

Music LTP 2024

Nursery	End points: <ul style="list-style-type: none"> • Begin to build a repertoire of songs and dances 		
	Suggested themes- Autumn	Suggested themes- Spring	Suggested themes- Summer
	To begin to know some rhymes To begin to understand how to listen attentively Join in with dancing, singing and ring games Tap out simple repeated patterns	To begin to know some rhymes To begin to understand how to listen attentively Join in with dancing, singing and ring games Tap out simple repeated patterns	To know and remember different rhymes Begin to move rhythmically Learn how sounds can be changed
Reception	End points: <ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music 		
	Suggested themes- Autumn	Suggested themes- Spring	Suggested themes- Summer
	Songs to go with the classroom routine Songs to go with seasons themes Nursery rhymes and songs during the day to build up a repertoire of songs that they will remember from memory	Performing songs and readings to each other / other classes / parents Look at how music can be linked to feelings	Dance festival group dances Create own dances and songs and perform to each other

Underpinning subject context Yr1

Conditions for learning (CL): Listening skills, willingness to observe and explore sounds, courage to have a try, collaboration, clear diction and good timing

Learning for Social Mobility (LSM): music contributes a lot to the world's economy e.g. instrument makers, music studio producers, singers and musicians can earn money from music;

Learning for Spirituality (LS): appreciation of the impact of music on our feelings, mood and energy; singing songs, playing instruments and responding to music with our bodies can help us to express ourselves as well as to control our emotions; music can connect us to the feelings of others and we can learn to share/empathise/sympathise with them; making music with others can be uplifting and result in a heightened sense of belonging

Learning for morality/character/values (LMCV): music can become part of our identity – the music we're used to or like most; it can bring people together and it can set people apart; we can learn to respect other people's choices of music; some people need music in their lives and others less so; you don't have to be good at singing or playing instruments to appreciate and like music; some people sing or play music for others as a charitable act.

Learning for Knowledge acquisition (LKA): Know that music is intentional and controlled sound - discordant or melodic, usually made by voices or musical instruments (though anything can be used as an instrument); know that songs can be categorised e.g. lullabies, shanties; understand that music can be original and one off, but often it is recorded (using notation or electronically) and intended to be repeatedly used; know that music can last for generations; know about some of the developments in musical instruments over time.

Learning for Language (LL): words to describe the interrelated dimensions of music - pitch, duration, dynamics, tempo, timbre, texture and structure; words to describe our responses to music - thoughts, ideas, preferences; understanding of lyrics

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Theme/ Concept (NC)	Theme/ Concept (NC)	Theme: Rags to Riches		Theme: From the city to the seaside	
	Theme: Think Big Concept: Use their voices expressively and creatively by singing songs about growing up e.g. the lullaby <i>It's a Big World</i> . Be aware of and use the interrelated dimensions of music: pitch, duration, dynamics, tempo, timbre, texture and structure. Know some words to describe them e.g. high/low, long/short, soft/loud, fast/slow, steady, rhythm, melody, chorus. Sing in unison with others in the class.	Theme: Into The Woods Concept: Listen to recordings/observe woodland sounds (science link). Learn the names of some musical instruments. Know how they are/can be played and recognise how they sound. Experiment with a variety of tuned and untuned instruments. Use the interrelated dimensions of music: pitch, duration, dynamics, tempo, timbre, texture and structure. <i>Compose a soundscape for a walk through a forest by selecting and combining sounds.</i>	Theme: Rags to Riches Concepts: Listen with concentration and understanding to a range of high-quality recorded dance music from different periods – medieval/Elizabethan and modern. Use appropriate vocabulary to describe the interrelated dimensions of the music: pitch, duration, dynamics, tempo, timbre, texture and structure. Learn the names of some musical instruments. Know how they are played and recognise how they sound. Appreciate medieval/Elizabethan music through learning to dance to it. (English link) Learn about chants. Recognise syllables within words and explore ways to create chants. Use their voices expressively and creatively. Speak in unison with a group when reciting a chant.		Theme: From the city to the seaside Concepts: City sounds - transport (History/Geography link). Experiment with, create, select and combine sounds using the inter-related dimensions of music: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. Use IT (Purple Mash) to create music. Learn about sea shanties. Discuss the inter-related dimensions of the music and how they suit the original use/purpose of these folk songs. Appreciate, through listening to a range of carefully selected sea shanties, why they are still popular today. Use their voices expressively and creatively by singing along with sea shanties. Learn other action songs about the seaside. e.g. <i>The big ship sails on the Alley Alley O and Oh I do like to be beside the seaside.</i> Be aware of and use the interrelated dimensions of the music (pitch, duration, dynamics, tempo, timbre,	

	Perform in a KS assembly.	Record their compositions using simplified musical notation. Use appropriate vocabulary to evaluate each other's compositions.		texture and structure) to sing well and in unison with others in the class. Perform in a KS assembly.
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Underpinning g subject context Yr2

Conditions for learning (CL): Oracy, collaboration

Learning for Social Mobility (LSM): listening to music from famous composers, listening to the traditional stories upon which music is based

Learning for Spirituality (LS): exploring feelings after listening or playing music-empathy

Learning for morality/character/values (LMCV): learning how emotions are created from listening to or playing music/resilience when working collaboratively/sharing views in a safe place

Learning for Knowledge acquisition (LKA): composers/musical terms/stories on which music is based

Learning for Language (LL): the specific vocabulary needed to express views on music from tempo/dynamics to the language of emotion

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Theme: From Bugs to Beasts!		Theme: Food of the Gods		Theme: The Greatest Show	
	Texts: The Very Hungry Caterpillar by Eric Carle The Bog Baby by Jeanne Willis and Gwen Millward Music story from-Once Upon A Tune by James Mayhew	Texts: Gorilla by Anthony Browne The Spider and the Fly by Tony DiTerlizzi Zerraffa Giraffa by Dianne Hofmeyr and Jane Ray Concept:	Texts: The Glassmaker's Daughter by Dianne Hofmeyr Chocolate: from bean to bar. by Anita Ganeri A chocolate bar by Sarah Ridley Expert pack about the manufacturing of chocolate Chocolate: A sweet history	Texts: Charlie and the Chocolate Factory by Roald Dahl Chocolate by Liz Gogerly Fairtrade by Jillian Powell Concept:	Texts: Ahmed and the Feather Girl by Jane Ray Peter Spier's 'Circus!' Expert pack about the history of the circus Texts: Leon and the Place Between by Angela McAllister Explore: Circuses by Liz Gogerly That's what I like! by Gervais Phinn (noise poetry) Music story from-Once Upon A Tune by James Mayhew	

<p>Concept: Knowing the meaning of ‘dynamics’ Knowing the meaning of ‘tempo’</p> <p>-Mini beast Orchestra/percussion -In the Hall of the Mountain King from Grieg’s Peer Gynt</p>	<p>Singing-Christmas performance</p>	<p>by Sandra Markle Ideas box: Chocolate by Jillian Powell Chocolate Cake by Michael Rosen(poetry)</p> <p>Concept: To understand how musical elements create different moods and effects</p> <p>Sleeping Beauty by Tchaikovsky Disney’s version to compare</p>	<p>Experimenting with and playing an un-tuned instrument (drums)-Mayan Music</p>	<p>Concept: Knowing the meaning of ‘dynamics’ Knowing the meaning of ‘tempo’ To understand how musical elements create different moods and effects -The Sorcerer’s Apprentice Story By Goethe /Music by Paul Dukas Disney film-use of music as score Responding to different pieces of music.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music circus Music: Entry of the Gladiators Creepy Carnival Merry Go Round Circus Instrumental</p> <p>Use their voices expressively and creatively by singing songs Leon and the Place Between</p>
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Underpinning subject context Yr3

Conditions for learning (CL): Oracy, collaboration

Learning for Social Mobility (LSM): Great composers, Vivaldi

Learning for Spirituality (LS): Response to a wide range of music from different cultures.

Learning for morality/character/values (LMCV): Exploring musical traditions within a range of communities.

Learning for Knowledge acquisition (LKA): Pitch beginnings of musical notation.

Learning for Language (LL): Pitch singing canon. Rhythm. Features of different musical traditions.

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Theme/ Concept (NC)</p> <p>Theme: British Prehistory Text: Black Dog The Tear Thief Concept: Rhythm and drumming What is rhythm? Listening and responding to music</p>	<p>Theme/ Concept (NC)</p> <p>Theme: Our Community: Highfields Text: Alice in Wonderland Concept: Appreciating and Listening to different music from communities (within Highfields) DnB, Islamic A capella music, Reggae and</p>	<p>Theme/ Concept (NC)</p> <p>Theme: Latin and Londinium Text: Escape from Pompeii Concept: To appreciate and understand elements of a piece of music - Vivaldi – Winter - Vivaldi – Spring</p>	<p>Theme/ Concept (NC)</p> <p>Theme: Environment: World in Danger Text: Cinderella of the Nile Concept: Rainforest Soundscapes To create simple rhythmical patterns that use a small</p>	<p>Theme/ Concept (NC)</p> <p>Theme: Navigating Our World Text: Treasure Island Concept: Sea shanties Composing a class sea shanty To sing in unison,</p>	<p>Theme/ Concept (NC)</p> <p>Theme: Medieval Leicester Text: Iron Man Concept: Medieval music Singing in canon To sing in unison, becoming aware of pitch.</p>

<p>Understanding elements in music and their effect</p> <p>To explore and comment on the ways sounds can be used expressively.</p>	<p>Victorian classical, Bhangra</p> <p>Understanding elements in music and their effect</p> <p>To begin to understand how different musical elements are combined and used to create an effect.</p>	<p>Songs in Latin</p> <p>To explore and comment on the ways sounds can be used expressively.</p> <p>To listen with attention and begin to recall sounds.</p> <p>To listen to and begin to respond to music drawn from different traditions and great composers and musicians.</p>	<p>range of notes.</p> <p>To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes.</p> <p>To begin to join simple layers of sound, e.g. a background rhythm and a solo melody.</p> <p>To begin to recognise simple notations to represent music, including pitch and volume.</p>	<p>becoming aware of pitch.</p> <p>To think about others while performing.</p> <p>To create simple rhythmical patterns that use a small range of notes.</p> <p>To comment on the effectiveness of own work, identifying and making improvements.</p>	<p>To think about others while performing.</p> <p>To create simple rhythmical patterns that use a small range of notes.</p> <p>To comment on the effectiveness of own work, identifying and making improvements.</p>
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Underpinning subject context Yr4

Conditions for learning (CL): A safe space to learn, try and experiment with music

Learning for Social Mobility (LSM): Familiarisation with influential musicians and culturally significant pieces

Learning for Spirituality (LS): Confidence in own expression

Learning for morality/character/values (LMCV): Songs with carefully selected lyrics that encourage values

Learning for Knowledge acquisition (LKA): Key vocabulary and confidence with this music as part of the day to day.

Learning for Language (LL): Little and often approach to key terminology.,

Year 4	Autumn 1 Theme/ Concept (NC)	Autumn 2 Theme/ Concept (NC)	Spring 1 Theme/ Concept (NC)	Spring 2 Theme/ Concept (NC)	Summer Theme/ Concept (NC))
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<p>Theme: Anglo-Saxons and Vikings Text: Sir Gawain and the Green Knight Concept: To sing in unison maintaining the correct pitch and using increasing expression – Bella Mama and Mica Mica Stellula Also Count on Me- Bruno Mars</p>	<p>Theme: Ancient Greece Text: The Iliad Concept: Actively listening to and appreciating a variety of pre-recorded orchestral music (tempo, dynamics, timbre) Composing and performing music, altering dynamics for effect (battle music, inspired by Mars, Holst) To sing in unison maintaining the correct pitch and using increasing expression- Tinniat, Tinniat Listening with attention to detail- familiarisation with music for Orchestra Unwrapped</p>	<p>Theme: Antarctica Text: Shackleton’s Journey Concept Listening with attention to detail – Beethoven’s Pastorale and Tchaikovsky’s Storm To think about others while performing (improvisation) Layers of sound- creating an Antarctic soundscape Recording music using improvised and standard notation</p>	<p>Theme: The Age of Enlightenment Text: Frankenstein’s Monster Concept: Actively listening to and appreciating a variety of pre-recorded orchestral music (tempo, dynamics, timbre) Joseph Haydn, Wolfgang Amadeus Mozart, Ludwig van Beethoven, and Franz Schubert Developing an understanding of an element of the history of music: staff notation Composing a simple melody using staff notation</p>	<p>Theme: Ancient Baghdad Text: The Breadwinner Concept: Actively listening to and appreciating a variety of pre-recorded and live orchestral music (tempo, dynamics, timbre) Islamic Musical Traditions The Adhan, The Qawwali, The Nasheed A Capella- learning and performing a simple a capella piece.</p>
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Underpinning subject context Yr5

Conditions for learning (CL): Use of instruments in composing, analysing famous artistic compositions, analysing staffs, oracy led practice to explore emotions portrayed within music.

Learning for Social Mobility (LSM): Analysing music from famous composers such as Beethoven, composing using instruments used in orchestras.

Learning for Spirituality (LS): Resilience, teamwork and emotions explored through creation of music and analyses of music.

Learning for morality/character/values (LMCV): Learning how emotions can be portrayed within music, importance of collaboration in teamwork in successful art compositions, building resilience through creation of own compositions.

Learning for Knowledge acquisition (LKA): Ensemble composure is used to put the knowledge of inter-related dimensions into practise of their own composed musical pieces that link to novels.

Learning for Language (LL): Discussion led practice to analyse dimensions of music (pitch, dynamics, tempo, beat etc), written definitions in books to help recall.

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 and 2
	Theme/ Concept (NC)	Theme/ Concept (NC)	Theme/ Concept (NC)	Theme/ Concept (NC)	Theme/ Concept (NC)

<p>Theme: N/A Text: Floodland</p> <p>Concepts: Explore the inter-related dimensions of music and recall these with aural memory – Beethoven S5 (pitch and dynamics)</p> <p>Using a staff and understanding its notations (chords, notes and triads)</p>	<p>Theme: N/A Text: Richard III</p> <p>Concepts: N/A</p>	<p>Theme: N/A Text: The Tempest</p> <p>Concepts:</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Appreciating music from great composers and listening with attention to detail.</p> <p>Improvise and compose music using musical instruments.</p> <p>Play and perform in ensemble contexts with increasing fluency and control.</p>	<p>Theme: N/A Text: The Odyssey</p> <p>Concepts: N/A</p>	<p>Theme: N/A Text: The Hound of the Baskervilles</p> <p>Concepts:</p> <p>Appreciating music from great composers and listening with attention to detail.</p> <p>Improvise and compose music using musical instruments.</p> <p>Play and perform in ensemble contexts with increasing fluency and control.</p>
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Underpinning subject context Yr6

Conditions for learning (CL):

Learning for Social Mobility (LSM):

Learning for Spirituality (LS):

Learning for morality/character/values (LMCV):

Learning for Knowledge acquisition (LKA):

Learning for Language (LL):

Year 6	Autumn	Spring	Summer	Transition
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<p>Theme: Victorian England</p> <p>Text: Great Expectation</p> <p>Writing text type: Wills/ Biography</p> <p>Concept:</p> <ul style="list-style-type: none"> • Analysing pitch - Ode to Joy • Exploring the dimensions of Music (Pitch) • Reading notes on a stave • Exploring the inspiration for a piece of Music – Schiller and Ode to Joy • Locating notes on a keyboard • Understanding the main features of Romantic era music 	<p>Theme: British Empire</p> <p>Text: Murder at the Mushaira</p> <p>Concept:</p> <ul style="list-style-type: none"> • Performing songs on a keyboard (Lean on Me) • Exploring the life and work of a composer (Steve Reich) • Composing a 16 beat piece 	<p>Theme: TBC</p> <p>Text: TBC</p> <p>Writing text type:</p> <p>Concept:</p>	<p>Theme: TBC</p> <p>Text: TBC</p> <p>Writing text type:</p> <p>Concept:</p>
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