

Long Term Framework for Music

Composition Performance Listening

	Block 1 Retrieval Grid	Block 2 Careers	Block 3 Retrieval Grid	Block 4 Careers	Block 5 Retrieval Grid	Block 6 Careers
Nursery	I wonder what is special I can join in with a musical performance	I wonder what is special I can join in with a musical performance	I wonder how things change I can listen and respond to music I can create sounds or movement to music	I wonder how things change I can listen and respond to music I can create sounds or movement to music	I wonder what happens next I can join in with a musical performance	I wonder what happens next I can join in with a musical performance
Reception	I wonder what is special I can explore and play different instruments	I wonder what is special I can explore and play different instruments	I wonder how things change I can listen and respond to a variety of music	I wonder how things change I can listen and respond to a variety of music	I wonder what happens next I can create a simple song	I wonder what happens next I can create a simple song
Year 1	Reading Music Begin to follow picture notation Know what a crotchet and quaver look like Begin to sing songs expressively Create their own picture notation Compose their own rhythm	Christmas Sing Songs Expressively for a purpose Begin to describe Music as fast or slow Begin to describe Music as loud or soft Begin to describe the mood of Music Begin to explain why they like/dislike a piece of Music	Glockenspiel Play high and low pitches Play a rhythm on the Glockenspiel Follow picture notation Compose their own melody on the Glockenspiel	Musical Terms Identify Drums, Piano and Guitar Describe Music as fast or slow in a given piece of music Describe Music as loud or soft in a given piece of music Describe the mood of Music Explain why they like/dislike a piece of Music	Glockenspiel Play notes C D E on the Glockenspiel Compose a melody using notes C D E on the Glockenspiel	Performance and Listening Sing songs expressively Understand high and low pitches Describe Music as fast or slow Describe Music as loud or soft Describe the mood of different Music
Year 2	Musical Terms Understand the difference between rhythm and beat Understand melody Understand dynamics and tempo Identify crotchets, quavers minims + semi breves Follow simple notation	Glockenspiel and singing Follow simple notation for a purpose Play a simple melody on the Glockenspiel Play a solo on the Glockenspiel Sing songs using dynamics in the voice for a purpose	World Music Name 3 musical traditions from around the world Identify 3 instruments from other countries	Glockenspiel Follow simple notation to play along to Play a melody on the Glockenspiel Play notes C D E F and G on the Glockenspiel	Listening Understand melody Understand dynamics and tempo	Composition and Performance Compose their own melody using C D E F and G on the Glockenspiel Know what crotchets, quavers, minims and semi breves look like. Choose a dynamic for their composition Choose a tempo for their composition Sing songs using dynamics in the voice
Year 3	Recorder Read notes B A G on the staff Play notes B A G on the Recorder Play crotchets and quavers on the Recorder	The Orchestra Understand the Conductor and his role Name the 4 Orchestral Families Name 1 instrument from each Orchestral Family	Recorder Place notes B A G on the staff Improvise a melody using notes B A G	Classical Listening Name 3 facts about Edward Elgar Name 3 facts about Land of Hope and Glory	Composition Compose their own melody using crotchets and quavers on the Recorder Compose a melody to a backing track Choose a name for their composition	Recorder and Singing Play with changes in dynamics Play a solo on the recorder
Year 4	Genres Name 3 musical genres and their traditions Be able to identify musical genres. Begin to identify changes in tempo and dynamics	Recorder Play crotchets, quavers minims and semi breves on the Recorder Identify changes in tempo and dynamics	Body Percussion Perform body percussion Compose their own body percussion	Recorder Read notes B A G E D on the staff Play notes B A G E D on the Recorder	Classical Listening Identify families of the Orchestra Identify instruments from Orchestra	Recorder and Singing Play notes B A G E D on the Recorder for a purpose Know where B A G E D are on the Recorder

				Play crotchets, quavers minims and semi breves on the Recorder for a purpose		Notate their composition on the staff · Compose their own melody using crotchets, quavers minims and semi breves · Compose a melody on the recorder
Year 5	Keyboard Play a solo on the Keyboard Play crotchets and quavers on the Keyboard	Film Music Name 3 film Composers Understand film music traditions Explain reasons for pitch, dynamic and tempo changes Improvise their own melody fitting to a scene Compose their own leitmotif for a character	Keyboard Read notes C D E F G on the staff Play notes C D E F G on the Keyboard	Classical Listening Name 3 facts about Hubert Parry Name 3 facts about Jerusalem	Composition and Performance Compose their own melody using crotchets and quavers Notate their composition on the staff	Performance Play a solo on the Keyboard for a purpose Play crotchets and quavers on the Keyboard for a purpose Explain reasons for pitch, dynamic and tempo changes
Year 6	History of Music Pick out instruments in a piece Name 3 facts about George Handel Name 3 facts about Zadok the Priest Begin to understand the development in musical history	Keyboard/Christmas Read notes A B C D E F G on the Keyboard Play notes A B C D E F G on the Keyboard Sing or play with fluency for a purpose	Musical Development Pick out instruments in a given piece of music Understand the development in musical history Listen and Appraise a piece independently	Music Technology Use a sample to create their own digital composition for a purpose Play the C major chord on the Keyboard Play crotchets, quavers minims and semi breves on the Keyboard	Composition and Performance Improvise their own melody using a tuned instrument Compose their own melody on top of the C chord Sing or play with fluency	Composition and Performance Compose their own melody using a tuned instrument for a purpose. Notate their composition on the staff with use of rests Sing or play with fluency for a purpose