

## Music Long-Term Sequence

### Substantive and disciplinary knowledge

- Children know about the technical and wider elements of music (tempo, texture, dynamics, pitch, timbre, rhythm, tone)
- Children know how to apply this knowledge in practice to control sounds and create music (sing, play, perform, explore and compose, listen and appraise)

|                  | <b>Autumn</b>   | <b>Spring</b> (Units are typically taught in the spring term but can be taught in the summer depending on the placement of Easter in the academic year)   | <b>Summer</b>  |
|------------------|---|---|--|
| <b>Nursery</b>   | Sings familiar songs e.g. pop songs, songs from TV programmes, songs from home.   | Take part in action songs.  | Sing some familiar songs and rhymes<br>Moves to music.   |
| <b>Reception</b> | Listen attentively, move to and talk about music, expressing their feelings and responses.<br>Learn new songs.  | Watch and talk about dance and performance art.   | <b>(ELG)</b><br>Sing a range of well-known nursery rhymes and songs.<br>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.                                 |
| <b>Year 1</b>    | <b><u>Singing (Block A)</u></b><br>Being together in music<br><br><b><u>Untuned percussion (Block B)</u></b><br>Introducing rhythm and pulse<br>Representing sounds pictorially | <b><u>Singing (Block C)</u></b><br>Introducing pitch<br>Identify changes in sounds (high/low)<br>Year group performance<br><br><b><u>Untuned percussion (Block D)</u></b><br>Introducing tempo and dynamic<br>Identify changes in sounds (fast/slow, loud/soft) | <b><u>Singing (Block E)</u></b><br>Exploring emotions through music<br>Responding to music<br><br><b><u>Tuned percussion. (Block F)</u></b><br>Experimenting with sounds (duration)<br>Representing sounds pictorially |
| <b>Year 2</b>    | <b><u>Untuned percussion (Block A)</u></b><br>Experimenting with sounds 2<br><br><b><u>Singing (Block B)</u></b><br>Being together in music 2                                   | <b><u>Untuned percussion (Block C)</u></b><br>Introducing rhythm and pulse 2<br><br><b><u>Singing (Block D)</u></b><br>Introducing pitch 2  | <b><u>Tuned percussion (Block E)</u></b><br>Introducing tempo and dynamics 2<br><br><b><u>Singing (Block F)</u></b><br>Exploring emotions through music 2  |
| <b>Year 3</b>    | <b><u>Singing (Block A)</u></b><br>Introducing texture  | <b><u>Singing (Block C)</u></b><br>The history of singing   | <b><u>Glockenspiel (Block E)</u></b><br>Tuned focus<br>Composition   |

|        |   |  |   |
|--------|---|--|---|
|        | <b>Untuned percussion (Block B)</b><br>Mastering rhythm   | <b>Glockenspiel (Block D)</b><br>Tuned focus: Musical notation   | <b>Range of instruments studied (Block F)</b><br>Range of instruments studied<br>Introducing timbre |
| Year 4 | <b>Untuned percussion (Block A)</b><br>Mastering rhythm<br>Follow beats in bar<br><br><b>Glockenspiel (Block C)</b><br>Musical notation | <b>Glockenspiel (Block E)</b><br>Composition and performance<br><br><b>Range of instruments studied (Block D)</b><br>Range of instruments studied<br>Revisiting timbre | <b>Singing (Block B)</b><br>Performance<br><br><b>Singing (Block D)</b><br>Introducing texture 2    |