



Medium Term Plan Music 2023-2024



	Song and Inter-related dimension of Music focus	Term 1 (8 weeks)	Term 2 (7 weeks)	Term 3 (6 weeks)	Term 4 (6 weeks)	Term 5 (6 weeks)	Term 6 (7 weeks)
Trips or events			Christmas Concerts St Georges – Choir Trinity Academy Performance Year 1 Choir Cathedral – Choir Year 5 & 6 Christmas Carol Concert EYFS Nativity	Rocksteady concerts Years 1&2	Year 1 Performance		Year 2 Performance Year 6 Performance Summer Concert
EYFS	Structure – Viennese Musical Clock, Zoltan Kodaly	Music Linked to 'The Flute' Warm up games/singing activities/rhythm	Music linked to 'Traditional Tales' Warm up games/singing activities/rhythm cards/Minute of Listening	Music linked to Jobs People Do LO: I can describe timbre and dynamics.	Music linked to Heroes – favourite composers and singers. LO: I can compose a simple rhythm.	<u>Musical moments cards:</u> <ul style="list-style-type: none"> Freedom Train Layer cake Big Brown 	Warm up games/singing activities/rhythm cards/Minute of Listening. Musical momnets cards:

		<p>cards/Minute of Listening</p> <p>Using Bristol Minute of listening sounds. Children will develop their listening skills, trying to decipher what sounds are/how they were made and using a variety of musical terminology to describe them</p>	<p>Using Bristol Minute of listening sounds. Children will develop their listening skills, trying to decipher what sounds are/how they were made and using a variety of musical terminology to describe them</p> <p>Singing for Nativity performance.</p> <p>LO: I can learn and sing songs to an audience</p>	<p>LO: I can clap simple rhythms and follow a steady beat.</p> <p>LO: I can explore how music is all around us.</p>	<p>LO: I can sing a simple song</p>	<p>Bear honey pot game</p> <ul style="list-style-type: none"> Bananas chant <p>LO: I am beginning to understand structure, timbre and dynamics</p>	<p>-Flea Fly</p> <p>Using Bristol Minute of listening sounds. Children will develop their listening skills, trying to decipher what sounds are/how they were made and using a variety of musical terminology to describe them</p> <p>LO: I am starting to understand pitch</p>
Year 1	Pitch - Air on G String, Johann Sebastian Bach	Air: To build a knowledge of the inter related dimensions of music through composition	Air: To build a knowledge of the inter related dimensions of music through composition	Water: To explore the inter related dimensions of music through performance and song	Play/Performance	<p>Chronology unit Bristol Curriculum</p> <p>LO: I can learn songs and actions and perform them to an audience</p> <p>LO: I can listen and respond to music from the Renaissance era</p>	<p><u>Musical Moments</u></p> <p><u>Minute of Listening</u></p> <p>Using Bristol Minute of listening sounds. Children will</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 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 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 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 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 and expressively when singing songs</p> <p>LO: I can keep a steady pulse and to play</p>		<p>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>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 understand a well-known piece of Nationalistic music.</p>	<p>develop their listening skills, trying to decipher what sounds are/how they were made and using a variety of musical terminology to describe them.</p> <p>Musical Moments look at developing the 'Elements of Music'</p> <ul style="list-style-type: none"> - Duration - Timbre - Dynamics - Tempo - Pitch - Structure - Texture
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				<p>rhythms together</p> <p>LO: I can sing expressively</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 20th century.</p> <p>LO: I can To compose and perform a piece of music using sampled sound.</p>	
Year 2	Texture – Aquarius, Camille Saint-Saens	Rhythm cards, starter.	<u>Musical Moments</u> <u>Minute of</u> <u>Listening</u>	Animals (rhythm)	Pitch	End of Year Performance	

	<p>LO: I can keep a steady pulse and play rhythms together</p>	<p>LO: I can feel and internalise the pulse/beat to identify the strong beat and demonstrate with an action/clapping.</p>	<p>Using Bristol Minute of listening sounds. Children will develop their listening skills, trying to decipher what sounds are/how they were made and using a variety of musical terminology to describe them.</p> <p>Musical Moments look at developing the 'Elements of Music'</p> <ul style="list-style-type: none"> - Duration - Timbre - Dynamics - Tempo - Pitch - Structure - Texture <p><u>Musical Moments</u> <u>Focus:</u></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 LO: I understand the difference between pulse and rhythm 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>LO: I can discriminate between changes in pitch, recognising high and low sounds. I can use actions to demonstrate pitch. LO: I can explore high and low sounds using voices.</p> <p>LO: I can play a simple melodic pattern on an instrument.</p> <p>LO: I can recognise that music is notated to show both pitch and duration</p> <p>LO: I can use voices expressively and creatively to sing</p>	
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			<ul style="list-style-type: none"> • Down in the Jungle – Timbre • The Hare and the Tortoise – Tempo • Name Game – Duration • High Lo Chikalo – Pitch 			<p>songs and chants.</p> <p>LO: I can sing and play intervals as part of a song and I can play a melodic ostinato on the strong beats of the bar.</p>	
Year 3	Tempo – Flight of the Bumblebee, Nikolay Rimsky Korsakov	<u>Recorders</u> 3C & 3A <u>Rhythm</u> 3BH & 3H LO: I can play four beat rhythms, recognising different note values LO : I can compose 4 beat rhythms Fli LO: I can recognise different rhythms	<u>Christmas Singing</u> <u>Recorders</u> 3C & 3A	<u>Recorders</u> 3BH & 3H <u>Rhythm</u> 3C & 3A	<u>Recorders</u> 3BH & 3H <u>Bristol Musical Moments & Minute of Listening</u> Using Bristol Minute of listening sounds. Children will develop their listening skills, trying to decipher what sounds are/how they were made and using a variety of musical	<u>Music Chronology</u> LO: I can learn about Renaissance instruments and identify the differences and similarities to instruments today. LO: I can listen to a piece of music and consider and	<u>Air</u> LO: I can use percussion instruments to create different sounds. LO: I can experiment with different structures when composing.

		<p>LO: I can show awareness of rhythm</p> <p>LO: I can write lyrics to match a rhythm</p> <p>LO: I can use instruments to play a rhythm</p> <p>LO: I can add dynamics to my composition</p>			<p>terminology to describe them.</p> <p>Musical Moments look at developing the 'Elements of Music'</p> <ul style="list-style-type: none"> - Duration - Timbre - Dynamics - Tempo - Pitch - Structure - Texture <p><u>Musical Moments Focus:</u></p> <ul style="list-style-type: none"> • Call and Response from Ghana – Structure • Using balls to discover the pulse – Duration • Fruit Salad chant - Texture 	<p>share emotional responses.</p> <p>LO: I can recognise music sung acapella (unaccompanied voices)</p> <p>LO: I can follow a graphic score and recognise repeated rhythmic patterns.</p> <p>LO: I can respond to a piece of music with creative writing.</p> <p>LO: I can explore minimalism through a variety of media.</p>	<p>LO: I can describe the dynamics of the music</p> <p>LO: I can perform a composition in a small ensemble.</p>
Year 4	Dynamics – Take the A	<u>Pitch Unit</u>		<u>Music – Rhythm unit</u>	<u>Musical Moments and Minute of Listening</u>	<u>Indian Tala and World Music</u>	

	Train, Duke Ellington	<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>		<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</p>	<p>Using Bristol Minute of listening sounds. Children will develop their listening skills, trying to decipher what sounds are/how they were made and using a variety of musical terminology to describe them.</p> <p>Musical Moments look at developing the 'Elements of Music'</p> <ul style="list-style-type: none"> - Duration - Timbre - Dynamics - Tempo - Pitch - Structure - Texture <p><u>Musical Moments Focus:</u></p> <ul style="list-style-type: none"> • 1 – 8 game - Duration 	<p>LO: I can recognise different types of musical notation</p> <p>LO: I can explore how rhythm is used in non-western musical tradition</p> <p>LO: I can learn about strong and weak beats in Indian talas.</p> <p>LO: I can perform Tintal tala with increasing aural memory</p> <p>LO: I can compose and perform an Indian tala inspired rhythm in an ensemble with increasing accuracy</p>
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				<p>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 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>	<ul style="list-style-type: none"> • Kalinka Song – Tempo • Short, Ride and Fast Time Machine – Timbre 	
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				LO: I can play in an ensemble and develop ensemble and listening skills		
Year 5	Timbre – Inkanyezi Nezazi.	<u>Rockband – Planned and delivered by Bristol Plays Music</u> LO: I can name different instruments within a rockband. LO: I can learn a new instrument. LO: I understand that different instruments make different sounds. LO: I can listen to others and play in an ensemble. LO: I can keep a steady beat. LO: I can develop my understanding of rhythm, pitch, pulse and dynamics.			<u>Music Chronology</u> LO: I can listen to Renaissance music and categorise different instruments. LO: I can identify the features of Baroque music. LO: I can identify similarities and differences within romantic music. LO: I can explore how music can create a mood using instruments,	<u>Berlioz</u> Berlioz the Orchestrator Berlioz the Composer <u>Musical Moments and Minute of Listening</u> Using Bristol Minute of listening sounds. Children will develop their listening skills, trying to decipher what sounds are/how they were made and using a variety of musical terminology to describe them.

			<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>Musical Moments look at developing the 'Elements of Music'</p> <ul style="list-style-type: none">- Duration- Timbre- Dynamics- Tempo- Pitch- Structure- Texture <p><u>Musical Moments</u> <u>Focus:</u></p> <ul style="list-style-type: none">• Don't clap this one back! – Duration• Haida – Pitch• Listening to the Night Ferry – Timbre
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<p>Year 6</p>	<p>Duration - One Love, Bob Marley</p>	<p><u>Composer of the Week</u></p> <p>LO: I can identify different instruments (Gustav Holst).</p> <p>LO: I can listen to music from other cultures (African & Spanish Music).</p> <p>LO: I can respond to different pieces of music (Duke Ellington).</p> <p>LO: I can respond to different pieces of music (Kerry Andrew).</p> <p>LO: I can listen to, describe and offer my opinion on different genres of music. [Scott Joplin, Mozart and Missy Mazzoli]</p>	<p><u>Trains</u></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><u>Musical Moments Focus:</u> Revisit Freedom Train -</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>International Week: Indian Music</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>
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				<p>LO: I can perform a class Samba and evaluate.</p>
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