



# Sacred Heart Catholic Primary School

## Music Curriculum Long Term Plan (with Intent) 2022-2023

| Music         | Autumn Term 1  | Autumn Term 2   | Spring Term 1   | Spring Term 2   | Summer Term 1  | Summer Term 2  |
|---------------|--|---|---|---|--|--|
| <b>Year 1</b> | <b>Introducing Beat</b><br><i>How can we make friends when we sing together?</i><br><b>Intent:</b> To find and try to keep a steady beat.  | <b>Adding rhythm and pitch</b><br><i>How does music tell stories about the past?</i><br><b>Intent:</b> To explore simple melodic patterns using high and low.<br><b>Infant Nativity</b>                         | <b>Introducing Tempo and dynamics</b><br><i>How does music make the world a better place?</i><br><b>Intent:</b> To copy back simple rhythmic patterns using long and short. | <b>Combining Pulse, Rhythm and Pitch</b><br><i>How does music help us to understand our neighbours?</i><br><b>Intent:</b> To understand the difference between creating a rhythm pattern and a pitch pattern. | <b>Having fun with improvisation</b><br><i>What songs can we sing to help us through the day?</i><br><b>Intent:</b> To improvise using body percussion, instruments and voices.      | <b>Explore sound and create a story</b><br><i>How does music teach us about looking after our planet?</i><br><b>Intent:</b> To rehearse and learn to play a simple melodic instrumental part by ear or from simple notation, in C major, F major, D major and D minor. |
| <b>Year 2</b> | <b>Exploring simple patterns</b><br><i>How does music help us to make friends?</i><br><b>Intent:</b> To explore simple musical patterns.   | <b>Focus on dynamics and tempo</b><br><i>How does music teach us about the past?</i><br><b>Intent:</b> To learn about dynamics and tempo.<br><b>Infant Nativity</b>   | <b>Exploring feelings through music</b><br><i>How does music make the world a better place?</i><br><b>Intent:</b> To recognise some band and orchestral instruments.        | <b>Writing musical story</b><br><i>How does music teach us about our neighbourhood?</i><br><b>Intent:</b> To explore and create graphic scores.   | <b>Music that makes you want to dance</b><br><i>How does music make us happy?</i><br><b>Intent:</b> To move and dance to music confidently.  | <b>Exploring improvisation</b><br><i>How does music teach us about looking after our planet?</i><br><b>Intent:</b> To begin to understand where the music fits in the world.   |
| <b>Year 3</b> | <b>Developing notation skills</b><br><i>How does music bring us closer together?</i><br><b>Intent:</b> To explore simple musical notation. | <b>Enjoying improvisation</b><br><i>What stories does music tell us about the past?</i><br><b>Intent:</b> to copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests. | <b>Composing using your imagination</b><br><i>How does music make the world a better place?</i><br><b>Intent:</b> To explore and create simple compositions.                | <b>Sharing musical experiences</b><br><i>How does music help us get to know our community?</i><br><b>Intent:</b> To explore a wider style of music.   | <b>Learning more about musical styles</b><br><i>How does music make a difference to us every day?</i><br><b>Intent:</b> To perform simple melodies and rhythms on tuned instruments. | <b>Recognising different sounds</b><br><i>How does music connect us with our planet?</i><br><b>Intent:</b> To share your thoughts and feelings about the music together.   |



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|---------------|--|---|---|---|---|--|
| <b>Year 4</b> | <b>Steel Pans</b><br><br><b>Interesting time signatures</b><br><i>How does music bring us together?</i><br><br><b>Intent:</b> To learn about a ranges of time signatures.  | <b>Steel Pans</b><br><br><b>Combining elements to make music</b><br><i>How does music connect us to the past?</i><br><br><b>Intent:</b> To explore the role of music and musicians  | <b>Steel Pans</b><br><br><b>Developing Pulse and Groove through improvisation.</b><br><i>How does Music improve our world?</i><br><br><b>Intent:</b> To explore and develop pulse and improvisation skills.                             | <b>Steel Pans</b><br><br><b>Creating simple melodies together</b><br><i>How does music teach us about our communities?</i><br><br><b>Intent:</b> To learn about how to create different melodies.   | <b>Steel Pans</b><br><br><b>Connecting notes and feelings</b><br><i>How does music shape our way of life?</i><br><b>Intent:</b> To talk about the style of the music.   | <b>Steel Pans</b><br><br><b>Purpose, identity and expression in music</b><br><i>How does music connect us with the environment?</i><br><b>Intent:</b> To identify and describe feelings as they relate to music.   |
| <b>Year 5</b> | <b>Steel Pans</b><br><br><b>Getting started with Music tech</b><br><i>How does music bring us together?</i><br><b>Intent:</b> To learn how to sing song from memory or musical notation.   | <b>Steel Pans</b><br><br><b>Emotions and musical styles</b><br><i>How does music connect us with our past?</i><br><b>Intent:</b> To play together while keeping the beat.   | <b>Steel Pans</b><br><br><b>Exploring time and key signature</b><br><i>How does music improve our world?</i><br><b>Intent:</b> To create their composition/s with an awareness of the basic/simple chords in the backing track.         | <b>Steel Pans</b><br><br><b>Introducing chords</b><br><i>How does music teach us about our community?</i><br><b>The Passion</b><br><b>Intent:</b> To recognise that some instruments are band instruments and some are orchestral instruments.  | <b>Steel Pans</b><br><br><b>Words, meaning and expression</b><br><i>How does music shape our way of life?</i><br><b>Intent:</b> To sing expressively, with attention to staccato and legato.  | <b>Steel Pans</b><br><br><b>Identifying important musical elements</b><br><i>How does music connect us with the environment?</i><br><b>Intent:</b> to begin to understand how to rehearse a piece of music in order to improve.  |
| <b>Year 6</b> | <b>Steel Pans</b><br><b>Developing Melodic phrases</b><br><i>How does music bring us together?</i><br><b>Intent:</b> To copy back melodic patterns using the notes: D, E, F, G, A C, D, E, F, G, A, B G, A, B, C, D, E, F# D, E, F#, G, A, B, C# A, B, C, D, E, F, G | <b>Steel Pans</b><br><b>Understanding structure and form</b><br><i>How does music connect us with our past?</i><br><b>Intent:</b> To identify the stave and symbols on the stave (such as the treble clef), the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign. | <b>Steel Pans</b><br><b>Gaining confidence through performance</b><br><i>How does music improve our World?</i><br><b>Intent:</b> To identify the musical style of a song using some musical vocabulary to discuss its Musical Elements. | <b>Steel Pans</b><br><b>Exploring Notation further</b><br><i>How does music teach us about our community?</i><br><b>Intent:</b> Explore standard notation, using dotted semibreves, dotted minims, minims, triplet crotchets, dotted crotchets, crotchets, dotted quavers, quavers and semiquavers. | <b>Steel Pans</b><br><b>Using chords and structure</b><br><i>How does music shape our way of life?</i><br><b>Intent:</b> To improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation. | <b>Steel pans</b><br><b>Respecting each other through composition</b><br><i>How does music connect us with the environment?</i><br><b>Intent:</b> To create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, and all equivalent rests. Use a pentatonic and a full scale.<br><b>Leaver's Assembly</b> |