -Listening to the pulse of the music. -Identifying the rhythm.</p>	<p><u>Music appraisal</u> -How music makes you feel. -Listening to the beat of three music. -Identifying the tempo of the music. -Looking at the mood of the music.</p>	<p><u>Music appraisal</u> -Identifying the tempo of the music. -Looking at the mood of the music. -Listening to the note of the music. -Identifying different instruments.</p>	<p><u>Music appraisal</u> -Identifying different instruments. Are they tuned or untuned? -Identifying the timbre. -Discussing the mood of the music and how it makes you feel.</p>	<p><u>Music appraisal</u> -What is the purpose of the music? -Identifying the timbre. -Identifying the accompaniment. -Looking at the pitch of the music.</p>	<p><u>Music appraisal</u> -What is the purpose of the music? -Identifying the timbre. -Identifying the accompaniment. -Looking at the pitch of the music.</p>
	Spring	<p><u>Can you make a story come to life?</u> -Play untuned instruments musically. -Create musical sound effects in response to stimuli. -To experiment with sounds.</p>	<p><u>Can you make a story come to life?</u> -Play tuned and untuned instruments musically. -Create musical sound effects in response to a non-musical stimulus. -Repeat short rhythmic and melodic patterns. -Use dot notation to</p>	<p><u>Can you bring a robot to life?</u> -Improvise and compose music for a range of purposes. - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>	<p><u>All about Africa!</u> -Develop an understanding of musical composition, reproducing sounds from aural memory. - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy,</p>	<p><u>Could you live on a desert island?</u> - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. - Use and understand staff and other</p>	<p><u>What secrets lie in the forest?</u> -Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. -Improvise and compose music for a range of purposes using the inter-related</p>

<p>Create collaboratively sharing ideas, resources and skills.</p>			<p>compose musical pieces.</p>	<p>- To create simple rhythmical patterns that use a small range of notes.</p>	<p>fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>- To create simple melodic patterns that use an increased range of notes.</p>	<p>musical notations</p> <p>-To create increasingly complicated rhythmic and melodic phrases within given structures.</p> <p>- Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p>	<p>dimensions of music.</p> <p>-Use and understand staff and other musical notations.</p> <p>-Create music with multiple sections that include repetition and contrast.</p> <p>-To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures.</p>
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