



Medium Term Plan Music 2024-2025



	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 Bristol Beacon Christmas Concert Trinity Academy Performance Year 1 Year 5 & 6 Christmas Carol Concert EYFS Nativity	Rocksteady concerts Years 1&2 Year 5 Rockband Concert	Year 1 Performance		Year 2 Performance Year 6 Performance Summer Concert
EYFS	Structure – Viennese	Music Linked to 'The Flute'	Music linked to 'Traditional Tales'	Music linked to Jobs People Do	Music linked to Heroes – favourite	<u>Musical moments cards:</u>	Warm up games/singing activities/rhythm

	Musical Clock, Zoltan Kodaly	Warm up games/singing activities/rhythm cards/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 terminology to describe them	Warm up games/singing activities/rhythm cards/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 terminology to describe them Singing for Nativity performance. LO: I can learn and sing songs to an audience	LO: I can describe timbre and dynamics. LO: I can clap simple rhythms and follow a steady beat. LO: I can explore how music is all around us.	composers and singers. LO: I can compose a simple rhythm. LO: I can sing a simple song	<ul style="list-style-type: none"> • Freedom Train • Layer cake • Big Brown Bear honey pot game • Bananas chant LO: I am beginning to understand structure, timbre and dynamics	cards/Minute of Listening. Musical momnets cards: -Flea Fly 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 LO: I am starting to understand pitch
Year 1	Pitch - Air on G String, Johann	Air: To build a knowledge of the inter related	Air: To build a knowledge of the inter related	Water: To explore the inter	Play/Performance	Chronology unit Bristol Curriculum	<u>Musical Moments</u> <u>Minute of</u> <u>Listening</u>

	Sebastian Bach	<p>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 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</p>	<p>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 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</p>	<p>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 learn songs and actions and perform them to an audience</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>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</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
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		composition based on this structure.	composition based on this structure.	<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>LO: I can sing expressively</p>		<p>understand a well-known piece of 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 20th century.</p> <p>LO: I can To compose and perform a piece</p>	
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						of music using sampled sound.	
Year 2	<p>Texture – Aquarius, Camille Saint-Saens</p> <p>LO: I can keep a steady pulse and play rhythms together</p>	<p>Rhythm cards, starter.</p> <p>LO: I can feel and internalise the pulse/beat to identify the strong beat and demonstrate with an action/clapping.</p>	<p><u>Musical Moments</u></p> <p><u>Minute of Listening</u></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 	<p>Animals (rhythm)</p> <p>LO: To feel and internalise the pulse/beat</p> <p>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>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>Pitch</p> <p>LO: I can discriminate between changes in pitch, recognising high and low sounds. I can use actions to demonstrate pitch.</p> <p>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>End of Year Performance</p>	

			<p>- Texture</p> <p><u>Musical Moments</u></p> <p><u>Focus:</u></p> <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>LO: I can use voices expressively and creatively to sing 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	<p>Tempo – Flight of the Bumblebee, Nikolay Rimsky Korsakov</p>	<p><u>Recorders</u> 3C & 3A</p> <p><u>Rhythm</u> 3BH & 3H</p> <p>LO: I can play four beat rhythms, recognising different note values</p> <p>LO : I can compose 4 beat rhythms Fli</p>	<p><u>Christmas Singing</u></p> <p><u>Recorders</u> 3C & 3A</p>	<p><u>Recorders</u> 3BH & 3H</p> <p><u>Rhythm</u> 3C & 3A</p>	<p><u>Recorders</u> 3BH & 3H</p> <p><u>Bristol Musical Moments & Minute of Listening</u></p> <p>Using Bristol Minute of listening sounds. Children will develop their listening skills, trying to decipher what sounds are/how they</p>	<p><u>Music Chronology</u></p> <p>LO: I can learn about Renaissance instruments and identify the differences and similarities to instruments today.</p> <p>LO: I can listen to a piece of music</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>LO: I can recognise different rhythms</p> <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>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"> • Call and Response from Ghana – Structure • Using balls to discover the pulse – Duration • Fruit Salad chant - Texture 	<p>and consider and 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>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>
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<p>Year 4</p>	<p>Dynamics – Take the A Train, Duke Ellington</p>	<p><u>Water</u> LO: I can explore the origin of sea shanties. LO: I can feel the pulse and clap rhythms at various tempi</p> <p>LO: I can identify the features of a sea shanty.</p> <p>LO: I can perform a sea shanty, demonstrating a feeling for the pulse of the song.</p> <p>LO: I can maintain an independent line within a 2 song</p> <p>LO: I can interpret symbols as musical sounds.</p> <p>LO: I can select instruments and explore the timbre of the instruments in order to represent aspects of a storm</p>		<p><u>Music –</u> <u>Songs of the City</u></p> <p>LO: I can sing a song in unison maintain a part when singing.</p> <p>LO: I can explain traditional songs, explain where they come from and identify different textures.</p> <p>LO: I can add tuned and untuned percussion parts to accompany the medley of traditional songs</p>	<p><u>Musical Moments and Minute of Listening</u></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>	<p><u>Indian Tala and World Music</u></p> <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>LO: I can create symbols to represent the key features of a composition.</p> <p>LO: I can maintain an independent line within a two part song.</p> <p>LO: I can sing in tune with expression and perform rhythmically simple parts that use a limited range of notes.</p>		<p>LO: I can perform a sequence of movements, maintaining a steady pulse.</p> <p>LO: I can clap the rhythm of a song and trace the pitch of a melody.</p>	<ul style="list-style-type: none"> • 1 – 8 game - Duration • Kalinka Song – Tempo • Short, Ride and Fast Time Machine – Timbre 	
Year 5	Timbre – Inkanyezi Nezazi.	<p><u>Rockband – Planned and delivered by Bristol Plays Music</u></p> <p>LO: I can name different instruments within a rockband.</p> <p>LO: I can learn a new instrument.</p> <p>LO: I understand that different instruments make different sounds.</p> <p>LO: I can listen to others and play in an ensemble.</p> <p>LO: I can keep a steady beat.</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><u>Berlioz</u></p> <p>Berlioz the Orchestrator</p> <p>Berlioz the Composer</p> <p><u>Musical Moments and Minute of Listening</u></p> <p>Using Bristol Minute of listening sounds. Children will</p>

		<p>LO: I can develop my understanding of rhythm, pitch, pulse and dynamics.</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, 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>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> Focus:</p> <ul style="list-style-type: none"> • Don't clap this one back! – Duration • Haida – Pitch • Listening to the
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					Night Ferry – Timbre
Year 6	Duration - One Love, Bob Marley	<u>Composer of the Week</u> LO: I can identify different instruments (Gustav Holst). LO: I can listen to music from other cultures (African & Spanish Music). LO: I can respond to different pieces of music (Duke Ellington). LO: I can respond to different pieces of music (Kerry Andrew). LO: I can listen to, describe and offer my opinion on different genres of music. [Scott Joplin, Mozart and Missy Mazzoli]	<u>Trains</u> LO: I can clap a rhythmic ostinato. LO: I identify the difference between pitch and rhythm. LO: I can compose my own rhythmic ostinato and notate it. <u>Musical Moments Focus:</u> Revisit Freedom Train -	<u>Samba</u> LO: I can explore Samba rhythms by playing and listening. LO: I can rehearse and perform basic Samba rhythms. International Week: Indian Music 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. LO: I can use body percussion to perform more complex rhythm patterns.	

				<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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