

## Medium Term Plan Music 2023-2024



MARYSCH							MARYSCHO
	Song and Inter- related dimension	Term 1 (8 weeks)	Term 2 (7 weeks)	Term 3 (6 weeks)	Term 4 (6 weeks)	Term 5 (6 weeks)	Term 6 (7 weeks)
	of Music focus						
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.	Musical moments cards:  • Freedom Train • Layer cake • Big Brown	Warm up games/singing activities/rhythm cards/Minute of Listening. Musical momnets cards:

		cards/Minute of				Bear	-Flea Fly
		Listening	Using Bristol	LO: I can clap	LO: I can sing a	honey	
			Minute of	simple rhythms and	simple song	pot game  Bananas	Using Bristol
		Using Bristol	listening sounds.	follow a		chant	Minute of
		Minute of	Children will	steady beat.			listening sounds.
		listening sounds.	develop their			LO: I am	Children will
		Children will	listening skills,	LO: I can		beginning to	develop their
		develop their	trying to decipher	explore how		understand	listening skills,
		listening skills,	what sounds	music is all around us.		structure, timbre	trying to decipher
		trying to decipher	are/how they	around us.		and dynamics	what sounds
		what sounds	were made and				are/how they
		are/how they	using a variety of				were made and
		were made and	musical				using a variety of
		using a variety of	terminology to				musical
		musical	describe them				terminology to
		terminology to					describe them
		describe them	Singing for				
			Nativity				LO: I am starting
			performance.				to understand pitch
			LO: I can learn				
			and sing songs to				
			an audience				
Year 1	Pitch - Air on	Air: To build a	Air: To build a	Water:	Play/Performance	Chronology unit	Musical Moments
	G String,	knowledge of the	knowledge of the	To explore the		Bristol	Minute of
	Johann	inter related	inter related	inter related	LO: I can learn	Curriculum	<u>Listening</u>
	Sebastian Bach	dimensions of	dimensions of	dimensions of	songs and actions		
	Dacii	music through	music through	music through	and perform them	LO: I can listen	Using Bristol
		composition	composition	performance	to an audience	and respond to	Minute of
				and song		music from the	listening sounds.
						Renaissance era	Children will

LO: I can listen to	LO: I can listen to	LO: I can	verbally and	develop their
and describe a	and describe a	explore	through dance	listening skills,
piece of music	piece of music	sounds of the	and compare	trying to decipher
•	•		•	
using musical	using musical	sea using	different types of	what sounds
vocabulary.	vocabulary.	voices and	music from the	are/how they
		instruments	Renaissance era.	were made and
LO: I can tell a	LO: I can tell a			using a variety of
story using vocal	story using vocal	LO: I can	LO: I can listen	musical
sounds and body	sounds and body	explore the	and respond to	terminology to
percussion.	percussion.	correlation	music from the	describe them.
		between pitch	Baroque period	
LO: I can create	LO: I can create	and high/low	and recognise	Musical Moments
symbols that	symbols that	notation.	some of the	look at
represent musical	represent musical		instruments of	developing the
sounds and	sounds and	LO: I can	the period.	'Elements of
notate them as a	notate them as a	understand the		Music'
graphic score.	graphic score.	difference	LO: I can explore	- Duration
		between pulse	and creatively	- Timbre
LO: I can listen to a	LO: I can listen to a	and rhythm and	respond to a	- Dynamics
variety of musical	variety of musical	to compose a	well-known	- Tempo
excerpts and	excerpts and	song	piece of music	- Pitch
identify different	identify different	10.1	from the	- Structure
tempo.	tempo.	LO: I can use	Romantic Period.	- Texture
		voices		
LO: I can	LO: I can	creatively and	LO: I can listen	
understand	understand	expressively	with focus and	
Rondo form and	Rondo form and	when singing	understand a	
create a class	create a class	songs	well-known	
composition	composition		piece of	
based on this	based on this	LO: I can keep	Nationalistic	
structure.	structure.	a steady pulse		
		and to play	music.	

				rhythms		I can make a	
				together		personal	
				together		response	
				IO: I can sing			
				LO: I can sing		through	
				expressively		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.	
						LO: I can explore,	
						recognise and	
						respond to	
						features of a	
						piece of music	
						from the 20 <sup>th</sup>	
						century.	
						LO: I can To	
						compose and	
						perform a piece	
						of music using	
						sampled sound.	
Year 2	Texture –	Rhythm cards,	Musical Moments	Animals (rhythn	า)	Pitch	End of Year
. 53. 2	Aquarius,	starter.	Minute of	- 2 (111 <b>/2</b> 1111	,		Performance
	Camille Saint-		<u>Listening</u>				
	Saens						

	LO: I can feel and		LO: To feel and internalise the	LO: I can
LO: I can keep	internalise the	Using Bristol	pulse/beat	discriminate
a steady pulse	pulse/beat	Minute of	To identify the strong beat and	between
and play	to identify the	listening sounds.	demonstrate with an	changes in pitch,
rhythms together	strong beat and	Children will	action/clapping	recognising high
together	demonstrate with	develop their	-	and low sounds.
	an	listening skills,	LO: I can echo a rhythm	I can use actions
	action/clapping.	trying to decipher	LO: I understand the difference	to demonstrate
		what sounds	between pulse and rhythm	pitch.
		are/how they	LO: I can compose, read and	LO: I can explore
		were made and	perform a simple rhythmic pattern	high and low
		using a variety of		sounds using
		musical	LO: I can read and perform a four-	voices.
		terminology to	bar notated rhythm	
		describe them.		LO: I can play a
				simple melodic
		Musical Moments		pattern on an
		look at		instrument.
		developing the		
		'Elements of		LO: I can
		Music'		recognise that
		- Duration		music is notated
		- Timbre		to show both
		- Dynamics		pitch and
		- Tempo - Pitch		duration
		- Structure		
		- Texture		LO: I can use
				voices
		Musical Moments		expressively and
		Focus:		creatively to sing

			<ul> <li>Down in the Jungle         <ul> <li>Timbre</li> </ul> </li> <li>The Hare and the Tortoise – Tempo</li> <li>Name Game – Duration</li> <li>High Lo Chikalo – Pitch</li> </ul>			songs and chants.  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.	
Year 3	Tempo – Flight of the Bumblebee, Nikolay Rimsky Korsakov	Recorders 3C & 3A  Rhythm 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	Recorders 3C & 3A	Recorders 3BH & 3H  Rhythm 3C & 3A	Recorders 3BH & 3H  Bristol Musical Moments & Minute of Listening  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	Music Chronology  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	Air  LO: I can use percussion instruments to create different sounds.  LO: I can experiment with different structures when composing.

		term	inology to	share emotional	LO: I can describe
	LO: I can show		ribe them.	responses.	the dynamics of
	awareness of				the music
	rhythm	Musi	cal Moments	LO: I can	
		look	at developing	recognise music	LO: I can perform
	LO: I can write		Elements of	sung acapella	a composition in
	lyrics to match a	Musi	c'	(unaccompanied	a small ensemble.
	rhythm	_	Duration	voices)	
		_	Timbre		
	LO: I can use	_	Dynamics	LO: I can follow a	
	instruments to	-	Tempo	graphic score	
	play a rhythm	_	Pitch	and recognise	
	' ' '	-	Structure	repeated	
	LO: I can add	-	Texture	rhythmic	
	dynamics to my			patterns.	
	composition	Musi	cal Moments		
		<u>Focu</u>		LO: I can respond	
		•		to a piece of	
			Response	music with	
			from	creative writing.	
			Ghana –		
			Structure	LO: I can explore	
			Using balls to discover	minimalism	
			the pulse –	through a variety	
			Duration	of media.	
		•	Fruit Salad		
			chant -		
			Texture		
Year 4 Dynam	ics – Pitch Unit	Music – Musi	cal Moments	Indian Tala and W	orld Music
Take th	ne A		Minute of		<del></del>
		Liste			

Train, Duke	LO: I can explain	linked to		
Ellington	the musical term	<u>STOMP</u>	Using Bristol	LO: I can recognise different types of
	'pitch'.		Minute of listening	musical notation
		LO: I can	sounds. Children	
	LO: I can describe	recognise	will develop their	
	the pitch of a	rhythmic	listening skills,	
	note.	notation	trying to decipher	LO: I can explore how rhythm is used
			what sounds	in non-western musical tradition
	LO: I understand	LO: I can	are/how they	
	what a musical	explore timbre	were made and	
	interval is.	using	using a variety of	LO: I can learn about strong and
		everyday	musical	weak beats in Indian talas.
	LO: I can notate	items as	terminology to	
	music.	instruments.	describe them.	
	LO: I understand what a scale is.  LO: I can show an understanding of the link between the size of an instrument and the pitch (cross curricular LO with Science)	LO: I can listen to and repeat a variety of rhythms using instruments.  LO: I can play rhythm games to enhance my understanding of rhythm and notation.	Musical Moments look at developing the 'Elements of Music'  - Duration - Timbre - Dynamics - Tempo - Pitch - Structure - Texture  Musical Moments Focus:	LO: I can perform Tintal tala with increasing aural memory  LO: I can compose and perform an Indian tala inspired rhythm in an ensemble with increasing accuracy
		LO: I know	• 1 – 8 game	
		what piano	- Duration	

	<ul> <li>Kalinka Song – Tempo</li> <li>LO: I can explore timbre, texture and rhythm using everyday items as instruments.</li> <li>LO: I can listen to and repeat a variety of rhythms using instruments</li> <li>LO: I can play in an ensemble and develop ensemble and listening skills</li> <li>LO: I can</li> </ul>
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				IO: I can play in an ensemble and develop ensemble and listening skills		
Year 5	Timbre –	Rockband – Planned	d and delivered by B	Bristol Plays	Music Chronology	<u>Berlioz</u>
	Inkanyezi	Music				Berlioz the
	Nezazi.	LO: I can name diffe	rent instruments w	ithin	LO: I can listen to	Orchestrator
		a rockband.			Renaissance music	
					and categorise	Berlioz the
		LO: I can learn a nev	w instrument.		different	Composer
					instruments.	
		LO: I understand tha	at different instrum	ents make		Musical Moments
		different sounds.				and Minute of
					LO: I can identify	Listening
		LO: I can listen to ot	thers and play in an	ensemble.	the features of	
			- d - b 1		Baroque music.	Using Bristol
		LO: I can keep a stea	ady beat.			Minute of
		10.1		ملحنات مسالح بمات		listening sounds.
		LO: I can develop m	-	rnytnm, pitch,		Children will
		pulse and dynamics			LO: I can identify	develop their
					similarities and	listening skills,
					differences within	trying to decipher what sounds
					romantic music.	are/how they
						were made and
						using a variety of
					LO: I can explore	musical
					how music can	terminology to
					create a mood	describe them.
					using instruments,	

	dynamics and textures.  LO: I can use body percussion to perform a piece of music.  LO: I can compare and contrast dance and ballet music from the twentieth century.	Musical Moments look at developing the 'Elements of Music'  - Duration - Timbre - Dynamics - Tempo - Pitch - Structure - Texture  Musical Moments Focus:  • Don't clap this one back! — Duration • Haida — Pitch • Listening to the Night Ferry — Timbre

Year 6	Duration -	Composer of the Week	<u>Trains</u>	Samba
	One Love, Bob			LO: I can explore Samba rhythms by
	Marley	LO: I can identify different	LO: I can clap a rhythmic ostinato.	playing and listening.
		instruments (Gustav Holst).		
		LO: I can listen to music from other cultures (African & Spanish Music).	LO: I identify the difference between pitch and rhythm.	LO: I can rehearse and perform basic Samba rhythms.
		LO: I can respond to different pieces		
		of music (Duke Ellington).		
		LO: I can respond to different pieces	LO: I can compose my own rhythmic ostinato and notate it.	International Week: Indian Music
		of music (Kerry Andrew).		
		LO: I can listen to, describe and offer		LO: I can explore texture through layering the samba rhythms and
		my opinion on different genres of		develop dynamics and tempo linked
		music. [Scott Joplin, Mozart and Missy Mazzoli]	Musical Moments Focus: Revisit Freedom Train -	to accurate playing of samba rhythms in an ensemble.
				LO: I can use body percussion to perform more complex rhythm patterns.
				LO: I can maintain a part and keep the pulse in Reich-inspired clapping piece.

		LO: I can perform a class Samba and evaluate.