

East Stanley School

Music Work

Updated: Dec 2022



Scheme of

Music Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Set up continuous provision in your classroom.	EYFS - Unit 2 - Celebration music (Theme: Autumn term festivals)	EYFS - Unit 3 - Exploring sound (Theme: Different Sounds)	EYFS - Unit 4 - Music and movement (Theme: mixed)	EYFS - Unit 5 - Musical stories (Theme: Traditional stories)	EYFS - Unit 6 - Big Band (Theme: Playing Instruments)
Year 1	Y1 - Unit 1 - Pulse and rhythm (Theme: All about me)	Y1 - Unit 2 - Classical music, dynamics and tempo (Theme: Animals)	Y1 - Unit 3 - Musical vocabulary (Theme: Under the sea)	Y1 - Unit 4 - Timbre and rhythmic patterns (Theme: Fairy tales)	Y1 - Unit 5 - Pitch and tempo (Theme: Superheroes)	Y1 - Unit 6 - Vocal and body sounds (Theme: By the seaside)
Year 2	Y2 - Unit 1 - African call and response song (Theme: African Animals)	Y2 - Unit 2 - Orchestral instruments (Theme: Traditional Western stories)	Y2 - Unit 3 - Musical me (Theme: ***)	Y2 - Unit 4 - Dynamics, timbre, tempo and motifs (Theme: Space)	Y2 -Unit 5 - On this island: British songs and sounds (Theme: Traditional British songs)	Y2 - Unit 6 - Myths and legends (Theme: Myths)
Year 3	Y3 - Unit 1 - Ballads (Theme: Mixed)	Y3 - Unit 6 - Traditional instruments and improvisation (Theme: India)	Y3 - Unit 4 - Pentatonic melodies and composition (Theme: Chinese N. Year) 1 st Feb 2022	Y3 - Unit 3 - Developing singing technique (Theme: the Vikings)	Y3 - Unit 2 - Creating compositions in response to an animation (Theme: Mountains)	Y3 - Unit 5 - Jazz (Theme: Mixed Jazz styles)
Year 4	Y4 - Unit 1 - Body and tuned percussion (Theme: Rainforests)	Y4 - Unit 2 - Rock and Roll (Theme: The Fifties)	Y4 - Unit 3 - Changes in pitch, tempo and dynamics (Theme: Rivers)	Y4 - Unit 4 - Haiku, music and performance (Theme: Hanami festival)	Y4 - Unit 5 - Samba and carnival sounds and instruments (Theme: South America)	Y4 - Unit 6 - Adapting and transposing motifs (Theme: Romans)
Year 5	Y5 - Unit 1 - Composition notation (Theme: Ancient Egypt)	Y5 - Unit 2 - Blues (Theme: Mixed - 1920s)	Y5 - Unit 3 - South and West Africa (Theme: African music)	Y5 - Unit 4 - Composition to represent the festival of colour (Theme: Holi festival) 19 th March 2022	Y5 - Unit 5 - Looping and remixing (Theme: Dance music)	Unit 6 - Musical theatre (Theme: Musicals)
Year 6	Y6 - Unit 1 - Advanced rhythms (Theme: ***)	Y6 - Unit 2 - Dynamics, pitch and texture (Theme: Coast - Fingal's Cave by Mendelssohn)	Y6 - Unit 3 - Songs of World War 2 (Theme: World War II)	Y6 - Unit 4 - Film music (Theme: Wallace & Gromit/Close Shave)	Y6 - Unit 5 - Theme and variations (Theme: Pop Art)	Y6 - Unit 6 - Composing and performing a Leavers' song (Theme: End of Year)

Music - Medium Term Plan - EYFS

Year Group	Term	Topic/Theme	Learning objectives	Resources	Assessment opportunities
EYFS	Aut	Set up continuous provision in your classroom.			
EYFS	Aut	Unit 2 - Celebration music (Theme: Autumn term festivals)	Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwankzaa and Christmas	<ul style="list-style-type: none"> - Sensory scarves/chiffons or strips of fabric (one or two per child) - Tambourines and cymbals (one per child or one per pair) - Classroom items to be used as drums - Sleigh bells (enough for half the class) 	
EYFS	Spr	Unit 3 - Exploring sound (Theme: Different Sounds)	Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment	<ul style="list-style-type: none"> - Three circles of paper (one red, one yellow, one green) - Sensory scarves or pieces of fabric (one per child) 	
EYFS	Spr	Unit 4 - Music and movement (Theme: mixed)	Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music	<ul style="list-style-type: none"> - Teddy bears for each child (from home) - A selection of percussion instruments (you can use strings, wind or brass if you have them available) - large piece of paper and flip chart for recording ideas 	
EYFS	Sum	Unit 5 - Musical stories (Theme: Traditional stories)	A unit based on traditional children's tales and songs, where children learn that music and instruments can be used to convey moods or represent characters.	<ul style="list-style-type: none"> - A selection of different percussion instruments (enough for one per child) - A laptop or interactive whiteboard to play the sound clips 	
EYFS	Sum	Unit 6 - Big Band (Theme: Playing Instruments)	Learning about the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience	<ul style="list-style-type: none"> - Tuff tray or similar - Recyclable materials: <i>boxes, pots, tins, cardboard tubes, bottle tops, bottles, beads, pipe cleaners, elastic bands, tape, string, foil etc.</i> - A selection of instruments (one per child) <i>xylophone, glockenspiel, piano, keyboard, tubular bells, chime bars, tuned boomwhackers etc.</i> - A selection of tuned and untuned instruments (enough for each) <i>tambourine, drums, castanets, maracas, claves, guiro, sleigh bells, triangle, cymbals etc.</i> 	

Music - Medium Term Plan - Year 1

Year Group	Term	Topic/Theme	Learning objectives	Key vocabulary	Resources	Assessment opportunities
1	Aut	<p>Y1 - Unit 1 - Pulse and rhythm (Theme: All about me)</p> <p>Children learn to identify the difference between the pulse and rhythm of a song and consolidate their understanding of these concepts through listening and performing activities</p>	<p>1 - Using voice and hands to make music. 2 - Clapping and playing in time to the music. 3 - Playing simple rhythms on an instrument. 4 - Listening to and repeating short rhythmic patterns. 5 - Understanding the difference between pulse and rhythm.</p>	<p>In time - Y1 Rhythm - Y1 Pulse - Y1</p>	<p>- Tuned/Untuned percussion instruments</p>	
1	Aut	<p>Y1 - Unit 2 - Classical music, dynamics and tempo (Theme: Animals)</p> <p>Children use their bodies and instruments to listen and respond to pieces of classical music that represent animals.</p>	<p>1 - Using percussion and my body expressively and appropriately in response to music. 2 - Singing a song back in sections from memory. 3 - Performing a song from memory and clapping a simple rhythm in time. 4 - Using instruments to create different sounds, moving in the style of different animals. 5 - Creating and choosing sounds by using an instrument to tell part of a story.</p>	<p>Chant - Y1 Round - Y1 Dynamics - Y1 Tempo - Y1 Rhythm - Y1</p>	<p>- A selection of untuned percussion instruments, e.g.: <i>drums, maracas (shakers), wood blocks, tambourines</i></p>	
1	Spr	<p>Y1 - Unit 3 - Musical vocabulary (Theme: Under the sea)</p> <p>Journey into the unknown and explore under the sea through music, movement, chanting and the playing of tuned percussion instruments.</p>	<p>1 - Understand the musical vocabulary: pulse and tempo 2 - Understanding and explaining what dynamics and timbre are 3 - Understanding and explaining what pitch and rhythm are 4 - Understanding and explaining what texture and structure are 5 - Understanding key musical vocabulary: dynamics, pitch, pulse, rhythm, structure, tempo, texture, timbre</p>	<p>Pulse - Y1 Dynamics - Y1 Tempo - Y1 Timbre - Y1 Pitch - Y1 Rhythm - Y1</p>	<p>- A large space - A selection of instruments including: <i>glockenspiels, chime bars, bells, triangles and any other instruments that make similar sounds</i> - Optional: iPad camera - Some instruments to represent the coral reef - A metre stick</p>	

1	Spr	<p>Y1 - Unit 4 - Timbre and rhythmic patterns (Theme: Fairy tales)</p> <p>Through fairy tales, children are introduced to the concept of timbre; learning that different sounds can represent characters and key moments in a story.</p>	<p>1 - Using voices expressively to speak and chant whereby representing different characters.</p> <p>2 - Selecting suitable instrumental sounds to represent a character.</p> <p>3 - Composing and playing a rhythm by clapping syllables and rhythmic patterns in words.</p> <p>4 - Recognising how timbre is used to represent characters in a piece of music.</p> <p>5 - Keeping the pulse using untuned instruments. Listening and responding to other performers.</p>	<p>Timbre - Y1</p> <p>Pulse - Y1</p> <p>Rhythm - Y1</p>	<p>- A copy of 'The Three Little Pigs'</p> <p>- Sticky labels with the four characters in 'The Three Little Pigs' written on them, one set per group</p> <p>- A set of untuned percussion instruments</p> <p>- Set of whiteboards and pens</p> <p>- Interactive Whiteboard</p>	
1	Sum	<p>Y1 - Unit 5 - Pitch and tempo (Theme: Superheroes)</p> <p>Learning how to identify high and low notes and to compose a simple tune, children investigate how tempo changes help tell a story and make music more exciting.</p>	<p>1 - Understanding and explaining the concept of pitch.</p> <p>2 - Creating a pattern using two pitches.</p> <p>3 - Understanding and explaining the concept of tempo by recognising and performing fast and slow music.</p> <p>4 - Creating a superhero theme tune.</p> <p>5 - Performing confidently as part of a group.</p>	<p>Accelerando - Y1</p> <p>Compose - Y1</p>	<p>- Tuned percussion instruments</p>	
1	Sum	<p>Y1 - Unit 6 - Vocal and body sounds (Theme: By the seaside)</p> <p>Children make links between music, sounds and environments and use percussion, vocal and body sounds to represent calm or stormy seas.</p>	<p>1 - Understanding that music can be used to represent an environment and matching movements to sounds.</p> <p>2 - Understanding how music can represent changes in an environment and saying why two pieces of music sound different from each other.</p> <p>3 - Selecting instruments to match seaside sounds.</p> <p>4 - Recognising and using dynamics and tempo by playing loud and quiet sounds on an instrument and with their voice.</p> <p>5 - Writing music down and performing from what has been written.</p>	<p>Pitch - Y1</p> <p>Timbre - Y1</p> <p>Vocal sounds - Y1</p> <p>Dynamics - Y1</p> <p>Tempo - Y1</p> <p>Graphic score - Y1</p>	<p>- Plain paper and pencils</p> <p>- Tuned and untuned percussion Instruments</p> <p>- Video</p> <p>Camera/recording equipment</p> <p>- Optional: Children to bring in their own beach photos</p>	

Music - Medium Term Plan - Year 2

Year Group	Term	Topic/Theme	Learning objectives	Key vocabulary	Resources	Assessment opportunities
2	Aut	<p>Y2 - Unit 1 - African call and response song (Theme: African Animals)</p> <p>Learning a traditional African call and response song and to recognise simple notation. Composing animal-based call and response rhythms.</p>	<p>1 - Creating short sequences of sound using instruments and voices.</p> <p>2 - Copying a short rhythm and recognising simple notation.</p> <p>3 - Learning a traditional song from Africa.</p> <p>4 - Creating rhythms based on 'call and response', working with a partner to think of a question (call) and a short answer (response).</p> <p>5 - Adding dynamics (volume) to a structure of rhythms and playing composition using a simple rhythm on an untuned percussion instrument.</p>	<p>Structure - Y2</p> <p>Notation - Y2</p> <p>Tempo - Y2</p> <p>Dynamics - Y2</p> <p>Timbre - Y2</p> <p>Rhythm - Y2</p> <p>Call and response - Y2</p>	<p>- Tuned and untuned instruments</p>	
2	Aut	<p>Y2 - Unit 2 - Orchestral instruments (Theme: Traditional Western stories)</p> <p>Children are introduced to the instruments of the orchestra and practice identifying these within a piece of music.</p>	<p>1 - Listening to and analysing an orchestral version of a traditional story and knowing the names of the four sections or families of the orchestra: strings, woodwinds, brass and percussion.</p> <p>2 - Listening to and analysing a film musical version of a traditional story and recognising different orchestral instruments.</p> <p>3 - Selecting appropriate sounds to match events, characters and feelings in a story.</p> <p>4 - Writing a play script and selecting appropriate musical sounds to accompany it.</p> <p>5 - Performing a story script with accompanying music confidently.</p>	<p>Strings - Y2</p> <p>Woodwind - Y2</p> <p>Brass - Y2</p> <p>Percussion - Y2</p> <p>Timbre - Y2</p> <p>Sound effects - Y2</p> <p>Dynamics - Y2</p> <p>Vocals - Y2</p> <p>Tempo - Y2</p>	<p>- Tuned and untuned percussion instruments</p> <p>- A video camera or tablet to capture the performances</p>	
2	Spr	<p>Y2 - Unit 3 - Musical me (Theme: ***)</p> <p>Children learn to sing the song 'Once a Man Fell in a Well' and to play it using tuned percussion. Using letter notation to write a melody.</p>	<p>1 - Singing and playing an instrument at the same time.</p> <p>2 - Choosing and playing appropriate dynamics and timbres for a piece of music; understanding that all instruments have their own timbre (unique sound).</p> <p>3 - Using musical notation to play melodies (tunes).</p> <p>4 - Using letter notation to write and create their own melody.</p> <p>5 - Helping create a piece of music using timbre and dynamics in musical composition by working as part of a group.</p>	<p>Composition - Y2</p> <p>Pulse - Y2</p> <p>Melody - Y2</p> <p>Timbre - Y2</p> <p>Rhythm - Y2</p> <p>Dynamics - Y2</p> <p>Compose - Y2</p> <p>Composer -Y2</p> <p>Notation - Y2</p>	<p>- Untuned percussion instruments such as woodblocks and claves</p> <p>- Any additional instruments that can make a splashing or watery sound such as: <i>tambourines, bells, maracas, rainsticks, glockenspiels</i></p> <p>- Paper and pencils for pupils to record their notations</p>	

2	Spr	<p>Y2 - Unit 4 - Dynamics, timbre, tempo and motifs (Theme: Space)</p> <p>Developing knowledge and understanding of dynamics, timbre, tempo and instruments. Learning to compose and play motifs.</p>	<p>1 - Creating a simple soundscape for effect. 2 - Listening for and recognising some basic elements of music. 3 - Comparing two pieces of music by the same composer. 4 - Creating short sequences of sound. 5 - Creating short sequences of sound and perform with accuracy and using dynamics to enhance the motif.</p>	<p>Compose - Y2 Composer - Y2 Timbre - Y2 Tempo - Y2 Soundscape - Y2 Dynamics - Y2 Composition - Y2 Motif - Y2</p>	<p>- Pencils and paper - enough for each pupil - Coloured pencils, crayons or pastels - enough for each pupil - Tuned percussion instruments - ideally one per child or one between two or three</p>	
2	Sum	<p>Y2 -Unit 5 - On this island: British songs and sounds (Theme: Traditional British songs)</p> <p>Creating sounds to represent three contrasting landscapes: seaside, countryside and city.</p>	<p>1 - Learning about the music of the British Isles and singing confidently. 2 - Learning about the music of the British Isles and creating music of our own 3 - Learning about the music of the British Isles and creating music of their own. 4 - Composing a piece as part of a group to create a musical soundscape. 5 - Improving a group composition and evaluating it.</p>	<p>Motif - Y2 Soundscape - Y2 Inspiration - Y2</p>	<p>- Untuned and tuned instruments - Tablet or video camera</p>	
2	Sum	<p>Y2 - Unit 6 - Myths and legends (Theme: Myths)</p> <p>Developing understanding of musical language and how timbre, dynamics and tempo affect the mood of a song.</p>	<p>1 - Creating different rhythms. 2 - Showing structure on a graphic score. 3 - Writing a graphic score to show texture. 4 - Composing a piece of music with a given structure as part of a group. 5 - Performing a group composition by listening to others.</p>	<p>Rhythm - Y2 Layers - Y2 Verse - Y2 Chorus - Y2 Instrumental - Y2 Dynamics - Y2 Timbre - Y2 Pitch - Y2 Melody - Y2 Graphic score - Y2 Structure - Y2 Notation - Y2 Texture - Y2</p>	<p>- Individual whiteboards and pens - Post-it notes - A large space for group work - Whiteboards and pens - Tuned instruments (one per group) - Untuned instruments (four per group)</p>	

Music - Medium Term Plan - Year 3

Year Group	Term	Topic/Theme	Learning objectives	Key vocabulary	Resources	Assessment opportunities
3	Aut	<p>Y3 - Unit 1 - Ballads (Theme: Mixed)</p> <p>Children learn what ballads are, how to identify their features and how to convey different emotions when performing them.</p>	<p>1 - Singing a ballad and explaining what it is. 2 - Performing a ballad with an understanding of style. 3 - Writing the lyrics for a ballad to summarise a story. 4 - Writing lyrics which rhyme for a ballad. 5 - Writing lyrics for a ballad.</p>	<p>Chorus - Y3 Nonsense words - Y3 Stanza - Y3 Ballad - Y3 Compose - Y3 Solo - Y3 Ensemble - Y3 Expression - Y3 Lyrics - Y3</p>	<p>- Optional: 'Rosie's Hat' book by Julia Donaldson</p>	
3	Aut	<p>Y3 - Unit 6 - Traditional instruments and improvisation (Theme: India)</p> <p>Children listen to a range of rag and tal music, identifying traditional instruments as well as creating their own improvisations and performing as a class.</p>	<p>1 - Explaining their opinion of Indian music and knowing which instruments are used in Indian music. 2 - Improvising using given notes. 3 - Composing a piece based on music from different traditions. 4 - Creating a piece of music using a drone, rag and tal. 5 - Performing a piece of music using musical notation.</p>	<p>Bollywood - Y3 Notation - Y3 Tal - Y3 Rag - Y3 Drone - Y3 Improvising - Y3</p>	<p>- <i>Keyboards or glockenspiels</i> - <i>Hand drums</i></p>	
3	Spr	<p>Y3 - Unit 4 - Pentatonic melodies and composition (Theme: Chinese N. Year) 1st Feb 2022</p> <p>Revising key musical terminology, playing and creating pentatonic melodies, composing a piece of music using layered melodies.</p>	<p>1 - Learning about the music used to celebrate the Chinese New Year festival. 2 - Playing a pentatonic melody. 3 - Writing and performing a pentatonic melody using letter notation. 4 - Performing a group composition made up three layered pentatonic melodies. 5 - Performing a piece of music as a group.</p>	<p>Pentatonic - Y3 Crescendo - Y3 Notation - Y3</p>	<p>- Elastic for masks - Tuned percussion instruments, such as: <i>glockenspiels, chime bars, a set of boom whackers, a set of handbells, or a pBuzz</i> - Untuned percussion instruments - Scarves / material - Video or audio recording equipment</p>	

3	Spr	<p>Y3 - Unit 3 - Developing singing technique (Theme: The Vikings)</p> <p>Children develop their singing technique; learning to keep in time, and work on musical notation and rhythm, culminating in a group performance of a song with actions.</p>	<p>1 - Singing in time with others. 2 - Following and singing in tune and in time. 3 - Recognising simple rhythmic notation by ear and by sight. 4 - Using simple rhythmic notation to compose a Viking battle song 5 - Performing music with confidence and discipline.</p>	<p>Transpose - Y3 Major - Y3 Minor - Y3 Parts - Y3 Ensemble - Y3 Notation - Y3 Duration - Y3</p>	<p>- Tablet/cameras - Untuned percussion instruments</p>	
3	Sum	<p>Y3 - Unit 2 - Creating compositions in response to an animation (Theme: Mountains)</p> <p>Listening to music and considering the narrative it could represent. Paying close attention to the dynamics, pitch and tempo and how they change.</p>	<p>1 - Telling a story from a piece of music through movement and using musical vocabulary to describe music. 2 - Creating a soundscape using percussion instruments. 3 - Creating a range of sounds to accompany a story and adjusting the dynamics of the piece of music. 4 - Composing and performing a rhythm to accompany a story. 5 - Performing a group composition.</p>	<p>Compose - Y3 Notation - Y3 Graphic score - Y3 Composition - Y3 Rhythm - Y3 Soundscape - Y3 Melody - Y3 Ensemble - Y3</p>	<p>- Tuned and untuned percussion instruments - Laptops/tablets</p>	
3	Sum	<p>Y3 - Unit 5 - Jazz (Theme: Mixed Jazz styles)</p> <p>Learning about ragtime style music, Dixieland music and scat singing. Children create a jazz motif using a swung rhythm.</p>	<p>1 - Singing and clapping a syncopated rhythm for a ragtime style song. 2 - Improvising a call and response. 3 - Scat singing using the call and response format. 4 - Knowing what a motif is and creating a short jazz motif. 5 - Creating a jazz version of a nursery rhyme by adding a swung rhythm.</p>	<p>Rhythm - Y3 Syncopation - Y3 Jazz - Y3 Rhythm - Y3 Call and response - Y3 Jazz - Y3 Dixieland - Y3 Straight quaver - Y3 Strung quaver - Y3 Moti - Y3</p>	<p>- Tuned percussion instruments</p>	

Music - Medium Term Plan - Year 4

Year Group	Term	Topic/Theme	Learning objectives	Key vocabulary	Resources	Assessment opportunities
4	Aut	<p>Y4 - Unit 1 - Body and tuned percussion (Theme: Rainforests)</p> <p>A topic of discovery; children will explore the rainforest through music and be introduced to new musical terms.</p>	<ol style="list-style-type: none"> 1 - Identifying structure and texture in music. 2 - Using body percussion. 3 - Creating musical rhythms using body percussion. 4 - Creating simple tunes 5 - Building and improving a composition. 	<p>Appraising - Y4 Contrast - Y4 Layers - Y4 Melody - Y4 Rhythm - Y4 Transition - Y4</p>	<p>- Whiteboards and pens - Tuned percussion instruments</p>	
4	Aut	<p>Y4 - Unit 2 - Rock and Roll (Theme: The Fifties)</p> <p>Learning about the origin and features of rock and roll music, children learn how to play the Hand Jive and Rock Around the Clock.</p>	<ol style="list-style-type: none"> 1 - Understanding the history of rock and roll music and staying in time to a piece of rock and roll music. 2 - Singing a rock and roll song and performing with a sense of style. 3 - Playing a rock and roll bass line. 4 - Playing a rock and roll bass line. 5 - Playing a rock and roll piece of music as part of a group. 	<p>Bass line - Y4 Walking bass - Y4 Hand jive - Y4 In tune - Y4 In time - Y4 Tempo - Y4 Dynamics - Y4 Pitch - Y4 Notation - Y4</p>	<p>- Tuned percussion instruments, e.g.: <i>keyboard or chromatic glockenspiel</i> (one per pair) - Untuned percussion instruments, e.g. <i>shakers, drums, tambourines, etc.</i> - <i>Keyboards or chromatic glockenspiels</i></p>	
4	Spr	<p>Y4 - Unit 3 - Changes in pitch, tempo and dynamics (Theme: Rivers)</p> <p>Learning to listen to changes in pitch, tempo and dynamics and relate it to something tangible and familiar.</p>	<ol style="list-style-type: none"> 1 - Singing accurately in two parts using expression and dynamics. 2 - Recognising and identifying key elements of music. 3 - Knowing what and ostinato is and performing a vocal ostinato. 4 - Creating and performing an ostinato. 5 - Improving and performing a piece of music based around ostinatos. 	<p>Ostinato - Y4 A capella - Y4 Rounds - Y4 Harmony - Y4 Cue - Y4</p>	<p>- Sugar paper - Laptops/iPads/tablets - Percussion instruments</p>	

4	Spr	<p>Y4 - Unit 4 - Haiku, music and performance (Theme: Hanami festival)</p> <p>This Japanese inspired topic looks at the springtime festival of Hanami, which celebrates the fleeting beauty of spring flowers</p>	<p>1 - Describing the festival of Hanami using words and sounds.</p> <p>2 - Representing a blossom tree using sounds. Recognising and naming the musical features (interrelated dimensions of music, e.g.: tempo, dynamics, timbre).</p> <p>3 - Identifying different musical features and descriptive vocabulary.</p> <p>4 - Working as a group to create a piece of music to celebrate Hanami.</p> <p>5 - Performing a piece of music to celebrate Hanami as part of a group.</p>	<p>Col lingo - Y4</p> <p>Pizzicato - Y4</p> <p>Haiku - Y4</p> <p>Glissando - Y4</p> <p>Staccato - Y4</p> <p>Improvising - Y4</p> <p>Melody - Y4</p> <p>Inspiration - Y4</p>	<p>- Clipboards</p> <p>- Tuned and Untuned Percussion Instruments</p> <p>- Optional: invite students to bring in instruments they play</p>	
4	Sum	<p>Y4 - Unit 5 - Samba and carnival sounds and instruments (Theme: South America)</p> <p>Getting a feel for the music and culture of South America, children are introduced to samba and the sights and sounds of the carnival.</p>	<p>1 - Recognising and identifying the main features of samba music.</p> <p>2 - Understanding and playing syncopated rhythms.</p> <p>3 - Playing syncopated rhythms as part of a group.</p> <p>4 - Composing a basic rhythmic break.</p> <p>5 - Performing rhythmic breaks within the samba piece.</p>	<p>Rhythm - Y4</p> <p>Syncopation - Y4</p> <p>Off-beat - Y4</p> <p>Break - Y4</p>	<p>- Untuned percussion instruments (4 different types) beaters where necessary</p>	
4	Sum	<p>Y4 - Unit 6 - Adapting and transposing motifs (Theme: Romans)</p> <p>Drawing upon their understanding of repeating patterns in music, children are introduced to the concept of motifs.</p>	<p>1 - Singing in tune and in time with other people and a backing track.</p> <p>2 - Understanding what a musical motif is.</p> <p>3 - Composing and notating a motif.</p> <p>4 - Developing and transposing a musical motif.</p> <p>5 - Combining and performing different versions of a musical motif.</p>	<p>Motif - Y4</p> <p>Ostinato - Y4</p> <p>Riff - Y4</p> <p>Rhythm - Y4</p> <p>Backing track</p> <p>Transpose - Y4</p> <p>Sharp notes - Y4</p> <p>Flat notes - Y4</p> <p>Notation - Y4</p>	<p>- Tablet/camera</p> <p>- Tuned percussion instruments e.g. <i>glockenspiels, chime bars, handbells</i></p> <p>- Colouring pens</p> <p>- Untuned percussion instruments</p> <p>- A3 or flipchart paper</p> <p>- Optional: Pupils' own instruments</p>	

Music - Medium Term Plan - Year 5

Year Group	Term	Topic/Theme	Learning objectives	Key vocabulary	Resources	Assessment opportunities
5	Aut	<p>Y5 - Unit 1 - Composition notation (Theme: Ancient Egypt)</p> <p>Based on the theme of Ancient Egypt, children learn to identify the pitch and rhythm of written notes and experiment with notating their composition.</p>	<ol style="list-style-type: none"> 1 - Singing with accuracy fluency, control, and expression. 2 - Exploring and using different forms of notation. 3 - Understanding note length. 4 - Reading simple pitch notation. 5 - Using hieroglyphs and staff notation to write a piece of music. 	<p>Call and response - Y5</p> <p>Ensemble - Y5</p> <p>Improvise - Y5</p> <p>Major - Y5</p> <p>Melody - Y5</p> <p>Minor - Y5</p> <p>Motif - Y5</p> <p>Notation - Y5</p> <p>Structure - Y5</p> <p>Tempo - Y5</p> <p>Verse - Y5</p> <p>Unison - Y5</p>	<ul style="list-style-type: none"> - Tablet/camera - Tuned percussion instruments e.g. <i>glockenspiels, chime bars, handbells</i> - Optional: Pupils' own instruments 	
5	Aut	<p>Y5 - Unit 2 - Blues (Theme: Mixed - 1920s)</p> <p>Children are introduced to this famous genre of music and its history. They learn to identify the key features and mood of Blues music and its importance and purpose.</p>	<ol style="list-style-type: none"> 1 - Knowing the key features of blues music. 2 - Playing the first line of the twelve bar blues. 3 - Playing the twelve bar blues. 4 - Playing the blues scale going up and down. 5 - Improvising with notes from the blues scale. 	<p>Ascending scale - Y5</p> <p>Bar - Y5</p> <p>Bent notes - Y5</p> <p>Blues scale - Y5</p> <p>Chord - Y5</p> <p>Descending scale - Y5</p> <p>Improvisation- Y5</p> <p>Quaver - Y5</p> <p>Scale - Y5</p> <p>12-bar blues - Y5</p>	<ul style="list-style-type: none"> - <i>Keyboard</i> or <i>chromatic glockenspiel</i> - Coloured dots stickers - Optional: Tablets/camera for filming the performances 	
5	Spr	<p>Y5 - Unit 3 - South and West Africa (Theme: African music)</p> <p>Children learn 'Shosholozá', a traditional South African song, play the accompanying chords using tuned percussion and learn to play the djembe</p>	<ol style="list-style-type: none"> 1 - To sing a traditional African song unaccompanied. 2 - Using tuned percussion to play a chord progression. 3 - Using vocals or tuned percussion to perform a piece of music as an ensemble. 4 - Playing African inspired rhythms using percussion instruments 5 - Creating an eight beat break to play within a performance 	<p>A capella - Y5</p> <p>Break - Y5</p> <p>Call and response - Y5</p> <p>Chord - Y5</p> <p>Chord progression - Y5</p> <p>Duo - Y5</p> <p>Metronome - Y5</p> <p>Minor / Major chords - Y5</p> <p>Ostinato - Y5</p> <p>Polyrhythms - Y5</p> <p>Rest - Y5</p> <p>Soloist - Y5</p> <p>Syncopation - Y5</p>	<ul style="list-style-type: none"> - Percussion instruments - <i>Djembes</i> (traditional African drums) and/or any other drums you have access to 	

5	Spr	<p>Y5 - Unit 4 - Composition to represent the festival of colour (Theme: Holi festival) 19th March 2022</p> <p>Children explore the associations between music, sounds and colour, building up to composing and performing their own musical composition to represent Holi.</p>	<p>1 - Understanding that music can be represented with colours and naming the features or the mood of a piece of music. 2 - Representing a piece of music as a graphic score and identify features of music. 3 - Creating a vocal composition based on a picture describing the use of dynamics, tempo and pitch. 4 - Creating a piece of music inspired by a single colour and describing the musical features of a piece of music. 5 - Working as a group to perform a piece of music.</p>	<p>Synaesthesia - Dynamics - Holi - graphic score - vocal composition - performance -</p>	<p>- Coloured card - Variety of percussion instruments - Optional: invite students to bring in their own instruments</p>	
5	Sum	<p>Y5 - Unit 5 - Looping and remixing (Theme: Dance music)</p> <p>In this engaging topic, children learn about how dance music is created, focusing particularly on the use of loops.</p>	<p>1 - Learning the history of musical theatre. 2 - Identifying character songs and action songs. 3 - Creating a musical theatre scene. 4 - Rehearsing a musical theatre scene. 5 - Performing a musical theatre scene.</p>	<p>Backbeat - Y5 Fragment - Y5 Layers - Y5 Loop - Y5 Melody line - Y5 Remix - Y5 Structure - Y5</p>	<p>- Laptops or desktops - Headphones (one per pupil) - Keyboards or other tuned percussion instruments (and beaters) (one per pupil or pair of pupils)</p>	
5	Sum	<p>Y5 - Unit 6 - Musical theatre (Theme: Musicals)</p> <p>Children are introduced to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance.</p>	<p>1 - Playing a simple looped rhythm from notation. 2 - Creating a piece of music using pre-written loops. 3 - Playing a melody line accurately and fluently in line with a piece of music. 4 - Selecting a section of a tune and performing it as a loop. 5 - Combining loops to create a remix.</p>	<p>Action song - Y5 Character song - Y5 Choreographer - Y5 Composer - Y5 Designer - Y5 Director - Y5 Librettist - Y5 Lyricist - Y5 Musical Director - Y5 Performers - Y5 Script - Y5 Score - Y5 Transition - Y5</p>	<p>- Tuned and untuned instruments - Materials for making masks, costumes, props and scenery - Pupils' own instruments - Manuscript paper - Tablet/camera to film the performances</p>	

Music - Medium Term Plan - Year 6

Year Group	Term	Topic/Theme	Learning objectives	Key vocabulary	Resources	Assessment opportunities
6	Aut	<p>Y6 - Unit 1 - Advanced rhythms (Theme: ***)</p> <p>Exploring rhythmic patterns in order to build a sense of pulse and using this understanding to create a composition.</p>	<p>1 - Developing an understanding of the Kodaly music method.</p> <p>2 - Performing complex actions in time with the pulse, understanding the difference between pulse and rhythm and notating rhythm.</p> <p>3 - Exploring rhythmic patterns in order to build the sense of pulse - clapping a complex rhythm, talking about the number of beats in a bar and following a rhythm to perform a rhythmic canon.</p> <p>4 - Using knowledge of rhythm to create a composition of simple rhythms and to perform as a group.</p> <p>5 - Using knowledge of rhythmic notation to notate and then perform their composition.</p>	<p>Canon - Y6</p> <p>Compose - Y6</p> <p>Improvise - Y6</p> <p>Kodaly Method - Y6</p> <p>Melody - Y6</p> <p>Music critic - Y6</p> <p>Notate - Y6</p> <p>Pulse - Y6</p> <p>Rhythm - Y6</p> <p>Unison - Y6</p>	<p>- Whiteboards and pens or paper and pencils</p> <p>- Soft ball or bean bag</p> <p>- iPad or camera for recording</p>	
6	Aut	<p>Y6 - Unit 2 - Dynamics, pitch and texture (Theme: Coast - Fingal's Cave by Mendelssohn)</p> <p>Appraising the work of Mendelssohn and further developing the skills of improvisation and composition.</p>	<p>1 - Appraising the work of a classical composer (Felix Mendelssohn), using creative language to characterise the music</p> <p>2 - Improvising as a group, using dynamics and pitch changes and following a conductor.</p> <p>3 - Improvising as a group, using changes in texture. Notating ideas using a graphic score.</p> <p>4 - Using knowledge of dynamics, texture and pitch to create a group composition. Appraising the work of peers' constructively.</p> <p>5 - Using teamwork to create a group composition featuring changes in texture, dynamics and pitch. Using creative language effectively to produce a performance.</p>	<p>Composition - Y6</p> <p>Conductor - Y6</p> <p>Depict - Y6</p> <p>Ensemble - Y6</p> <p>Graphic score - Y6</p> <p>Improvise - Y6</p> <p>Notate - Y6</p>	<p>- Whiteboards and pens or notebooks and pencils and paper</p> <p>- Tuned percussion instruments</p>	

6	Spr	<p>Y6 - Unit 3 - Songs of World War 2 (Theme: World War II)</p> <p>Developing pitch, control and confidence when singing</p>	<p>1 - Using musical vocabulary to identify features of different eras of music and using comparative language and fact and opinion to compare songs.</p> <p>2 - Developing greater accuracy in pitch and control. Singing with expression and following the melody, singing lyrics with meaning and where relevant, singing sections more quietly or loudly.</p> <p>3 - Identifying pitches within an octave when singing, reading and interpreting a graphic score.</p> <p>4 - Using knowledge of pitch to develop confidence when singing in parts. Following a melody line and singing a counter-melody while listening to another melody.</p> <p>5 - Identifying higher and lower pitches through colours and using colour to notate a counter-melody. Explaining which Solfa pitches are higher and lower.</p>	<p>Counter melody - Y6</p> <p>Diaphragm - Y6</p> <p>Dynamic - Y6s</p> <p>Expression - Y6</p> <p>Graphic score - Y6</p> <p>Melody - Y6</p> <p>Melody line - Y6</p> <p>Pitch - Y6</p> <p>Score - Y6</p>	<p>- Whiteboards and pens</p> <p>- Coloured pencils or pens in: red, orange, yellow, green, light blue, dark blue and purple (can use purple instead of dark blue, and pink instead of purple if more available)</p>	
6	Spr	<p>Y6 - Unit 4 - Film music (Theme: Wallace & Gromit/Close Shave)</p> <p>Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film.</p>	<p>1 - Appraising different musical features in a variety of film contexts, naming several styles of music and identifying characteristics of music and interpreting their meaning.</p> <p>2 - Identifying and understanding some composing techniques in film music, describing the pitch of music and how it changes and discussing emotions that the music may evoke.</p> <p>3 - Using graphic scores to interpret different emotions in film music, suggesting sounds which represent symbols on a graphic score.</p> <p>4 - Creating and notating musical ideas and relating them to film music.</p> <p>5 - Playing a sequence of musical ideas to convey emotion. Interpreting their own graphic score and performing the sounds accurately.</p>	<p>Chromatics - Y6</p> <p>Composition - Y6</p> <p>Evoke - Y6</p> <p>Graphic score - Y6</p> <p>Imagery - Y6</p> <p>Improvise - Y6</p> <p>Major key - Y6</p> <p>Minor key - Y6</p> <p>Modulates - Y6</p> <p>Notate - Y6</p> <p>Pitch - Y6</p> <p>Sound effects - Y6</p> <p>Soundtrack - Y6</p> <p>Tremolo - Y6</p> <p>Unison - Y6</p>	<p>- Whiteboards and pens</p> <p>- A selection of instruments</p> <p>- The film 'Wallace & Gromit: A Close Shave' by Aardman Animations (you can buy this from Amazon Prime for £2.49 (Episode 3) on DVD or from iTunes)</p>	

6	Sum	<p>Y6 - Unit 5 - Theme and variations (Theme: Pop Art)</p> <p>Children explore the musical concept of theme and variations and discover how rhythms can 'translate' onto different instruments.</p>	<p>1 - Exploring the musical concept of theme and variations; relating it to Pop Art and performing a rhythm in different ways.</p> <p>2 - Comparing and contrasting different variations in the piece 'The Young Person's Guide to the Orchestra' - identifying the sounds of different instruments and relating these to different pieces of art. Learning how an orchestra is put together.</p> <p>3 - Using complex rhythms to be able to perform a theme using body percussion, staying in time with the pulse. Following a vocal line with accuracy.</p> <p>4 - Playing the TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in 3/4 time and notating them.</p> <p>5 - Using music notation to create visual representations of TIKI-TIKI, TI-TIKI and TIKI-TI rhythms, representing one rhythm in a range of different ways.</p>	<p>Diaphragm - Y6 Melody - Y6 Notation - Y6 Phrase - Y6 Pulse - Y6 Rhythm - Y6 3/4 time - Y6 4/4 time - Y6</p>	<ul style="list-style-type: none"> - Whiteboards and pens - Pencils and paper - Coloured paper or paints/ pens/ pencils etc. 	
6	Sum	<p>Y6 - Unit 6 - Composing and performing a Leavers' song (Theme: End of Year)</p> <p>Children spend the topic creating their very own leavers' song personal to their experiences as a class.</p>	<p>1 - Listening to and describing music.</p> <p>2 - Writing lyrics for a song.</p> <p>3 - Organising lyrics into a song structure.</p> <p>4 - Exploring a backing track and using vocal improvisation and known melodies.</p> <p>5 - Composing a chorus melody.</p> <p>6 - Composing a verse melody.</p>	<p>Arrangement - Y6 Backing track - Y6 Chords - Y6 Chord progression - Y6 Dynamics - Y6 Lyrics - Y6 Melody - Y6 Rhyming pattern - Y6 Tempo - Y6 Verse - chorus structure - Y6</p>	<ul style="list-style-type: none"> - A device to play Leavers' songs on - Pens and paper - Sugar paper - Marker pens - Lined paper - Tuned percussion instruments - Pupils' own instruments brought in from home 	