

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year A</b>			
<b>Topic</b>	<b>Playing and Performing/Listening</b> <b>Three Little Birds - Reggae</b>	<b>Composition/Improvisation</b> <b>Blackbird/Dragon Song</b>	<b>History of Music Y3</b> <b>Stop/Bringing Us Together</b>
<b>Relevant area of Programme of study</b>	<p><b>Key Stage 2</b> <b>End of Year Expectations</b></p> <p>Pupils should be taught</p> <ul style="list-style-type: none"> <li>● to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</li> <li>● play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>● improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>● listen with attention to detail and recall sounds with increasing aural memory</li> <li>● use and understand staff and other musical notations</li> <li>● appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>● develop an understanding of the history of music</li> </ul>		
<b>Vocabulary</b>	<i>Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, Reggae, pentatonic scale.</i>	<i>Acoustic guitar, percussion, birdsong, civil rights, racism, equality, pentatonic scale, unison, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, composition, improvise</i>	<i>Keyboard, drums, bass, imagination, improvise, compose, disco, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture, structure, hook, riff, melody, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, drums, unison, pulse, rhythm, pitch, tempo, dynamics,</i>



**Long Term Music Long Term Plan LKS2**



			<i>texture structure, compose, improvise, hook, riff, melody, solo.</i>
<b>Key Knowledge</b>	Children will know the difference between pulse and rhythm.	Children will know the difference between pulse and rhythm and be able to keep the internal pulse..	Children will know the difference between pulse and rhythm. Most children should know the difference between pulse and rhythm.
<b>Year B</b>			
<b>Topic</b>	<b>Playing and Performing/Listening</b> Mamma Mia - ABBA	<b>Notation</b> Recorders	<b>Dimensions of Music</b> Lean on me Soul - Gospel
<b>Vocabulary</b>	<i>keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison</i>	<i>recorder, blow, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation (See A- Z vocabulary list)</i>	<i>Unison, by ear, notation, improvise, melody, pitch, rhythm, pulse, composition, backing vocal, piano, bass, drums, organ, tempo, dynamics, texture, structure, compose, hook, riff, melody, solo.</i>
<b>Key Knowledge</b>	Children will know the difference between pulse and rhythm.	Children will learn to play and perform in solo and ensemble contexts. Children will be learning to play the recorder with increasing accuracy, fluency, control and expression. Children will use and understand staff and other musical notations.	Children will know the difference between pulse and rhythm and be able to keep the internal pulse.