



## Music Long Term Plan

At Pilgrim Academy, we follow the Kapow music scheme to support our music curriculum.

| Overview    |         | Autumn term  | Spring term   | Summer term   |
|-------------|---------|--|---|---|
| EYFS        |         | Exploring sound<br><br>Celebration music   | Music and Movement<br><br>Musical stories   | Transport<br><br>Big Band   |
| Milestone 1 | Cycle 1 | Music Vocabulary<br>Under the Sea<br><br>Pulse and Rhythm<br>All about me                    | Classical music, dynamics and tempo<br>Animals<br><br>Timbre and Rhythmic Patterns<br>Fairytals | Pitch and Tempo<br>Superheroes<br><br>Vocal and Body Sounds<br>By the Sea |
|             | Cycle 2 | Western African Call<br>Animals<br><br>Orchestral Instruments<br>Traditional Western Stories | Musical Me<br><br>Dynamics, Timbre Tempo and Motifs<br>Space                                    | On This Island<br>British Songs and Sounds<br><br>Myths and Legends       |
| Milestone 2 | Cycle 1 | Creating compositions<br>Mountains<br><br>Developing Singing Technique                       | Ballads<br><br>Penatonic Melodies and<br>Compositions<br>Chinese New Year                       | Jazz<br><br>Traditional Instruments and<br>Improvisation                  |

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|             | Cycle 2 | Body and Tuned Percussion<br>Rainforests<br><br>Rock and Roll      | Changes in Pitch, Tempo and Dynamics<br>Rivers<br><br>Haiku Music<br>Hanami Festival | Samba, Carnival Sounds and Instruments<br>South America<br><br>Adapting and Transporting<br>Romans |
| Milestone 3 | Cycle 1 | Composition Notation<br>Ancient Egypt<br><br>Blues                 | South and West Africa<br><br>Composition to Represent<br><i>Holi Festival</i>        | Looping and Remixing<br><br>Musical Theatre  |
|             | Cycle 2 | Baroque<br><br>Dynamics Pitch and Texture<br>Coast – Fingal’s Cave | Songs of World War II<br><br>Film Music  | Theme and Variations<br>Pop Art<br><br>Composing and Performing                                    |

| Key Skills  | Autumn term  | Spring term | Summer term |
|-------------|--|-------------|-------------|
| Milestone 1 | <p><b>M1 – Perform</b></p> <ul style="list-style-type: none"> <li>• Take part in singing, accurately following the melody.</li> <li>• Follow instructions on how and when to sing or play an instrument.</li> <li>• Make and control long and short sounds, using voice and instruments.</li> <li>• Imitate changes in pitch.</li> </ul> <p><b>M1 – Compose</b></p> <ul style="list-style-type: none"> <li>• Create a sequence of long and short sounds.</li> <li>• Clap rhythms.</li> <li>• Create a mixture of different sounds (long and short, loud and quiet, high and low).</li> <li>• Choose sounds to create an effect.</li> <li>• Sequence sounds to create an overall effect.</li> <li>• Create short, musical patterns.</li> <li>• Create short, rhythmic phrases.</li> </ul> |             |             |

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|-------------|--|
|             | <p><b>M1 – Describe Music</b></p> <ul style="list-style-type: none"> <li>• Identify the beat of a tune.</li> <li>• Recognise changes in timbre, dynamics and pitch</li> </ul>  |
| Milestone 2 | <p><b>M2 – Perform</b></p> <ul style="list-style-type: none"> <li>• Sing from memory with accurate pitch.</li> <li>• Sing in tune.</li> <li>• Maintain a simple part within a group.</li> <li>• Pronounce words within a song clearly.</li> <li>• Show control of voice.</li> <li>• Play notes on an instrument with care so that they are clear.</li> <li>• Perform with control and awareness of others.</li> </ul> <p><b>M2 – Compose</b></p> <ul style="list-style-type: none"> <li>• Compose and perform melodic songs.</li> <li>• Use sound to create abstract effects.</li> <li>• Create repeated patterns with a range of instruments.</li> <li>• Create accompaniments for tunes.</li> <li>• Use drones as accompaniments.</li> <li>• Choose, order, combine and control sounds to create an effect.</li> <li>• Use digital technologies to compose pieces of music.</li> </ul> <p><b>M2 – Transcribe</b></p> <ul style="list-style-type: none"> <li>• Devise non-standard symbols to indicate when to play and rest.</li> <li>• Recognise the notes EGBDF and FACE on the musical stave.</li> <li>• Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</li> </ul> <p><b>M2 – Describe Music</b></p> <ul style="list-style-type: none"> <li>• Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</li> <li>• Evaluate music using musical vocabulary to identify areas of likes and dislikes.</li> <li>• Understand layers of sounds and discuss their effect on mood and feelings.</li> </ul> |
| Milestone 3 | <p><b>M3 – Perform</b></p> <ul style="list-style-type: none"> <li>• Sing or play from memory with confidence.</li> <li>• Perform solos or as part of an ensemble.</li> <li>• Sing or play expressively and in tune.</li> <li>• Hold a part within a round.</li> <li>• Sing a harmony part confidently and accurately.</li> </ul>   |

- Sustain a drone or a melodic ostinato to accompany singing.
- Perform with controlled breathing (voice) and skilful playing (instrument).

### **M3 – Compose**

- Create songs with verses and a chorus.
- Create rhythmic patterns with an awareness of timbre and duration.
- Combine a variety of musical devices, including melody, rhythm and chords.
- Thoughtfully select elements for a piece in order to gain a defined effect.
- Use drones and melodic ostinati (based on the pentatonic scale).
- Convey the relationship between the lyrics and the melody.
- Use digital technologies to compose, edit and refine pieces of music.

### **M3 – Transcribe**

- Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.
- Read and create notes on the musical stave.
- Understand the purpose of the treble and bass clefs and use them in transcribing compositions.
- Understand and use the # (sharp) and ♭ (flat) symbols.
- Use and understand simple time signatures.

### **M3 – Describe Music**

- Choose from a wide range of musical vocabulary to accurately describe and appraise music including:
  - pitch
  - dynamics
  - tempo
  - timbre
  - texture
  - lyrics and melody
  - sense of occasion
  - expressive
  - solo
  - rounds
  - harmonies
  - accompaniments
  - drones
  - cyclic patterns
  - combination of musical elements
  - cultural context.
- Describe how lyrics often reflect the cultural context of music and have social meaning.

