

ABBAY HULTON PRIMARY SCHOOL

Year 3

MUSIC LTP

				Activities and Resources
	COMPOSITION AND PERFORMANCE	PLAYING INSTRUMENTS AND SINGING	IMPROVISATION	
Autumn 1	<ul style="list-style-type: none"> To understand that a performance does not have to be a group, it can be between one person and another. To know that performance means sharing music with others. Children can talk about compositions and are able to say that they are unique pieces of music created by themselves. 	<ul style="list-style-type: none"> To know that singing in a group can be called a choir. Children know that although singing in a group or choir is fun, children learn to also listen to each other as they sing. Develops the skills to identify a leader by their correct name: A conductor. To continue from year 2, to follow a leader whilst singing. 	<ul style="list-style-type: none"> To be able to discuss what improvisation is: making up your own tunes on the spot. Children understand that the tunes that are improvised belong to them and have never been heard before. Listen and copy back pieces of music. : Play and Improve – Using instruments, listen and play your own answer using one note. 	<ul style="list-style-type: none"> Glockenspiels Children also have access to a recorder group throughout the year.
Autumn 2	<ul style="list-style-type: none"> To develop the skill of choosing what to perform and to create it. Children can compare writing music to writing a story. They begin to understand that compositions can be played over again to friends or others. Children can help to create a melody using 1, 3 or 5 notes. Children develop their skill of planning and have a good understanding of what they have created, in readiness to perform. 	<ul style="list-style-type: none"> Children should be able to demonstrate a good singing posture. Children develop the skill of singing in unison and in simple two parts. Children continue to treat instruments with respect and to handle them carefully. Children can focus on a leader whilst singing. Children can discuss and know that songs can make you feel different, for example, happy, sad or energetic. 	<ul style="list-style-type: none"> Play and Improve – Using instruments, listen and play your own answer using one note. Improvise! – Take it in turns to improvise using one note. Children begin to be able to say why it is better to know that using one or two notes confidently is greater than using five incorrectly. 	<ul style="list-style-type: none"> Glockenspiels Recorders
Spring 1	<ul style="list-style-type: none"> Children can discuss ways in which to keep music, such as writing notes. 	<ul style="list-style-type: none"> Children naturally fall into a good singing posture, ready to perform. As children’s confidence in singing progresses, they start to become 	<ul style="list-style-type: none"> : Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes. 	

	<ul style="list-style-type: none"> • Children can discuss different ways in which to record a composition including recording, letter names and symbols. • Children continue to be able to plan well for performances. • Children develop in singing and rapping clearly and perform with confidence. • Children begin to communicate the meaning of words and articulate them. 	<p>more confident in singing a solo piece.</p> <ul style="list-style-type: none"> • Children may be able to play any one of the instruments they have had access to and can play the parts of a melody using notation or from memory. 	<ul style="list-style-type: none"> • Play and Improvise – Using your instruments, listen and play your own answer using one or two notes. 	
Spring 2	<ul style="list-style-type: none"> • Using songs children are familiar with, children are able to plan and create their own section of music that can be performed within the song. • Children become more able to discuss how the piece was created. • Children can discuss the best place to sit or stand when performing • Children’s abilities build, allowing them to perform with confidence. • Children can talk about how music can be planned for different events and occasions. 	<ul style="list-style-type: none"> • Children continue to develop their solo skills and explore their voices during these pieces. • Children have an awareness of staying in tune. • Children know they need to rehearse their parts of a song using instruments in order to perform well. 	<ul style="list-style-type: none"> • Improvise! – Take it in turns to improvise using one or two notes. • Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. 	

Summer 1 and 2	<ul style="list-style-type: none"> Children can listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo Children can record their compositions in any way that is suitable and helps them to recognise the links between sound and symbol. Once their piece is recorded, children listen back and reflect. Building on from year 2, children can now identify parts they would change. 	<ul style="list-style-type: none"> Children develop an awareness of the pulse internally when singing. Children can listen to and follow musical instructions from a leader. 	<ul style="list-style-type: none"> Play and Improvise – Using your instruments, listen and play your own answer using two different notes. : Improvise! – Take it in turns to improvise using three different notes. 	
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Year 4
MUSIC LTP

				Activities and Resources
	COMPOSITION AND PERFORMANCE	PLAYING INSTRUMENTS AND SINGING	IMPROVISATION	
Autumn 1	<ul style="list-style-type: none"> Children will be able to create a melody using 1,3, or all 5 of the notes. Children can plan and create a piece of music that can be performed within the context of a song from the scheme. Children continue to learn to independently choose what to perform and to create a programme. 	<ul style="list-style-type: none"> Children can discuss other instruments they might play or be played in a band or orchestra or by their friends, such as recorders, percussion instruments or ocarinas. Children continue to be able to play any one of the instruments they have had access to and can play the parts of a melody using notation or from memory. 	<ul style="list-style-type: none"> To recap on previous improvisation and know and talk about the fact that anyone can improvise and that improvisation involves making up your own tune. Children know that improvised tunes have never been heard before and belong to them. Children will become aware that if they are given the improvised notes and follow 	<ul style="list-style-type: none"> Glockenspiels Children have access to a recorder group throughout the year.

			them correctly, they will not make a mistake.	
Autumn 2	<ul style="list-style-type: none"> • Children are able to make the link between writing a story and a piece of music and can discuss this well. • Children talk confidently about their understanding of compositions and can tell you why they are unique. 	<ul style="list-style-type: none"> • Children talk well about the instruments they use in class. • Children continue to be able to play any one of the instruments they have had access to and can play the parts of a melody using notation or from memory. • Children know that rehearsals are important for their performance and can plan time to do this. • Children are able to follow musical instructions from a leader well. 	<ul style="list-style-type: none"> • Children begin to know that they can use some of the riffs they have heard in the Challenges in their improvisations. • Copy Back – Listen and sing back melodic patterns • Play and Improvise – Using instruments, listen and play your own answer using one note. • Improvise! – Take it in turns to improvise using one note. 	<ul style="list-style-type: none"> • Percussion instruments • Glockenspiels
Spring 1	<ul style="list-style-type: none"> • Children begin to present a musical performance designed to capture the audience. • Children understand they need to know and have planned everything that will be performed. • Children know that each programmed is planned and different for each occasion. 	<ul style="list-style-type: none"> • Children continue to explore singing solos. • Children are able to find their way back into a song if they get lost. • Children become more able to stay in tune. • Children remember the importance of listening to each other during a group performance. • Children begin to learn texture: How a solo singer makes a thinner texture than a large group 	<ul style="list-style-type: none"> • Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes. • Play and Improvise – Using your instruments, listen and play your own answer using one or two notes. • Improvise! – Take it in turns to improvise using one or two notes 	
Spring 2	<ul style="list-style-type: none"> • Plan and create a section of music that can be performed within the context of the unit song. • Talk about how it was created 	<ul style="list-style-type: none"> • Children become more confident and capable at playing any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. 	<ul style="list-style-type: none"> • Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes. • Play and Improvise – Using your instruments, listen and 	

	<ul style="list-style-type: none"> Children can explain that a piece of composition involves communicating feelings, thoughts and ideas about the song/music. 	<ul style="list-style-type: none"> Children know the importance of rehearsing and perform their part within the context of the Unit song. Children are very capable of listening to and following musical instructions from a leader 	<p>play your own answer using one or two notes.</p> <ul style="list-style-type: none"> Improvise! – Take it in turns to improvise using one or two notes 	
Summer 1 and 2	<ul style="list-style-type: none"> Children should be able to listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). Children can record their performance and say how they were feeling, what they were pleased with what they would change and why. 	<ul style="list-style-type: none"> Children are able to sit or stand in their comfortable position independently, ready to perform. They can re-join songs by listening to their peers. Children are skilled at following a leader. Children easily sing within a group or within a simple two part. Following musical instructions is well developed and children can join in playing instruments. 	<ul style="list-style-type: none"> Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. Play and Improvise – Using your instruments, listen and play your own answer using two different notes. Improvise! – Take it in turns to improvise using three different notes. 	