



# 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.</p> <p>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-tuned percussion instruments and be able to play them in an appropriate way.</p>	
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		To follow a musical structure.		To play a melodic ostinato on the strong beats of the bar.		To understand that 'texture' is the layering of sounds. To follow pictorial notation.  To create a performance we can share.	
<b>Year 1</b>	<p><b>Pitch</b> - Air on G String, Johann Sebastian Bach</p> <p>Pitch, dynamics, tempo, pulse, texture, duration, timbre</p>	Harvest and Christmas singing and performance.		<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</p>		<p>Air: To build a knowledge of the inter related dimensions of music through composition</p> <p>LO: I can listen to and describe a piece of music using musical vocabulary.</p> <p>LO: I can tell a story using vocal sounds and body percussion.</p> <p>LO: I can create symbols that represent</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>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>	
<b>Year 2</b>	<p>Texture – Aquarius, Camille Saint-Saens</p> <p>Pitch, dynamics, tempo, pulse, texture, duration, timbre</p>	Harvest and Christmas Singing and performance		<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</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</p>	

				<p>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 and expressively when singing songs</p> <p>LO: I can keep a steady pulse and to play rhythms together</p>		<p>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>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</p>	
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				LO: I can sing expressively		<p>through movement or art work to the dramatic mood of the music. 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 perform a piece of music using sampled sound.</p>	
<b>Year 3</b>	<b>Tempo –</b> Flight of the Bumblebee, Nikolay	<u>Air</u> LO: I can use percussion instruments to		<u>Junk</u> <u>Percussion–</u> <u>Rhythm unit</u>		<u>Pitch Unit</u>	

	<p>Rimsky Korsakov</p> <p><b>Mmm Bop Oye Komo Va</b></p> <p>Dynamics, structure, texture, timbre.</p> <p>Duration – pulse/rhythm. Pitch, duration (pulse/rhythm), dynamics, structure.</p>	<p>create different sounds.</p> <p>LO: I can experiment with different 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><u>linked to STOMP</u></p> <p>LO: I can recognise rhythmic notation</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 explain the musical term ‘pitch’.</p> <p>LO: I can describe 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>LO: I can explore timbre, texture and rhythm 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 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>			
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<p><b>Year 4</b></p>	<p><b>Dynamics –</b> Take the A Train, Duke Ellington</p> <p>Dynamics, structure, texture, timbre. Duration – pulse/rhythm. Pitch, duration (pulse/rhythm), dynamics, structure.</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 Baroque and Renaissance music.</p> <p>LO: I have an understanding of famous composers from various musical periods.</p> <p>LO: I can respond creatively to music.</p>		<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> <p>LO: To identify the key features of a sea shanty.</p> <p>LO: To maintain an independent line within a two part song.</p> <p>LO: To interpret symbols as musical sounds.</p> <p>LO: To create symbols to represent the key features of a composition.</p> <p><b>LO:</b> To maintain an independent line within a two part song.</p>		<p>- Glockenspiels - WCET</p> <p>LO: I can play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>
<p><b>Year 5</b></p>	<p><b>Timbre –</b> Inkanyezi Nezazi.</p>	<p><u>Air</u></p> <p>LO: To explore dynamics through singing and</p>		<p>Ukulele- WCET</p>		<p><u>Trains</u></p>	

Commented [CT1]:

	<p>Dynamics, structure, texture, timbre. Duration – pulse/rhythm. Pitch, duration (pulse/rhythm), dynamics, structure.</p>	<p>playing and link with aircraft.</p> <p>LO: To organise pitch to create the effect of flight.</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>LO: I can play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>		<p>LO: I can clap a rhythmic ostinato.</p> <p>LO: I identify the difference 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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<b>Year 6</b>	<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>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>Music 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>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>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>		<p>LO: I can perform a class Samba and evaluate.</p>
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