



# Medium Term Plan Music 2023-2024

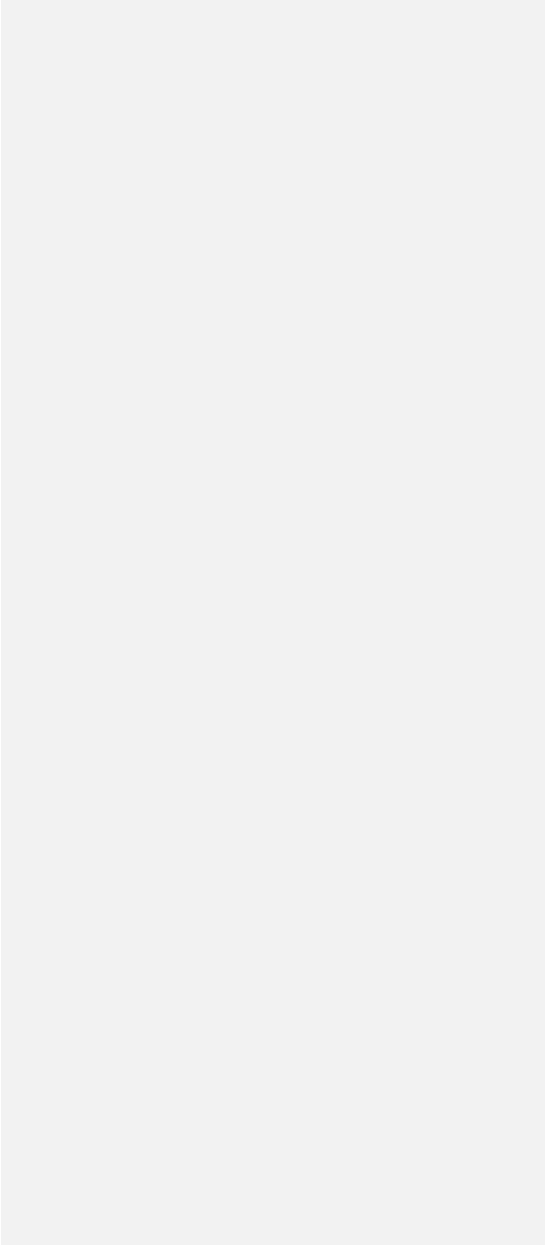
	<b>Song and Inter-related dimension of Music focus</b>	<b>Term 1 (8 weeks)</b>	<b>Term 2 (7 weeks)</b>	<b>Term 3 (6 weeks)</b>	<b>Term 4 (6 weeks)</b>	<b>Term 5 (6 weeks)</b>	<b>Term 6 (7 weeks)</b>
<b>Trips or events</b>			EYFS Nativity Y1 Nativity Year 5 and 6 Church service  Year 5 and 6 Christmas Celebration  Christmas singing for choir		Easter church services Year 3 and 4- raise the roof		Year 5 and 6 production  Year 1 and 2 Hear my Voice  Summer concert for choir and musicians
<b>EYFS</b>	Pitch Timbre Duration	To understand that music can be written down/notated  To listen and recognise different rhythm patterns.		To discriminate between changes in pitch, recognising high and low sounds.  To use actions to demonstrate pitch.		To sort metal and non-metal instruments into two groups.  To participate in singing and dancing as part of a group.	

	<p>To identify aspects of non-European music.</p> <p>To identify instrumental timbres (sounds) of non-European music.</p> <p>To correctly pitch (sing) a response.</p> <p>To listen to, perform and internalise rhythms.</p> <p>To identify instrumental timbres (sounds) of non-European music.</p> <p>To maintain a pulse through movement.</p> <p>To play rhythms accurately as group.</p> <p>To rehearse as a group (ensemble).</p> <p>To perform different rhythm patterns in unison as a class ensemble.</p>		<p>To explore high and low sounds using voices and instruments.</p> <p>To use the voice to copy a simple melodic pattern.</p> <p>To play a simple melodic pattern on an instrument.</p> <p>To recognise that music is notated to show both pitch and duration.</p> <p>To use graphic notation to illustrate pitch.</p> <p>To describe the features of a Native American Indian music.</p> <p>To use voices expressively and creatively to sing songs and chants.</p> <p>To sing and play intervals as part of a song.</p>		<p>To understand that music might start in one part of the world and travel to another where it is equally enjoyed.</p> <p>To feel rhythm and respond with movement. To sing as part of a group.</p> <p>To understand that different instruments sound different (identify timbre).</p> <p>To identify different un-tuned percussion instruments by their sounds.</p> <p>To be able to name a selection of un-</p>	
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		To follow a musical structure.		To play a melodic ostinato on the strong beats of the bar.		tuned percussion instruments and be able to play them in an appropriate way.  To understand that 'texture' is the layering of sounds. To follow pictorial notation.  To create a performance we can share.	
<b>Year 1</b>	<b>Pitch</b> - Air on G String, Johann Sebastian Bach  Pitch, dynamics, tempo, pulse, texture, duration, timbre	Air: To build a knowledge of the inter related dimensions of music through composition  LO: I can listen to and describe a piece of music using musical vocabulary.		Animals (rhythm)  LO: To feel and internalise the pulse/beat To identify the strong beat and demonstrate with an action/clapping		Chronology:  LO: I can listen and respond to music from the Renaissance era verbally and through dance and compare different types of music from the	

		<p>LO: I can tell a story using vocal sounds and body percussion.</p> <p>LO: I can create symbols that represent musical sounds and notate them as a graphic score.</p> <p>LO: I can listen to a variety of musical excerpts and identify different tempo.</p> <p>LO: I can understand Rondo form and create a class composition based on this structure.</p>		<p>LO: I can echo a rhythm</p> <p>LO: I understand the difference between pulse and rhythm</p> <p>LO: I can compose, read and perform a simple rhythmic pattern</p> <p>LO: I can read and perform a four-bar notated rhythm</p>		<p>Renaissance era.</p> <p>LO: I can listen and respond to music from the Baroque period and recognise some of the instruments of the period.</p> <p>LO: I can explore and creatively respond to a well-known piece of music from the Romantic Period.</p> <p>LO: I can listen with focus and understanding to a well-known piece of</p>	
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						<p>Nationalistic music.</p> <p>I can make a personal response through movement or art work to the dramatic mood of the music.</p> <p>I can discuss how the inter-related dimensions of music are used to create the dramatic mood.</p> <p>LO: I can explore, recognise and respond to features of a piece of music from the 20<sup>th</sup> century.</p> <p>LO: I can compose and</p>	
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						perform a piece of music using sampled sound.	
<b>Year 2</b>	<p>Texture – Aquarius, Camille Saint-Saens</p> <p>Pitch, dynamics, tempo, pulse, texture, duration, timbre</p>	<p>Water: To explore the inter related dimensions of music through performance and song</p> <p>LO: I can explore sounds of the sea using voices and instruments</p> <p>LO: I can explore the correlation between pitch and high/low notation.</p> <p>LO: I can understand the difference between pulse and rhythm and to compose a song</p> <p>LO: I can use voices creatively</p>		<p>Animals (rhythm)</p> <p>LO: To feel and internalise the pulse/beat To identify the strong beat and demonstrate with an action/clapping</p> <p>LO: I can echo a rhythm</p> <p>LO: I understand the difference between pulse and rhythm LO: I can compose, read and perform a simple</p>		<p>Chronology:</p> <p>LO: I can listen and respond to music from the Renaissance era verbally and through dance and compare different types of music from the Renaissance era.</p> <p>LO: I can listen and respond to music from the Baroque period and recognise some of the instruments of the period.</p>	

		<p>and expressively when singing songs</p> <p>LO: I can keep a steady pulse and to play rhythms together</p> <p>LO: I can sing expressively</p>		<p>rhythmic pattern</p> <p>LO: I can read and perform a four-bar notated rhythm</p>		<p>LO: I can explore and creatively respond to a well-known piece of music from the Romantic Period.</p> <p>LO: I can listen with focus and understanding to a well-known piece of Nationalistic music. I can make a personal response through movement or art work to the dramatic mood of the music. I can discuss how the inter-related</p>	
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						<p>dimensions of music are used to create the dramatic mood.</p> <p>LO: I can explore, recognise and respond to features of a piece of music from the 20<sup>th</sup> century.</p> <p>LO: I can compose and perform a piece of music using sampled sound.</p>	
<b>Year 3</b>	<p><b>Tempo –</b> Flight of the Bumblebee, Nikolay Rimsky Korsakov</p> <p><b>Mmm Bop</b> <b>Oye Komo Va</b></p> <p>Dynamics, structure,</p>	<p><u>Air</u></p> <p>LO: I can use percussion instruments to create different sounds.</p> <p>LO: I can experiment with different</p>		<p><u>Junk</u> <u>Percussion–</u> <u>Rhythm unit</u> <u>linked to</u> <u>STOMP</u></p> <p>LO: I can recognise rhythmic notation</p>		<p><u>Pitch Unit</u></p> <p>LO: I can explain the musical term ‘pitch’.</p> <p>LO: I can describe</p>	



	<p>texture, timbre. Duration – pulse/rhythm. Pitch, duration (pulse/rhythm), dynamics, structure.</p>	<p>structures when composing.</p> <p>LO: I can describe the dynamics of the music</p> <p>LO: I can perform a composition in a small ensemble.</p>		<p>LO: I can explore timbre using everyday items as instruments.</p> <p>LO: I can listen to and repeat a variety of rhythms using instruments.</p> <p>LO: I can play rhythm games to enhance my understanding of rhythm and notation.</p> <p>LO: I know what piano and forte mean</p> <p>LO: I can explore timbre, texture and rhythm using everyday items as instruments.</p> <p>LO: I can listen to and repeat a</p>		<p>the pitch of a note.</p> <p>LO: I understand what a musical interval is.</p> <p>LO: I can notate music.</p> <p>LO: I understand what a scale is.</p> <p>LO: I can show an understanding of the link between the size of an instrument and the pitch (cross curricular LO with Science)</p>	
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				<p>variety of rhythms using instruments</p> <p>LO: I can play in an ensemble and develop ensemble and listening skills</p> <p>LO: I can explore experimental music by composing rhythms.</p> <p>LO: I can play in an ensemble and develop ensemble and listening skills</p>			
<b>Year 4</b>	<p><b>Dynamics</b> – Take the A Train, Duke Ellington</p> <p>Dynamics, structure, texture, timbre.</p> <p>Duration – pulse/rhythm.</p> <p>Pitch, duration (pulse/rhythm),</p>		<p><u>Music Chronology</u></p> <p>LO: I have an understanding of different musical periods over the last 1000 years.</p> <p>LO: I can name features of</p>		- Glockenspiels-WCET		<p><u>Water</u></p> <p>LO: To explore the origin of sea shanties.</p> <p>LO: To feel the pulse and clap rhythms at various tempi.</p>

	dynamics, structure.		Baroque and Renaissance music.  LO: I have an understanding of famous composers from various musical periods.  LO: I can respond creatively to music.				LO: To identify the key features of a sea shanty.  LO: To maintain an independent line within a two part song.  LO: To interpret symbols as musical sounds.  LO: To create symbols to represent the key features of a composition.  LO: To maintain an independent line within a two part song.
<b>Year 5</b>	<b>Timbre –</b> Inkanyezi Nezazi.  Dynamics, structure, texture, timbre. Duration – pulse/rhythm. Pitch,	<u>Air</u>  LO: To explore dynamics through singing and playing and link with aircraft.  LO: To organise pitch to create the effect of flight.		Ukulele- WCET		<u>Trains</u>  LO: I can clap a rhythmic ostinato.  LO: I identify the difference	

Commented [CT1]:

	<p>duration (pulse/rhythm), dynamics, structure.</p>	<p>LO: To identify, follow and conduct tempo changes.</p> <p>LO: To combine pitch, dynamics and tempo to create a composition.</p> <p>LO: To refine and improve our compositions for the Air Fiesta project.</p> <p>LO: To perform, evaluate and celebrate the composition created this term.</p>				<p>between pitch and rhythm.</p> <p>LO: I can compose my own rhythmic ostinato and notate it.</p> <p>LO: To feel the pulse and identify an ostinato</p> <p>LO: To learn a traditional song</p> <p>LO: To improvise actions to the pulse / beat</p>	
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<p><b>Year 6</b></p>	<p><b>Duration -</b> One Love, Bob Marley</p> <p>Dynamics, structure, texture, timbre. Duration – pulse/rhythm. Pitch, duration (pulse/rhythm), dynamics, structure.</p>		<p><u>Music</u> <u>Chronology</u></p> <p>LO: I can listen to Renaissance music and categorise different instruments.</p> <p>LO: I can identify the features of Baroque music.</p> <p>LO: I can identify similarities and differences within romantic music.</p> <p>LO: I can explore how music can create a mood using instruments,</p>		<p><u>Water</u></p> <p>LO: To recognise the call and response structure of a sea shanty.</p> <p>LO: To add and maintain a second part to the sea shanty in harmony.</p> <p>LO: To explore and recognise a variety of dynamics.</p> <p>LO: To compose a rhythmic ostinato inspired by engine sounds.</p> <p>LO: To create a composition in ternary form.</p> <p>LO: To perform and celebrate compositions.</p>	<p><u>Samba</u></p> <p>LO: I can explore Samba rhythms by playing and listening.</p> <p>LO: I can rehearse and perform basic Samba rhythms.</p> <p>LO: I can explore texture through layering the samba rhythms and develop dynamics and tempo linked to accurate playing of samba rhythms in an ensemble.</p> <p>LO: I can use body percussion to perform more complex rhythm patterns.</p> <p>LO: I can maintain a part and keep the pulse in Reich-inspired clapping piece.</p> <p>LO: I can perform a class Samba and evaluate.</p>
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			<p>dynamics and textures.</p> <p>LO: I can use body percussion to perform a piece of music.</p> <p>LO: I can compare and contrast dance and ballet music from the twentieth century.</p>			
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