

Primary Hub : long term planning

As stated, projects for the primary have cross curricular links with the larger curriculum, therefore the long-term plan is more of a skills acquisition plan rather than topics or content and reflects the skills listed in the Pupil Asset multi-skills assessment criteria. The four broad areas are taken from Pupil Asset. The plan represents the progress and development of skills within Rowhill but recognises that some students will not be learning at their chronological age but will look to progress along these pathways. The skills described are not specific to a year group, rather it is a rolling programme developing a large bank of knowledge and understanding, accumulating skills and ideas throughout the primary experience.

Skill area	yr1	yr2	yr3	yr4	yr5	yr6
Making music	Imitate actions, sounds or words Respond to signs/ instructions in the music Imitate basic dynamics and tempo Perform within a group	Imitate pulse and short rhythm patterns. Respond to the conductor – start/stop & loud/soft Play dynamics / tempo with more control	Play with a good sense of pulse, more complex patterns and recognise when to end Follow the conductor now including gradual changes and showing increasing control over	Continue to develop a solid sense of pulse but now learning to vary patterns in tempo, dynamics & duration. Follow the conductor now including gradual changes and showing increasing control over	Play with an established sense of pulse, varying their own part and now being able to listen for cues in the ensemble. Follow the conductor now including gradual changes and showing increasing control over	Play with an established sense of pulse and the ability to vary their own part in a number of different ways in a group piece. Be able to play in an ensemble hearing how your part fits into the larger texture.

	Respond to the mood of the music by performing or moving Copy simple musical patterns.	Respond to a variety of music by exploring ideas Copy more complex music patterns	instrumental or vocal sounds Be able to play more complex patterns as part of a bigger piece	instrumental or vocal sounds Continue to play more complex patterns now within a more complex layered piece	instrumental or vocal sounds Continue to play more complex patterns now within a more complex layered piece	Be able to play in organised musical structures such as ABA, or verse and chorus. More complex patterns such as beats or ostinato.
- Listening and understanding	With some support, listen and participate in familiar activities Respond to a sound played out of sight Become aware of cause and effect in familiar tasks	Identify familiar, specific musical Instruments & Identify familiar instruments played out of sight. Begin to categorise percussion instruments by how they are played Listen and contribute to sound stories and soundscapes Begin to use a basic musical vocabulary of words, signs or symbols	Continue to develop a musical vocabulary of words, signs and symbols Make and communicate choices when listening, to demonstrate understanding With support, listen with some concentration to high-quality recorded music related to the topic but drawn from a wide range of styles and genres.	Listen with increasing concentration and understanding to a range of high-quality recorded music related to the topic but drawn from a wide range of styles and genres Start to be able to identify the main aspects of the piece eg instrumentation, tempo, mood, structure Begin to become aware of similarities and differences and	Continue to listen with increasing concentration and understanding to a range of high-quality music related to the topic but drawn from a wide range of styles and genres. Start to identify more complex features of the music such as ostinato, accompaniment patterns. Start to use specific vocabulary. Continue to comment on	Listen with some attention to detail and begin to recall sounds and patterns using aural memory. Be able to identify more complex parts of the musical piece eg themes Use specific vocabulary Begin to appreciate and understand a range of high-quality recorded music from different genres and musical traditions

				start to use specific vocabulary	differences & similarities	Begin to develop an awareness of music history
performance & notation	<p>Make a musical sound when prompted by a visual or tactile cue</p> <p>Make a variety of musical sounds, when prompted by a simple picture</p> <p>Respond to a basic change in dynamic, tempo, and mood</p> <p>Perform simple patterns or sequences of music.</p> <p>Respond to changes in dynamics, tempo, mood and pitch</p> <p>Make and communicate choices when performing.</p> <p>Use their voices for singing or chanting with some sense of pulse.</p>	<p>Follow and create simple graphic/ tactile scores</p> <p>Follow simple rhythmic musical notation – single beat & rest</p> <p>Respond to more complex changes in dynamics, tempo mood and pitch</p> <p>Make and communicate choices when performing with others</p> <p>Use their voices with increasing expression and creativity</p> <p>Play tuned and un-tuned instruments with some musicality and sense of pitch</p>	<p>Begin to explore graphic notation to communicate ideas in a basic way for duration, dynamics and structure.</p> <p>Experience basic rhythm notation single beat, double beat and rests.</p> <p>Make and communicate choices when performing with others</p> <p>Use their voices with increasing expression and creativity</p> <p>Play tuned and un-tuned instruments increasing musicality – sense of pulse and pitch.</p>	<p>Begin to explore graphic notation to communicate ideas of duration, dynamics and structure but also pitch direction and layering.</p> <p>Begin to use rhythm notation single beat, double beat and rests to capture ideas</p> <p>Start to use letter names to play patterns on keyboard.</p> <p>Use their voices with expression and creativity and a developing sense of tuning.</p> <p>Play tuned and un-tuned instruments increasing musicality – sense of pulse and pitch.</p>	<p>Follow simple rhythmic musical notation including quavers and being able to maintain their part against the pulse and other layers.</p> <p>Use letter names to play patterns on keyboard.</p> <p>Continue exploring graphic notation to communicate ideas</p> <p>In solo or ensemble contexts sing and play classroom instruments with increasing control and expression.</p> <p>Sing with a developing sense of tuning expressing lyrics clearly</p>	<p>Follow and begin to create simple musical notation using pitch and rhythm</p> <p>Continue exploring graphic notation to communicate ideas</p> <p>Begin to use chord symbols as a way of playing in a group.</p> <p>Have some awareness of how staff notation works.</p> <p>In solo or ensemble contexts sing with some control fluency and expression</p> <p>In solo or ensemble contexts play a wider variety of instruments with increasing control and fluency,</p>

	Take part in a class performance even if not playing , singing or speaking	Take part in a performance as part of your class, having at least one role- either playing, singing or speaking.	Take part in a performance as part of your class with a role- either playing, singing or speaking.	Take part in a performance as part of your class, performing your role- either playing, singing or speaking.	Take part in a performance as part of your class, having at least one role- either playing, singing or speaking.	<p>gradually building up your capabilities</p> <p>(Drums, keyboard, ukulele, classroom percussion)</p> <p>Take part in a performance as part of your class, having at least one role- either playing, singing or speaking.</p>
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Creating Composing improvising	Create simple compositions with support selecting basic sounds (1 or 2)	Create their own simple compositions, carefully selecting & sequencing sounds (2,3)	Create their own more complex compositions in keeping with the topic eg soundscapes, short sound sequences with some awareness of ensemble and beginning and ending	Begin to experiment with, create, select and combine musical ideas in keeping with the topic Show good awareness of beginnings and endings	Experiment with, create, select and combine musical sounds in keeping with the current topic and corresponding musical ideas	Continue to develop the ability to improvise, using the inter-related dimensions of music now including harmony, melody fragments.
	Participate in simple improvisation using basic sounds	Experiment with, create, select and combine sounds beginning to explore the interrelated musical components ie tempo, dynamics	Make and communicate choices when composing and be able to explain choices	Begin to improvise music using the inter-related dimensions of music including rhythm patterns.	Begin to improvise music using the inter-related dimensions of music now including repeating melody fragments and bass lines Show good awareness of ensemble playing	Compose and explore topic related ideas using the inter-related dimensions of music now including harmony & melody Showing very good awareness of ensemble playing
	Make and communicate choices when composing.	Use simple music sequencers to combine loops to create a mix eg Incredibox	with, create, select and combine sounds	Show increasing awareness of ensemble playing	Continue to use music technology to explore creative possibilities = online music sequencers, chrome music lab and as appropriate Garageband and Logic	Continue using music technology to explore creative possibilities = online music sequencers, chrome music lab and as appropriate Garageband and Logic
	Explore instruments to see what sounds are possible		Use simple music sequencers to combine loops to create a mix eg Incredibox	Begin to use music technology to explore creative possibilities = online music sequencers, chrome music lab and as appropriate Garageband and Logic		
	Work with support to explore an online sequencer such as Incredibox					

