



St Laurence's CE Primary School  
 Music Long Term Plan  
 Year: Year 5 and 6 (UKS2)



Autumn 1 <b>Drunken Sailor</b> Year 6	Autumn 2 <b>Introduction to the Clarinet</b> Year 5	Spring 1 <b>Indian Talas</b> Year 6	Spring 2 <b>Music of the Baroque Period Clarinet</b> Year 5	Summer 1 <b>Samba</b> Year 6	Summer 2 <b>Structures and Music of the Classical Period Clarinet</b> Year 5
<p><u>Key Content &amp; Skills</u></p> <ul style="list-style-type: none"> <li>-Sings confidently, fluently and maintaining a strong pulse, songs from a range of traditions, genre and times</li> <li>-Sings accurately in tune within a wider pitch range (octave and a half) and appropriate individual vocal range</li> <li>-Uses dynamics, phrasing, emphasis and accents to create intended effects</li> <li>-Understands more complex song structure</li> <li>-Plays with others keeping to a common pulse. Plays instruments with confidence and expression</li> <li>-Plays instruments with confidence and expression</li> <li>-Performs complex rhythmic patterns to an internalised pulse</li> <li>-Performs complex melodies and pitched accompaniments to an internalised pulse</li> <li>-Leads a group and follows a leader directing changes in musical expression,</li> </ul>	<p><u>Key Content &amp; Skills</u></p> <ul style="list-style-type: none"> <li>-Demonstrate correct embouchure, posture and articulation (A, D)</li> <li>-Read and clap rhythms including crotchets, quavers minims and semibreves and equivalent rests with a sense of pulse (A, D)</li> <li>-Play the notes E, D and C consistently (A, D)</li> <li>-Repeat (echo) short patterns using these notes (C)</li> <li>-Play short pieces using these notes from traditional notation (A, D)</li> <li>-Compose/improvise simple short phrases using these notes (and given rhythms) (B, D)</li> </ul>	<p><u>Key Content &amp; Skills</u></p> <ul style="list-style-type: none"> <li>-Creates and performs sounds with accuracy</li> <li>-Plays instruments with confidence and expression</li> <li>-Performs complex rhythmic patterns to an internalised pulse</li> <li>-Recognises a metre of 3 and 4</li> <li>-Recognises changes in metre</li> <li>-Maintains and independent part in an ensemble</li> <li>-Understands how the texture might vary</li> <li>-Plays using notation as support</li> <li>-Performs confidently in a group and solo, with expression and variety</li> <li>-Organises sounds effectively using a variety of instruments and styles</li> <li>-Creates and combines, rhythms, melodies, harmonies or lyrics within own musical pieces effectively</li> <li>-Listens to and evaluates a range of high quality live and recorded music from</li> </ul>	<p><u>Key Content &amp; Skills</u></p> <ul style="list-style-type: none"> <li>-Read and clap rhythms including pairs of quavers, dotted minims (A, D)</li> <li>-Understanding 3/4 time. (A, D)</li> <li>-Play the notes G, F, E, D, C and A (A, D)</li> <li>-Play simple pieces with expression, solo and ensemble, that incorporate these notes. (A, D)</li> <li>-Repeat (echo) short patterns using these notes (Aural development). (C)</li> <li>-Compose, improvise simple pieces using these notes (using given rhythms) and/or develop music as part of a themed school project, using the interrelated dimensions of music (B, C)</li> <li>-Play simple pieces in two (differentiated) parts. (A, D)</li> <li>-Appreciate, understand music from different traditions, composers and musicians (E)</li> <li>-Develop an</li> </ul>	<p><u>Key Content and Skills</u></p> <ul style="list-style-type: none"> <li>-Uses dynamics, phrasing, emphasis and accents to create intended effects</li> <li>-Understands more complex song structure</li> <li>-Plays with others keeping to a common pulse. Plays instruments with confidence and expression</li> <li>-Plays instruments with confidence and expression</li> <li>-Performs complex rhythmic patterns to an internalised pulse</li> <li>-Performs complex melodies and pitched accompaniments to an internalised pulse</li> <li>-Leads a group and follows a leader directing changes in musical expression,</li> <li>-Maintains an independent part in an ensemble.</li> <li>-Understands how the texture might vary</li> <li>-Plays using various notation as support</li> <li>-Performs confidently in a group and solo with expression and variety</li> <li>-Listens to and evaluates a range of high quality live</li> </ul>	<p><u>Key Content &amp; Skills</u></p> <ul style="list-style-type: none"> <li>-Read and clap rhythms including pairs of quavers, dotted minims (A, D)</li> <li>-Understanding 3/4 time. (A, D)</li> <li>-Play the notes G, F, E, D, C and A (A, D)</li> <li>-Play simple pieces with expression, solo and ensemble, that incorporate these notes. (A, D)</li> <li>-Repeat (echo) short patterns using these notes (Aural development). (C)</li> <li>-Compose, improvise simple pieces using these notes (using given rhythms) and/or develop music as part of a themed school project, using the interrelated dimensions of music (B, C)</li> <li>-Play simple pieces in two (differentiated) parts. (A, D)</li> <li>-Appreciate, understand music from different traditions, composers and musicians (E)</li> <li>-Develop an understanding of the history of music – (Classical Period)</li> </ul>



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<ul style="list-style-type: none"> <li>-Maintains an independent part in an ensemble.</li> <li>-Understands how the texture might vary</li> <li>-Plays using various notation as support</li> <li>-Performs confidently in a group and solo with expression and variety</li> <li>-Listens to and evaluates a range of high quality live and recorded music from different traditions, genre, styles and times with concentration and discernment, and share opinions using musical language</li> <li>-Listens to several layers of sound, identifying musical elements or features, discussing their effect and justifying ideas</li> <li>-Listens and accurately recalls (melodies), rhythms, notated music or separate parts in a group</li> <li>-Listens to own work and others with discernment, and shares opinions, using these ideas to improve own work</li> </ul>		<p>different traditions...with concentration and discernment and share opinions using musical language</p> <ul style="list-style-type: none"> <li>-Listens and accurately recalls melodies, rhythms, notated music or separate parts in a group</li> </ul>	<p>understanding of the history of music – (Renaissance and) Baroque (F)</p>	<p>and recorded music from different traditions, genre, styles and times with concentration and discernment, and share opinions using musical language</p> <ul style="list-style-type: none"> <li>-Listens to several layers of sound, identifying musical elements or features, discussing their effect and justifying ideas</li> <li>-Listens and accurately recalls (melodies), rhythms, notated music or separate parts in a group</li> <li>-Listens to own work and others with discernment, and shares opinions, using these ideas to improve own work</li> </ul>	
<p><u>Vocabulary</u>      Dynamics      Tempo      Structure      traditions      accompaniments</p>	<p><u>Vocabulary</u>      Pitch      Dynamics      embouchure      posture</p>	<p><u>Vocabulary</u>      Timbre      Texture      Structure      tala      metre</p>	<p><u>Vocabulary</u>      Timbre      Texture      Structure      expression      sacred</p>	<p><u>Vocabulary</u>      Duration      Dynamics      Tempo      carnival      call and response</p>	<p><u>Vocabulary</u>      Pitch      Texture      Structure      orchestra      concerto</p>



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<p>internalised pulse ensemble</p>	<p>Parts of the clarinet: mouthpiece, barrel, reed, ligature, cap, upper joint, lower joint, bell</p>	<p>raga sitar drone</p>	<p>secular Johann Bach</p>	<p>percussion parts melody</p>	<p>Mozart Beethoven</p>
<p><u>Assessment against the National Curriculum</u></p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>NC Link</p>	<p><u>Assessment against the National Curriculum</u></p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>develop an understanding of the history of music.</p> <p>NC Link</p>	<p><u>Assessment against the National Curriculum</u></p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>NC Link</p>	<p><u>Assessment against the National Curriculum</u></p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>develop an understanding of the history of music.</p> <p>NC Link</p>	<p><u>Assessment against the National Curriculum</u></p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>NC Link</p>	<p><u>Assessment against the National Curriculum</u></p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>develop an understanding of the history of music.</p> <p>use and understand staff and other musical notations</p> <p>NC Link</p>