


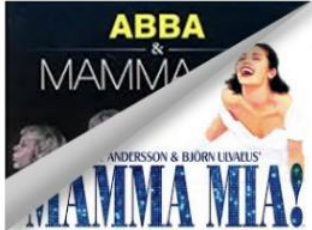




Corporation Road Community Primary School

Music LTP

Music: Year 3/4B			
Vision: Learning music has intrinsic value and can be a positive device for social justice. Music is a universal language which connects us all together despite our academic, social, cultural, or economic backgrounds. The opportunity to engage in musical experiences is crucial for the development of the whole child. Music stimulates brain development in pupils, improving their communication, memory, thinking and creative skills, developing self-esteem, and improving their emotional well-being. By engaging in our progressive and enjoyable music curriculum, pupils learn the skills of performing, singing, composing, and improvising, while developing and building upon their appreciation of a variety of music, past and present. Children are nurtured and empowered to grow and flourish musically at their own pace, and find their talent as a musician, despite their starting points. Pupils leave with a range of musical skills, knowledge and an understanding and love of music which they can carry with them for the rest of their lives.			
Domains		Key Concepts	
Music genres and styles, history of music and great composers		Appreciation & Understanding, Listening and Vocabulary	
Play musically with increasing confidence and control		Performing, Singing, Instruments and Notation	
Musical composition and structure		Composing and Interrelated Dimensions	
Autumn 1	Autumn 2	Spring	Summer
Theme: Community	Theme: Legacy & Impact	Theme: Citizenship	Theme: Gender & Equality
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End Point: Community For children to understand how their community and others around the world have been influenced, and have influenced music, past and present, near and far.	End Point: Legacy & Impact Children will understand how composers and artists, past and present, have impacted and influenced society, socially, politically and culturally. Children will be able to see the impact they could have on music and their ability to make their mark on their local and wider community.	End Point: Citizenship Children will feel a sense of belonging to their immediate and wider community. Children will learn how music has influenced change, socially and politically, and how this change can bring about an improvement in the life chance of everyone within communities around the world.	End Point: Gender & Equality Children will know that everyone should have equal opportunities within music. Our children will learn how music was influenced by the beliefs of society during different eras and how gender, sexual orientation, ethnicity, race, class, income, health and disability, race and beliefs have been influenced by music and how their acceptance in music has changed and improved throughout history.

Harvest Performance		Christmas Performance		Instruments (Glockenspiels)		Mamma Mia	
							
Year 3	Year 4	Year 3	Year 4	Year 3	Year 4	Year 3	Year 4
<ul style="list-style-type: none"> - Compare and contrast two pieces of music on the same theme. Listen to music from different periods in history. - Recognise changes in the music, using words like 'pitch' (high/low), 'timbre' (sounds quality), 'dynamics' (loud or soft), and 'tempo' (fast or slow). - Use relevant musical vocabulary (e.g. pitch, rhythm, pulse and tempo) when talking about the elements of music within a piece. - Perform own part with increased control or accuracy when singing or playing both tuned and untuned instruments. - Sing songs confidently both solo and in groups. - Rhythm, Pulse, Pitch, Melody, Dynamics, Tempo – fast, slow 	<ul style="list-style-type: none"> - Appreciate and listen to music drawn from different traditions, cultures and composers. - Describe how a piece of music makes them feel, making an attempt to explain why. Recall sounds with increasing aural memory. - Describe, compare and evaluate different kinds of music, using appropriate musical vocabulary. - Perform significant parts from memory and from notation either on a musical instrument or vocally. - Maintain a simple part within an ensemble. - Rhythm, Pulse, Pitch, Melody, Dynamics, Tempo, Timbre – The quality and character of the sound 	<ul style="list-style-type: none"> - Compare and contrast two pieces of music on the same theme. Listen to music from different periods in history. - Recognise changes in the music, using words like 'pitch' (high/low), 'timbre' (sounds quality), 'dynamics' (loud or soft), and 'tempo' (fast or slow). - Use relevant musical vocabulary (e.g. pitch, rhythm, pulse and tempo) when talking about the elements of music within a piece. - Perform own part with increased control or accuracy when singing or playing both tuned and untuned instruments. - Sing songs confidently both solo and in groups. - Rhythm, Pulse, Pitch, Melody, Dynamics, Tempo – fast, slow 	<ul style="list-style-type: none"> - Appreciate and listen to music drawn from different traditions, cultures and composers. - Describe how a piece of music makes them feel, making an attempt to explain why. Recall sounds with increasing aural memory. - Describe, compare and evaluate different kinds of music, using appropriate musical vocabulary. - Perform significant parts from memory and from notation either on a musical instrument or vocally. - Maintain a simple part within an ensemble. - Rhythm, Pulse, Pitch, Melody, Dynamics, Tempo, Timbre – The quality and character of the sound 	<ul style="list-style-type: none"> - Compare and contrast two pieces of music on the same theme. Listen to music from different periods in history. - Recognise changes in the music, using words like 'pitch' (high/low), 'timbre' (sounds quality), 'dynamics' (loud or soft), and 'tempo' (fast or slow). - Use relevant musical vocabulary (e.g. pitch, rhythm, pulse and tempo) when talking about the elements of music within a piece. - Perform own part with increased control or accuracy when singing or playing both tuned and untuned instruments. - Play melodies and/or rhythm patterns in time with a beat. Control playing at different dynamic levels (e.g. loud, soft). Listen carefully and copy back rhythms and melodies. - Use written symbols, both standard and invented, to represent sounds. - Rhythm, Pulse, Pitch, Melody, Dynamics, Tempo – fast, slow 	<ul style="list-style-type: none"> - Appreciate and listen to music drawn from different traditions, cultures and composers. - Describe how a piece of music makes them feel, making an attempt to explain why. Recall sounds with increasing aural memory. - Describe, compare and evaluate different kinds of music, using appropriate musical vocabulary. - Perform significant parts from memory and from notation either on a musical instrument or vocally. - Develop the skills to play in time a backing. Play with expression at a simple level – e.g. by playing with appropriate choice of dynamics. - Follow a basic melody line, using standard notation. - Rhythm, Pulse, Pitch, Melody, Dynamics, Tempo, Timbre – The quality and character of the sound 	<ul style="list-style-type: none"> - Compare and contrast two pieces of music on the same theme. Listen to music from different periods in history. - Recognise changes in the music, using words like 'pitch' (high/low), 'timbre' (sounds quality), 'dynamics' (loud or soft), and 'tempo' (fast or slow). - Use relevant musical vocabulary (e.g. pitch, rhythm, pulse and tempo) when talking about the elements of music within a piece. - Perform own part with increased control or accuracy when singing or playing both tuned and untuned instruments. - Sing songs confidently both solo and in groups. - Use standard and invented symbols to represent sounds. - Rhythm, Pulse, Pitch, Melody, Dynamics, Tempo – fast, slow 	<ul style="list-style-type: none"> - Appreciate and listen to music drawn from different traditions, cultures and composers. - Describe how a piece of music makes them feel, making an attempt to explain why. Recall sounds with increasing aural memory. - Describe, compare and evaluate different kinds of music, using appropriate musical vocabulary. - Perform significant parts from memory and from notation either on a musical instrument or vocally. - Maintain a simple part within an ensemble. - Shape composition, considering dynamics, timbre and tempo. - Rhythm, Pulse, Pitch, Melody, Dynamics, Tempo, Timbre – The quality and character of the sound

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