



Oakfield Primary School Music Long Term Plan

EYFS: Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	<p>Knowledge of beat, tempo and rhythm.</p> <p>Knowledge of experimenting with sounds - body percussion.</p>	<p>Knowledge of music from other cultures and times.</p> <p>Knowledge of identifying musical notation - crotchet & quaver.</p>	<p>Knowledge of duration, texture and silence.</p> <p>Knowledge of identifying repeated patterns in music.</p> <p>Knowledge of recording music through symbols.</p> <p>Knowledge of musical notation - stave, bar, crotchet, quaver, minim, rest.</p>	<p>Knowledge of reading melodic musical notation.</p> <p>Knowledge of performing using tuned and un-tuned percussion.</p> <p>Knowledge of music from other cultures.</p> <p>Knowledge of Djembe Drumming - tone, bass, call and response.</p>	<p>Knowledge of lyrics, melody, unison and harmony.</p> <p>Knowledge of music from different traditions, great composers and musicians - WW1.</p> <p>Knowledge of composing - conveying relationship between lyrics and melody.</p>	<p>Knowledge of reading musical notation - stave, time signature, treble clef, bar, crotchet, quaver, minim, semibreve, E, G, B, D, F & F, A, C, E.</p> <p>Knowledge of performing as an ensemble and as a soloist - ukulele.</p>
Spring	<p>Knowledge of timbre, dynamics and pitch.</p> <p>Knowledge of sequencing sounds for effect.</p> <p>Knowledge of performing skills - Bamboo Tambou.</p>	<p>Knowledge of experimenting with sounds - sound effects.</p> <p>Knowledge of rhythmic call and response.</p> <p>Knowledge of performing - ocarina.</p>	<p>Knowledge of how music is composed and performed for a purpose.</p> <p>Knowledge of reading musical notation - time signature, treble clef, notes E, G, B, D, F & F, A, C, E.</p> <p>Knowledge of performing - recorder.</p>	<p>Knowledge of the history of music and the impact on British music overtime - Elgar's Pomp & Circumstance, Music through the decades (1940s+).</p> <p>Knowledge of comparing music using musical vocabulary.</p>	<p>Knowledge of reading musical notation - stave, time signature, treble clef, bar, crotchet, quaver, minim, semibreve, E, G, B, D, F & F, A, C, E.</p> <p>Knowledge of performing - ukulele.</p>	<p>Knowledge of music in Britain through the 1930s and 1940s - Big Bands & Swing Music.</p>



Summer	<p>Knowledge of music from other cultures and times.</p> <p>Knowledge of composing short rhythmic phrases.</p> <p>Knowledge of recording music through pictures.</p>	<p>Knowledge of recording compositions through pictures and symbols.</p> <p>Knowledge of identifying musical notation - crotchet & quaver on stave.</p> <p>Knowledge of performing - ocarina.</p>	<p>Knowledge of describing & comparing music using musical vocabulary.</p> <p>Knowledge of composing melodic songs.</p> <p>Knowledge of performing melodies - recorder.</p>	<p>Knowledge of music from great composers and musicians - Benjamin Britten.</p> <p>Knowledge of composing music - building texture/timbre.</p> <p>Knowledge of Djembe Drumming - call and response, rhythmic ostinato.</p>	<p>Knowledge of improvising and composing music - building texture/timbre & using silence.</p> <p>Knowledge of recording music using notation and symbols.</p> <p>Knowledge of performing - ukulele.</p>	<p>Knowledge of responding to music through a range of media.</p> <p>Knowledge of composing and recording music for a purpose using the inter-related dimensions of music.</p>
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