



Music LTP 2023/24

Year group	Autumn term		Spring term		Summer term	
R			<p>Adventuring in the unknown Learn rhymes and songs about winter and polar regions. Learn rhymes and songs about spring and seeds.</p>		<p>Growing Notice and encourage children to keep a steady beat, this may be whilst singing and tapping their knees, dancing to music, or making their own music with instruments and sound makers. Play music with a pulse for children to move in time with and encourage them to respond to changes. Encourage children to create their own music. Record and watch back a performance.</p>	
Year 1	My Musical Heartbeat	Dance, Sing and Play!	Exploring Sounds	Learning to Listen	Having Fun with Improvisation	Let's Perform Together!
Topic focus			Music is made up of high and low sounds, long and short sounds, and loud and quiet sounds. Explore these sounds and create your own very simple melodies.	Listening is very important. You can listen with your eyes and ears and you can also feel sound in your body. What can you hear in this unit?	Improvising is fun! It's an exciting activity where everyone is creating something new. It can be a melody or a rhythm. When you improvise, you can do it on your own or in groups.	
Enquiry (Social) Question			How does music make the world a better place?	How does music help us to understand our neighbours?	What Songs Can We Sing to Help Us Through the Day?	
Stepping Stones			<p>SS1Can you keep a steady beat when improvising? SS2Can you clap four-beat rhythms, creating long and short sounds?</p>	<p>SS1How can you describe the music? <i>Holst -Mars (assessment checkpoint Y1U6)</i> SS2What can you hear? – <i>(assessment checkpoint Quiz Y1U4)</i></p>	<p>SS1 Can you improvise a rhythm, creating long and short sounds? SS2 Can you improvise a melody, using three notes?</p>	
Assessment Evidence			Video evidence – Stepping Stones 1&2.	Written evidence Stepping Stone 1.	Video evidence – Stepping Stones 1&2.	



National Curriculum Links			Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Listen with concentration and understanding to a range of high-quality live and recorded music.	Experiment with, create, select and combine sounds using the inter-related dimensions of music.	
Vocabulary			Pitch	Tempo	Pitch	
			High	Fast	Melody	
			Low	Slow	Rhythm	
			Long	Beat	Long	
			Short	Pulse	Short	
Objectives from Progression Maps			1b. Describe how feelings connect to music. 2b. Demonstrate an understanding of pitch and note duration. Stepping Stone 1. 2d. Demonstrate an understanding of the basic concepts of improvisation and composition. Stepping Stone 1 & 2.	1c: Demonstrate some basic understanding of musical style. Stepping Stone 1. 2a: Demonstrate an awareness of pulse/beat when listening, moving to and performing music. Stepping Stone 2.	2b. Demonstrate an understanding of pitch and note duration. Stepping Stones 1&2. 2d. Demonstrate an understanding of the basic concepts of improvisation and composition. Stepping Stone 1 & 2.	
Experiences			Singing, listening, improvising using instruments	Singing, listening, improvising using instruments	Singing, listening, improvising using instruments	
2	Pulse, Rhythm and Pitch	Playing in an Orchestra	Inventing a Musical Story	Recognising Different Sounds	Exploring Improvisation	Our Big Concert
Topic focus			Music is used for many reasons and can help us to tell a story and express our feelings. Music can be loud or soft, fast or slow, smooth and connected, or short and detached. We can also use instruments	When voices or instruments work together to play different pitches that sound at the same time, we can hear harmony in music! Explore the voices and instruments used within the music in this unit to	Explore improvisation a bit further in this unit. Perhaps use two or three notes and have a go playing or singing on your own. Explore and have fun!	



			with different sounds to help communicate a story and different emotions.	identify how and when harmony takes place.		
Enquiry (Social) Question			How does music make the world a better place?	How Does Music Teach Us About Our Neighbourhood?	How Does Music Make Us Happy?	
Stepping Stones			SS1 How can you compose music to communicate an idea? (<i>Bring the Noise Take Me Home lesson 2</i>) SS2 How can you use instrument sounds effectively? (<i>Bring the Noise Take Me Home lesson 3</i>).	SS1 How can you describe the music? (1c) <i>Weekly listening tasks.</i> SS2 What can you hear? (2b) (<i>assessment checkpoint Quiz Y2U4</i>)	SS1 Can you improvise a 4 beat rhythm, creating long and short sounds? SS2 Can you improvise a melody, using three notes, and play it with the song?	
Assessment Evidence			Video evidence/graphic scores Stepping Stones 1&2	Written evidence Stepping Stone 1.	Video evidence – Stepping Stones 1&2.	
National Curriculum Links			Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Listen with concentration and understanding to a range of high-quality live and recorded music.	Experiment with, create, select and combine sounds using the inter-related dimensions of music.	
Vocabulary			Dynamics	Harmony	Melody	
			Loud	Style	Rhythm	
			Soft	Pitch	Dynamics	
			Timbre	High	Long	
			Instrument	Low	Short	
Objectives from Progression Maps			1b. Experiment with, create, select and combine sounds using the inter-related dimensions of music Stepping Stones 1&2. 2b: Demonstrate an understanding and use of	1c: Demonstrate some basic understanding of musical style. Stepping Stones 1&2. 2b: Demonstrate an understanding and use of basic differences in pitch	1a: Demonstrate an understanding and appropriate use of musical language (including basic musical elements), from both prior and new learning 2d: Demonstrate an	



			basic differences in pitch and note duration. Stepping Stones 1&2	and note duration.- Stepping Stones 1&2.	understanding of the basic concepts of improvisation and composition.	
Experiences			Singing, listening, composing using instruments.	Singing, listening, improvising using instruments.	Singing, listening, improvising using instruments.	
3	Writing Music Down	Playing in a Band	Compose Using Your Imagination	More Musical Styles	Enjoying Improvisation	Opening Night
Topic focus			Use your imagination when creating your compositions in this unit. What do you see when you close your eyes? Can you write a melody or find sounds that represent the story you want to tell?	Music, with all its styles, has changed and shaped lives around the world. When you listen to music and it changes from loud to quiet or quiet to loud, it can be very exciting! We call these changes 'dynamics'. Loud sounds are called 'forte', and quiet sounds are called 'piano'. Explore these changes in dynamics within the music in this unit.	Exploring the structure of songs is interesting and important. There are patterns in songs that you will recognise. You will improvise over a section of the song. Can you work out where you will improvise in the songs in this unit? Can you identify sections of the music that change or repeat?	
Enquiry (Social) Question			How does music make the world a better place?	How Does Music Help Us Get to Know Our Community?	How Does Music Make a Difference to Us Every Day?	
Stepping Stones			SS1 Can you compose a melody to tell a story? SS2 Can you write down your composition with symbols?	SS1 How can you describe the music? (<i>Weekly listening tasks</i>). SS2 What can you hear? (<i>assessment checkpoint Quiz Y3U4</i>)	SS1 How is the music structured? (<i>Weekly singing tasks</i>) SS2 Can you improvise and perform a 4 beat answering melody?	
Assessment Evidence			Musical scores (graphic) Stepping Stones 1&2	Written evidence Stepping Stone 1	Video evidence (<i>L4</i>) Stepping Stone 2	



National Curriculum Links			Improvise and compose music for a range of purposes using the inter-related dimensions of music.	Listen with attention to detail and recall sounds with increasing aural memory.	Improvise and compose music for a range of purposes using the inter-related dimensions of music.	
Vocabulary			Melody	Dynamics	Structure	
			Compose	Forte	Verse	
			High/Low	Piano	Chorus	
			Rising/Falling	Style	Repeat	
			Pitch	History	Improvise	
Objectives from Progression Maps			1b: Identify and describe a variety of feelings as they relate to music. Stepping Stones 1&2 2a: Create a four or six - bar melody according to the instructions given for the Music Notepad composition Stepping Stones 1&2	1a: Demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning. Stepping Stones 1&2 1c: Demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections and context of the music. Stepping Stone 2	1a: Demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning. Stepping Stone 1 2c: Can make an informed decision as to which notes and expression to use when composing and improvising with the song. Stepping Stone 2.	
Experiences			Listening, instrumental work and composition	Listening and responding, singing.	Listening, singing and improvising.	
4	Musical Structures	Exploring Feelings as You Play	Compose with you Friends	Feelings through Music	Expression and Improvisation	The Show Must Go On!
Topic focus			Music is often written based on various key signatures that guide melodies used in the music. There is often a note that sounds like	Music is used for many reasons and can help us express our feelings. Music can be loud or quiet, fast or slow, smooth and connected	Improvisation is a way to express our feelings. Music comes from our hearts. To make your improvisation more	



			<p>'home', or where a melody should 'land'. This is called the 'tonic pitch' or the 'home note' and makes a melody or a song sound final – like it has been resolved.</p> <p>Practice listening, singing, and playing instruments to explore this important note in music.</p>	<p>or short and detached. We can also use instruments with different sounds to help communicate different emotions. Explore the music in this unit and try to connect your feelings with what you hear.</p>	<p>expressive in this unit, add dynamics.</p>	
Enquiry (Social) Question			How Does Music Improve Our World?	How Does Music Teach Us About Our Community?	How Does Music Shape Our Way of Life?	
Stepping Stones			<p>SS1 What is the tonic note?</p> <p>SS2 Can you compose a melody which starts/finishes on the tonic?</p>	<p>SS1 How can you describe music?</p> <p>SS2 Can you play instruments with control and accuracy? (WCET, U4L4 Playing)</p>	<p>SS1 How does music make you feel?</p> <p>SS2 Can you improvise expressively, using dynamics?</p>	
Assessment Evidence			Written evidence – scores for compositions. Stepping Stones 1&2	Written evidence Stepping Stone 1	Written evidence Stepping Stone 1 Video evidence Stepping Stone 2	
National Curriculum Links			<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Use and understand staff and other musical notations.</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>	
Vocabulary			Tonic	Dynamics	Melody	
			Melody	Tempo	Key	



			Key Scale Pitch	Timbre Articulation Pulse	Dynamics Expression Tempo	
Objectives from Progression Maps			1a: Demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning Stepping Stones 1&2 2a: Create a four or six - bar melody according to the instructions given for the Music Notepad composition 2b: When playing instrumental parts with the song, children can follow the instrumental part on the screen, playing by ear or with the notation provided Stepping Stones 1&2	1a: Demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning Stepping Stone 1 1b: Identify and describe a variety of feelings as they relate to music. Stepping Stone 1 2b: When playing instrumental parts with the song, children can follow the instrumental part on the screen, playing by ear or with the notation provided Stepping Stone 2 3a: Demonstrate an awareness of pulse/beat when listening, moving to and performing music. Stepping Stone 2	1b: Identify and describe a variety of feelings as they relate to music. Stepping Stone 1 2c: Can make an informed decision as to which notes and expression to use when composing and improvising with the song. Stepping Stone 2	
Experiences			Listening, instrumental work, composition	Listening and responding, instrumental work, performance	Listening and responding, improvisation	
5	Melody and Harmony in Music	Sing and Play in Different Styles	Composing and Chords	Enjoying Musical Styles	Freedom to Improvise	Battle of the Bands!
Topic focus			If we play three or more pitches together, we can create chords in music. Chords provide the basis for accompaniment in	There are so many different, wonderful and interesting styles of music. Something that happens in music that makes it so	Improvisation gives you the freedom to express yourself, to really go for it! When you improvise in this unit, why not	



			music. By using chords in compositions, we can create music that is really interesting. In this unit, you will create an accompaniment and the composition extension activities will help you to learn about chords.	interesting is 'texture'. 'Texture' refers to the layers of sound you hear in a piece of music. Texture can be the number of voices and instruments you hear at once. Styles of music have different textures. Explore how voices and instruments combine to create texture in music.	use notes that lie further apart? An 'interval' in music refers to the distance between two pitches. Some notes lie right next to each other (stepping motion) while other notes lie further apart (skipping motion).	
Enquiry (Social) Question			How Does Music Improve Our World?	How Does Music Teach Us About Our Community?	How Does Music Shape Our Way of Life?	
Stepping Stones			SS1 How can we use chords? SS2 How can I write my music down? (<i>U3L4 Happiness graphic score</i>)	SS1 How can I describe music? SS2 How can I play instruments with control and accuracy? (<i>WCET, U4L3-4 Playing</i>)	SS1 What is an interval? SS2 Can you improvise using intervals? (<i>U5L4</i>)	
Assessment Evidence			Written evidence – scores for composition (graphic). Stepping Stones 1&2	Written evidence Stepping Stone 1	Video evidence Stepping Stone 2	
National Curriculum Links			Improvise and compose music for a range of purposes using the inter-related dimensions of music. Use and understand staff and other musical notations.	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 dimensions of music.	
Vocabulary			Chords (Triads)	Texture	Interval	



			Harmony	Voice	Pitch	
			Melody	Instrumentation	Melody	
			Notation	Style	Phrase	
			Accompaniment	Notation	Notation	
Assessment points			1a: Demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning. <i>Stepping Stones 1&2</i> 2a: Create a four, six or eight -bar (12 bar – Y6) melody according to the instructions given for the Music Notepad composition task <i>Stepping Stones 1&2</i> 2c: Can make an informed decision as to which notes and expression to use when composing and improvising with the song. <i>Stepping Stones 1&2</i>	1a: Demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning. <i>Stepping Stone 1</i> 1b: Identify and describe a variety of contrasting feelings as they relate to music <i>Stepping Stone 1</i> 2b: When playing instrumental parts with the song, children can follow the instrumental part on the screen. Playing is secure – by ear or with the notation provided. (Children should aim to be able to read at least the simplest part of the piece) provided. <i>Stepping Stone 2</i>	1a: Demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning. <i>Stepping Stone 1</i> 2c: Can make an informed decision as to which notes and expression to use when composing and improvising with the song. <i>Stepping Stone 2</i>	
Experiences			Listening, instrumental work, composition and improvisation	Listening and responding, instrumental work, WCET.	Listening, instrumental work, improvisation	
6	Music and Technology	Developing Ensemble Skills	Creative Composition	Musical Styles Connect Us	Improvising with Confidence	Farewell Tour
Topic focus			By using chords in compositions, we can create music that is more harmonically interesting. We can also create	Music is powerful and brings people from different backgrounds and parts of the world together.	When you improvise in this unit, think about phrasing and dynamics. A 'phrase' is sort of like a 'musical sentence'.	



			accompaniment for a melody using chords.	Explore how the different styles of music in this unit developed from different social themes.		
Enquiry (Social) Question			How Does Music Improve Our World?	How Does Music Teach Us About Our Community?	How Does Music Shape Our Way of Life?	
Stepping Stones			SS1 How can we write music down? SS2 How can our compositions fit the style of the music?	SS1 How does music make you feel? Why? SS2 What does an audience need to know to engage with a piece of music?	SS1 How can I use dynamics to make my music more interesting? SS2 How can I answer a musical phrase?	
Assessment Evidence			Written evidence – scores for composition. Stepping Stones 1&2	Written evidence Stepping Stone 1	Video evidence Stepping Stones 1&2	
National Curriculum Links			Improvise and compose music for a range of purposes using the inter-related dimensions of music. 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. Develop an understanding of the history of music.	Improvise and compose music for a range of purposes using the inter-related dimensions of music.	
Vocabulary			Chords	Style	Phrase	
			Harmony	Instrumentation	Melody	
			Triads	Structure/Form	Dynamics	
			Notation	Composer/Musician	Crescendo	
			Structure and Form	Musical Elements	Diminuendo	
Assessment points			1a: Demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior	1b: Identify and describe a variety of contrasting feelings as they relate to music. Stepping Stone 1	1a: Demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior	



			<p>and new learning. Stepping Stones 1&2</p> <p>2a: Compositions using notation/scores – 4, 6, 8 or 12 bar melody Stepping Stones 1&2</p>	<p>3c: When planning, rehearsing, introducing and performing:</p> <ul style="list-style-type: none"> • Understand and make connections between the music encountered and the Social Theme. • Understand and apply learning from the Musical Spotlight. • Introduce the performance with context and understanding of the song, the learning process and any other relevant connections. <p>Stepping Stone 2</p>	<p>and new learning. Stepping Stones 1&2</p> <p>1b: Identify and describe a variety of contrasting feelings as they relate to music Enquiry Question</p> <p>2c: Can make an informed decision as to which notes and expression to use when composing and improvising with the song.</p> <p>Stepping Stones 1&2</p>	
<p>Experiences</p>			<p>Listening, instrumental work, composition and using notation</p>	<p>Listening and responding, musical history, introducing own preferences to others</p>	<p>Listening and responding, musical history, improvisation, notation.</p>	