

Music Curriculum – Step by Step Progression

Music Medium Term Plan Overview

Prior Learning: Experiences at home/Building on past lessons

Year group: F1

Phase 1 Phonics – Used across the year

Specific music coverage in F1, relating to Phase 1 Phonics:

Exploring and Playing

Moving and Dancing

Singing and Vocalising

Hearing and Listening

Exploring and Playing

Operates equipment such as CD players, handheld devices, keyboards.

Phase 1 Phonics, Environmental Sounds - Sound Lotto (Operate CD player or Sound buttons)

Play instruments with increasing control to express their feelings and ideas.

Phase 1 Phonics, Instrumental Sounds - Musical show and tell

Phase 1 Phonics, Instrumental Sounds – Animal Sounds

Adds sound effects to stories using instruments.

Phase 1 Phonics, Instrumental Sounds - Story sounds

Leads or is led by other children in their music making - being a conductor.

Plays instruments with control to play loud/quiet (dynamics), fast/slow (tempo).

Phase 1 Phonics, Instrumental Sounds - Matching sounds

Listens and responds to others in pair/group music making.

Plays instruments with control to play loud/quiet, (dynamics)

Phase 1 Phonics, Instrumental Sounds – Adjust the Volume

Listens and responds to others in pair/group music making.

Plays instruments with control to play loud/quiet, (dynamics) fast/slow (tempo).

Phase 1 Phonics, Instrumental Sounds - Hidden instruments

Plays instruments with control to play fast/slow (tempo).

Phase 1 Phonics, Body Percussion - Roly poly: Using body percussion.

Shows control to hold and play instruments to produce a musical sound (e.g. holding a triangle in the air by the string with one hand and playing it with a beater with the other).

Ongoing in instrumental sessions (Phase 1 Phonics, Instrumental Sounds)

Moving and Dancing

Pulse and Beat - Clap or tap to the pulse of the music/song.

2 Simple Music – Independent exploration of a steady beat, using the mouse and choosing the icons (instruments, tempo)

Phase 1 Phonics, Body Percussion - Action Songs: Add body percussion sounds to nursery rhymes, performing the sounds in time to the beat.

Phase 1 Phonics, Body Percussion - Follow the sound

Phase 1 Phonics, Body Percussion - The Pied Piper

Phase 1 Phonics, Rhythm - Listen to the beat

Singing and Vocalising

Pitch - Sing the pitch of a tone sung by another person ('pitch match').

Phase 1 Phonics, Voice Sound - Chain games, linked to pitch

Phase 1 Phonics, Voice Sound - Give me a sound, linked to pitch

Improvise a song around one they know - e.g. changing some or all of the words of a song.

Phase 1 Phonics, Environmental Sounds - New words to old songs

Create sounds in vocal sound games.

Phase 1 Phonics, Environmental Sounds - Mrs Browning has a Box

Phase 1 Phonics, Environmental Sounds - Describe and Find it

Phase 1 Phonics, Voice Sounds – Voice Sounds Game

Phase 1 Phonics, Voice Sounds – Target sounds, linked to stories

Sings with control to produce loud/quiet (dynamics), fast/slow (tempo).

Phase 1 Phonics, Environmental Sounds - Teddy is lost in the Jungle

Hearing and Listening

Listen with increased attention to sounds (New DM):

- *Identify and match an instrumental sound (e.g. hear a shaker and indicate that they understand it is a shaker)*

Phase 1 Phonics, Instrumental Sounds – Which Instrument?

Phase 1 Phonics, Body Percussion - Noisy neighbour: Sounds from a range of objects

Listen with increased attention to sounds (New DM):

- *Identify and match an instrumental sound (e.g. hear a shaker and indicate that they understand it is a shaker)*
- *Describe the sound of instruments (e.g. scratchy sound, soft sound).*

Phase 1 Phonics, Instrumental Sounds – Matching sound makers

Listen with increased attention to sounds (New DM).

- *describe the sound of instruments (e.g. scratchy sound, soft sound).*

Phase 1 Phonics, Environmental Sounds - Drum Outdoors

Respond to what they have heard, expressing their thoughts and feelings (New DM). - physically interpret the sound of instruments - e.g. tiptoes to the sound of a xylophone (Moving and Dancing).

Phase 1 Phonics, Instrumental Sounds - Grandmother's footsteps

Advent 1	Listening (Hearing and Listening)	Singing (Singing and vocalising)
	<p>Music to listen to: Happy: Pharrell Williams Charanga – Me, Step 2 https://youtu.be/v6Sxv-sUYTM</p> <p><i>Respond to what they have heard, expressing their thoughts and feelings (New DM).</i></p> <ul style="list-style-type: none"> - <i>physically imitate the actions of musicians - e.g. pretends to play the trumpet, piano, guitar (Moving and Dancing).</i> <p>Playing along with the drum at the beginning, clapping phrases and free style movements in between.</p> <ul style="list-style-type: none"> - <i>talk about their thoughts and feeling linked to the music heard.</i> 	<p><i>Increasingly remember and sing entire songs.</i> <i>Begin to sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</i> <i>Matches music to pictures/visual resources – nursery rhyme sticks, pictorial cues</i></p> <p>Focus Rhymes: Here we go Round the Mulberry Bush Fingers All There Were 5 in a Bed 10 little fingers, 10 little toes</p> <p>Songs: House of the Bears God made me, God made you Head, shoulders... Dingle, dangle scarecrow</p>
Advent 2	Listening (Hearing and Listening)	Singing (Singing and vocalising)
	<p>Music to listen to: Moonlight Sonata (Beethoven) - Cbeebies Melody (Melody and the Owl)</p> <p><i>Matches music to pictures/visual resources - Story</i> <i>Respond to what they have heard, expressing their thoughts and feelings (New DM).</i></p> <ul style="list-style-type: none"> - <i>physically interpret the sound of instruments - e.g. tiptoes to the sound of a xylophone (Moving and Dancing).</i> <p>Create steady movements along with the music to create different night animal actions (based on the story being told in Melody)</p> <ul style="list-style-type: none"> - <i>talk about their thoughts and feeling linked to the music heard.</i> 	<p><i>Increasingly remember and sing entire songs.</i> <i>Begin to sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</i> <i>Matches music to pictures/visual resources – nursery rhyme sticks, pictorial cues</i></p> <p>Focus Rhymes: Twinkle Twinkle Hey Diddle, Diddle 5 Little Men 10 Little Angels</p> <p>Songs: This is the way we... (adapted – just before we go to bed) Autumn animals – A hedgehog is very prickly God made me, God made you Nativity Songs</p>

Lent 1	Listening (Hearing and Listening)	Singing (Singing and vocalising)
	<p>Music to listen to: Moon River (Sung by Gregory Porter) - Cbeebies Bedtime Stories</p> <p><i>Matches music to pictures/visual resources - Story</i> <i>Respond to what they have heard, expressing their thoughts and feelings (New DM):</i></p> <ul style="list-style-type: none"> - create visual representation of sounds, instruments and pieces of music (e.g. mark making to specific sounds or pieces of music). <p>Recall the little girl dreaming about an adventure. As the music plays, draw the companions for their dream adventure – emphasising that the music is slow and gentle.</p> <ul style="list-style-type: none"> - talk about their thoughts and feeling linked to the music heard. 	<p><i>Create their own songs, or improvise a song around one they know (e.g. changing some or all of the words of a song) – Based on Humpty Dumpty</i> <i>Increasingly remember and sing entire songs.</i> <i>Begin to sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</i> <i>Matches music to pictures/visual resources – nursery rhyme sticks, pictorial cues</i></p> <p>Rhymes: Humpty Dumpty Miss Polly had a Dolly 5 Little Firefighters 5 Little Monkeys</p> <p>Songs: London Bridge I hear Thunder Dr Foster Father God</p>
Lent 2	Listening (Hearing and Listening)	Singing (Singing and vocalising)
	<p>Music to listen to: Carnival of the animals – Kangaroos https://youtu.be/1L993HNAa8M</p> <p>Lions https://youtu.be/1L993HNAa8M</p> <p><i>Matches music to pictures/visual resources – Animal images</i> <i>Respond to what they have heard, expressing their thoughts and feelings (New DM):</i></p> <ul style="list-style-type: none"> - physically interpret the sound of instruments - e.g. tiptoes to the sound of a xylophone (Moving and Dancing) <p>Creating animal movements linked to the music: Kangaroos – jumping along with the fast piano phrases, stopping to look around on slower phrase</p> <p>Lions – prowling along with the violins, roaring along with the piano (ascending and descending phrases)</p> <ul style="list-style-type: none"> - talk about their thoughts and feeling linked to the music heard. 	<p><i>Create their own songs, or improvise a song around one they know (e.g. changing some or all of the words of a song) – Based on Baa, Baa, Black Sheep</i> <i>Increasingly remember and sing entire songs.</i> <i>Begin to sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</i> <i>Matches music to pictures/visual resources – nursery rhyme sticks, pictorial cues</i></p> <p>Focus Rhymes: Baa, baa black sheep Hickory, dickory, dock 5 little ducks 5 Green Bottles</p> <p>Songs: Little Peter Rabbit Chick, Chick, Chicken Old Macdonald Big red tractor</p>

Pentecost 1	Listening (Hearing and Listening)	Singing (Singing and vocalising)
	<p>Music to listen to: Toccatina and Fugue in D minor (J.S. Bach) - Cbeebies Melody (Tallest Towers - Giants)</p> <p><i>Matches music to pictures/visual resources - Story</i> <i>Respond to what they have heard, expressing their thoughts and feelings (New DM):</i></p> <ul style="list-style-type: none"> - create visual representation of sounds, instruments and pieces of music (e.g. mark making to specific sounds or pieces of music). <p>Make own marks in response to hearing the faster parts of the music.</p> <ul style="list-style-type: none"> - talk about their thoughts and feeling linked to the music heard. 	<p><i>Increasingly remember and sing entire songs.</i> <i>Begin to sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</i> <i>Matches music to pictures/visual resources – nursery rhyme sticks, pictorial cues</i></p> <p>F1 Focus Rhymes Jack and Jill Incy Wincy Spider 5 little speckled frogs Mary, Mary, Quite Contrary (count the flowers to 5)</p> <p>Songs 5 fat peas There's a tiny caterpillar Wiggly woo</p>
Pentecost 2	Listening (Hearing and Listening)	Singing (Singing and vocalising)
	<p>Music to listen to: Sea Shanty – Based on 'The Wellerman' https://youtu.be/ByJZTm14sLw - adapted words</p> <p>Joining in with words and actions https://youtu.be/dA1MwiGx4vc - instrumental</p> <p><i>Matches music to pictures/visual resources - Pictorial</i> <i>Respond to what they have heard, expressing their thoughts and feelings (New DM):</i></p> <ul style="list-style-type: none"> - physically imitate the actions of musicians - e.g. pretends to play the trumpet, piano, guitar (Moving and Dancing). <p>Imitate the actions of the musician playing the guitar, ukulele, recorder, cello, tin whistle, tambourine and clarinet.</p> <ul style="list-style-type: none"> - talk about their thoughts and feeling linked to the music heard. 	<p><i>Increasingly remember and sing entire songs.</i> <i>Begin to sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</i> <i>Matches music to pictures/visual resources – nursery rhyme sticks, pictorial cues</i></p> <p>Focus Rhymes: Wheels on the bus Grand Old Duke of York Once I caught a fish alive When I was one</p> <p>Songs: <i>What shall we do with the Grumpy Pirate</i> <i>He's got the whole world in his hands</i> <i>The big ship sailed</i> <i>The day I went to sea</i></p>

Music Medium Term Plan Overview - Knowledge and skills

Year group: F2

Advent 1 Week	Listening (Hearing and Listening)	Singing (Vocalising and Singing)	Musicianship (Exploring and Playing)
1	<p>Music to listen to: Thula Baba – A south African Lullaby (Sung by Hlabelela Ensemble) Charanga – Everyone, Step 2</p> <p><i>Associate genres of music with characters and stories.</i></p>	<p>Warm up games</p> <ul style="list-style-type: none"> - Physical – head swings <p><i>Pitch match - reproduce the pitch of a tone sung by another</i></p> <ul style="list-style-type: none"> - Grow and fade (hum – ah), same pitch - Cuckoo, Cherry Tree (2 notes) 	<p><i>Tap rhythms to accompany words.</i></p> <ul style="list-style-type: none"> - Tapping the syllables of children’s names - Pictorial cue for each child - Supporting children to become familiar with new peers
2	<p><i>Distinguish and describe changes in music.</i></p> <p><i>Move in time to the pulse of the music being listened to and physically respond to changes in the music. (M&D)</i></p> <p>Identify when singing on own (solo) and a group of singers (choir) – picture cards to hold up of 1 person and a group of people.</p>	<p>Singing</p> <p><i>Internalises music, e.g. sing songs inside head – Head, shoulders</i></p> <p><i>Sing entire songs.</i></p> <p><i>Sing the melodic shape, e.g. up and down/down & up, of familiar songs.</i></p> <p><i>Performing solo and/or in groups.</i></p>	<p><i>Tap rhythms to accompany words.</i></p> <ul style="list-style-type: none"> - Tapping the syllables of children’s names - Pictorial cue for each child - Supporting children to become familiar with new peers - Use pictorial cues to create a musical pattern (split group to represent 2 different names)
3	<p>Talk about lullabies – helping babies to get to sleep and calm down by rocking them gently (relate to rock a by baby)</p>	<p>Head, shoulders...</p> <p>God made me, God made you</p> <p>I’ve got a body</p> <p>Keep on dancing</p> <p>https://open.spotify.com/track/1vC4xXIDxpMoY81FiiHFzD</p>	<p><i>Create music based on a theme.</i></p> <ul style="list-style-type: none"> - Exploring an element of music – loud/quiet - Using percussion instruments - Conductor cards –loud/quiet
4	<p>Music to listen to: Happy: Pharrell Williams Charanga – Me, Step 2</p> <p>https://youtu.be/v6Sxv-sUYtM</p> <p><i>Accurately anticipate changes in music.</i></p> <p><i>Move to the sound of instruments/body percussion. (M&D)</i></p>		<p><i>Create music based on a theme.</i></p> <ul style="list-style-type: none"> - Exploring an element of music – loud/quiet - Using percussion instruments - Conductor cards –loud/quiet - Conductor card – Stop. Use to create a loud/quiet pattern of music, with breaks in between.
5	<p><i>Move in time to the pulse of the music being listened to and physically respond to changes in the music. (M&D)</i></p> <p>Playing along with the drum at the beginning, clapping phrases and free style movements in between – by 3rd listen, anticipate changes.</p>		<p><i>Begin to play along to the beat of the song they are singing or music being listened to.</i></p> <ul style="list-style-type: none"> - Use claves to play along with the beat in ‘Happy’ - Alternate with fast claps at relevant parts
6			<p><i>Begin to play along to the beat of the song they are singing or music being listened to.</i></p> <ul style="list-style-type: none"> - Use claves to play along with the beat in ‘Happy’ - Alternate with fast claps at relevant parts - Follow conductor cards – claves, clap, stop

Advent 2 Week	Listening (Hearing and Listening)	Singing (Vocalising and Singing)	Musicianship (Exploring and Playing)
1	<p>Music to listen to: Horn Concerto 4 (Mozart) - Cbeebies Melody (Noisy Elephant)</p> <p><i>Associate genres of music with characters and stories.</i></p>	<p>Warm up games</p> <ul style="list-style-type: none"> - Facial – Chew a huge imaginary piece of rock, tongue too <p><i>Pitch match - reproduce the pitch of a tone sung by another</i></p> <ul style="list-style-type: none"> - High/low – Copy me - Hello, how are you (2 notes, call and response both phrases) 	<p><i>Play instruments to match the structure of the music, e.g. playing quietly with quiet parts within music, stopping with the music when it stops.</i></p> <ul style="list-style-type: none"> - Use bell to play along with the song (from Nativity) - Conductor card - Stop
2	<p><i>Move to the sound of instruments. (M&D)</i></p> <p>Create movements along with the music to create elephant actions (based on the story being told in Melody)</p>	<p>Singing</p> <p><i>Sing entire songs.</i></p> <p><i>Sing the melodic shape, e.g. up and down/down & up, of familiar songs.</i></p> <p><i>Performing in groups.</i></p>	<p><i>Play instruments to match the structure of the music.</i></p> <ul style="list-style-type: none"> - Use claves to play along with the song (from Nativity) - Conductor card - Stop
3		<p>The animals went in 2 by 2 Who built the Ark</p> <p>Nativity Songs</p>	<p><i>Performing in groups.</i></p> <p>Nativity Practise - songs</p>
4	<p>Sleigh Ride (Leroy Anderson) https://youtu.be/EDRFmn_KfA</p> <p><i>Associate genres of music with characters and stories.</i></p>		<p><i>Performing in groups.</i></p> <p>Nativity Practise – songs and percussion instruments</p>
5	<p><i>Distinguish and describe changes in music.</i></p> <p><i>Move in time to the pulse of the music being listened to and physically respond to changes in the music. (M&D)</i></p>		<p><i>Performing in groups.</i></p> <p>Nativity Performance</p>
6	<p>Make association with Christmas: Santa and his reindeers – Use theme for exploring and playing focus.</p> <p>Emphasis muted trumpet at the end making an animal sound – change.</p>		<p>Celebrate achievements – look back at photographs/watch a video of the performance</p>
Lent 1 Week	Listening (Hearing and Listening)	Singing (Vocalising and Singing)	Musicianship (Exploring and Playing)
1	<p>Music to listen to: Storm Interlude from Peter Grimes (Benjamin Britten) - Cbeebies Melody (Storm)</p> <p><i>Associate genres of music with characters and stories.</i></p>	<p>Warm up games</p> <ul style="list-style-type: none"> - Physical – shoulder rolls, eggs, tennis ball, beach ball - Hello to you <p><i>Pitch match - reproduce the pitch of a tone sung by another</i></p> <ul style="list-style-type: none"> - Take a line for a walk – following pitch with finger 	<p><i>Tap rhythms to accompany words.</i></p> <ul style="list-style-type: none"> - Tapping the syllables of dinosaur names - Pictorial cue for each dinosaur <p><i>names/objects/animals/lyrics of a song.</i></p>
2	<p><i>Distinguish and describe changes in music.</i></p> <p><i>Move in time to the pulse of the music being listened to and physically respond to changes in the music. (M&D)</i></p>	<p>Singing</p> <p><i>Internalises music, e.g. sing songs inside head –</i></p> <p><i>Sing entire songs.</i></p>	<p><i>Tap rhythms to accompany words.</i></p> <ul style="list-style-type: none"> - Tapping the syllables of dinosaur names - Pictorial cue for each dinosaur

	Children identify the contrast from loud/faster to quiet/slower – Use theme for ‘Exploring and Playing’ focus.	<i>Sing the melodic shape, e.g. up and down/down & up, of familiar songs. Performing in groups.</i>	- Use pictorial cues to create a musical pattern (split group to represent 2 different dinosaurs)
3		The Prehistoric Animal Brigade When a dinosaurs feeling hungry https://youtu.be/YtsGcEZtRus The Gruffalo song Father God	<i>Create music based on a theme.</i> - Storm theme, using body percussion - Gradually move from quiet to loud, using quiet/loud conductor cards at opposite ends of a line and an arrow.
4	Music to listen to: Moon River (Sung by Gregory Porter) - Cbeebies Bedtime Stories <i>Associate genres of music with characters and stories.</i>		<i>Create music based on a theme.</i> - Storm theme, using body percussion - Choose appropriate instruments for the crash of thunder - Visual symbol for thunder – conductor card
5	<i>Thinks abstractly about music and expresses this physically or verbally, e.g. “This music sounds like dinosaurs”</i> <i>Move in time to the pulse of the music being listened to and physically respond to changes in the music. (M&D)</i>		<i>Keep a steady beat whilst playing instruments.</i> - Using djembes - Follow adult lead
6	Recall the little girl dreaming about an adventure. As the music plays, draw the companions for their dream adventure – emphasising that the music is slow and gentle.		<i>Keep a steady beat whilst playing instruments.</i> - Using djembes - Follow adult lead - Changes in tempo, maintaining steady beat
Lent 2 Week	Listening (Hearing and Listening)	Singing (Vocalising and Singing)	Musicianship (Exploring and Playing)
1	Music to listen to: Jupiter - From the Planets Suit (Justav Holst) - Cbeebies: Melody (Best Friends) <i>Associate genres of music with characters and stories.</i> <i>Thinks abstractly about music and expresses this physically or verbally, e.g. “This music sounds like dinosaurs”</i>	Warm up games - Facial – screw up face, on clap stretch face out <i>Pitch match - reproduce the pitch of a tone sung by another</i> - Grow and fade (hum – ah), same pitch - Have you Brought your Whispering Voice? (chanting and 2 notes)	<i>Move to the sound of instruments. (M&D)</i> - Create different percussion instrument sounds for different movements - Adult as leader
2	<i>Move in time to the pulse of the music being listened to and physically respond to changes in the music. (M&D)</i> On 2 nd and 3 rd listen – music only	Singing <i>Internalises music, e.g. sing songs inside head – B-I-N-G-O</i> <i>Sing entire songs.</i> <i>Sing the melodic shape, e.g. up and down/down & up, of familiar songs.</i>	<i>Move to the sound of instruments. (M&D)</i> - Create different percussion instrument sounds for different movements - Children as leaders

3	Children think abstractly, offering their own ideas. Group copy movements relating to the different ideas.	<i>Performing solo and/or in groups.</i> Zoom Zoom Zoom We are the planets 5 little men in a flying saucer	<i>Begin to play along with the rhythm in music.</i> - Play along with the lyrics in songs they are singing: Have you brought you whispering voice?
4	Music to listen to: Carnival of the animals – Lions https://youtu.be/1L993HNAa8M Kangaroos https://youtu.be/1L993HNAa8M <i>Distinguish and describe changes in music.</i> <i>Move to the sound of instruments. (M&D)</i>	Easter songs: B-I-N-G-O, Little Peter Rabbit, Chick, chick, chicken	<i>Begin to play along with the rhythm in music.</i> - Play along with the lyrics in songs they are singing: Have you brought you whispering voice? - Create loud/quiet rhythm based on adapted phrase (substituting words – shouting voice...)
5	Creating animal movements linked to the music: Kangaroos – jumping along with the fast piano phrases, stopping to look around on slower phrase		<i>Find and record sounds using recording devices.</i> - Record environmental sounds on a sound walk
6	Lions – prowling along with the violins, roaring along with the piano (ascending and descending phrases)		<i>Find and record sounds using recording devices.</i> - Listen to sounds recorded - Identify sounds. - Classify as loud or quiet
Pentecost 1 Week	Listening (Hearing and Listening)	Singing (Vocalising and Singing)	Musicianship (Exploring and Playing)
1	Music to listen to: Lovely Day (Bill Withers) Charanga – Our World, Step 1 <i>Associate genres of music with characters and stories.</i>	Warm up games - Physical – Shrug shoulders, up to ears, release <i>Pitch match - reproduce the pitch of a tone sung by another</i> - High/low – Copy me - Fingers on the floor (pitch – stepping and jumping notes)	<i>Begin to play along to the beat of the song they are singing or music being listened to.</i> - Use claves to play along with the beat in ‘Lovely Day’ (Chorus only) - Alternate with creating movements during each verse.
2	<i>Accurately anticipate changes in music.</i> <i>Move in time to the pulse of the music being listened to and physically respond to changes in the music. (M&D)</i> Draw their own idea of a ‘lovely day’. Identify and join in with the chorus - by 3 rd listen, anticipate changes.	Singing <i>Sing entire songs.</i> <i>Sing the melodic shape, e.g. up and down/down & up, of familiar songs.</i> <i>Performing solo and/or in groups.</i>	<i>Begin to play along to the beat of the song they are singing or music being listened to.</i> - Use claves to play along with the beat in ‘Lovely Day’ (Chorus only) - Alternate with creating movements during each verse. - Follow conductor cards – claves, stop
3		There’s a tiny caterpillar Wiggly woo 5 little speckled frogs	<i>Create music based on a theme.</i> - Children choose shapes to represent different percussion instruments - Use the shapes to play – using as conductor cards

4	<p>Music to listen to: Toccata and Fugue in D minor (J.S. Bach) - Cbeebies Melody (Tallest Towers - Giants)</p> <p><i>Associate genres of music with characters and stories.</i></p> <p><i>Distinguish and describe changes in music.</i></p>		<p><i>Create music based on a theme.</i></p> <ul style="list-style-type: none"> - Children choose shapes to represent different percussion instruments - <i>Adult use the shapes to create a visual pattern.</i> - <i>Children follow and play the visual pattern.</i>
5	<p><i>Move in time to the pulse of the music being listened to and physically respond to changes in the music. (M&D)</i></p>		<p><i>Create rhythms using body percussion.</i></p> <ul style="list-style-type: none"> - Simple call and response rhythms - Follow adults lead
6	<p>Make own contrasting marks in response to hearing the slower and faster parts of the music.</p>		<p><i>Create rhythms using body percussion</i></p> <ul style="list-style-type: none"> - Simple call and response rhythms - Children as leaders
Pentecost 2 Week	Listening (Hearing and Listening)	Singing (Vocalising and Singing)	Musicianship (Exploring and Playing)
1	<p>Music to listen to: Sea Shanty – Based on ‘The Wellerman’</p> <p><i>Associate genres of music with characters and stories.</i></p> <p><i>Distinguish and describe changes in music.</i></p> <p><i>Move in time to the pulse of the music being listened to and physically respond to changes in the music. (M&D)</i></p>	<p>Warm up games</p> <ul style="list-style-type: none"> - Facial – lift eye-brows (smiley mask), slide back down to neutral, hand movements to follow face <p><i>Pitch match - reproduce the pitch of a tone sung by another</i></p> <ul style="list-style-type: none"> - Take a line for a walk – following pitch with finger - Jumping up and down (pitch – stepping and jumping notes) 	<p><i>Create music based on a theme.</i></p> <ul style="list-style-type: none"> - <i>Mark making to sounds – a mark for each sound produced on different percussion instruments.</i> - <i>Use the representations to play – using as conductor cards</i>
2	<p>https://youtu.be/BvjZTm4sLw - adapted words</p> <p>Joining in with words and actions</p> <p>https://youtu.be/dA1MwiGx4vc - instrumental</p>	<p>Singing</p> <p><i>Sing entire songs.</i></p> <p><i>Sing the melodic shape, e.g. up and down/down & up, of familiar songs.</i></p> <p><i>Performing solo and/or in groups.</i></p>	<p><i>Create music based on a theme.</i></p> <ul style="list-style-type: none"> - <i>Mark making to sounds – a mark for each sound produced on different percussion instruments.</i> - <i>Adult copy the representations to create a visual pattern.</i> - <i>Children follow and play the visual pattern.</i>
3	<p>Talk about and move along to the changes as the musician adds new instruments - the guitar, ukulele, recorder, cello, tin whistle, tambourine and clarinet.</p>	<p>He’s got the whole world in his hands Sea Shanty – Pirate song The day I went to sea What shall we do with the grumpy pirate?</p>	<p><i>Create rhythms using instruments.</i></p> <ul style="list-style-type: none"> - Simple call and response rhythms - Using djembe drums - Follow adults lead
4	<p>Music to listen to: Gymnopédie No.1 (Erik Satie) - Cbeebies Melody (Boat Ballet)</p> <p><i>Associate genres of music with characters and stories.</i></p>		<p><i>Create rhythms using instruments.</i></p> <ul style="list-style-type: none"> - Simple call and response rhythms - Using djembe drums - Children as leaders

5	<p>Move to the sound of instruments. (M&D)</p> <p>Move slowly and gracefully along to the music</p> <p>Distinguish and describe changes in music comparing 2 pieces</p>		<p>Combine moving, singing and playing instruments, e.g. marching, tapping a drum whilst singing (M&D)</p> <ul style="list-style-type: none"> - Based on the 'Sea Shanty – Pirate song'
6	<p>Make simple comparisons relating to the 2 pieces of music this half term (The story setting for both is on the water) – think of words to describe each piece (contrasting – loud/fast, quiet/slow</p>		<p>Combine moving, singing and playing instruments, e.g. marching, tapping a drum whilst singing (M&D)</p> <ul style="list-style-type: none"> - Based on the 'Sea Shanty – Pirate song' - Performance to F1 children

Music Medium Term Plan Overview Knowledge and skills			
Year group: Y1			
Advent 1 Week	Listening	Opener	Main Focus
1	<p>Music to listen to (MMC): Art Pop - Wild Man (Kate Bush)</p> <p>Show a very basic understanding of the stories, origins, traditions, history and social context of the music they are listening to.</p> <p>Through movement and dance, respond to the mood and character of the music.</p>	<p>Singing Start to engage at a basic level with principles of good singing including warm-ups and vocal health</p> <ul style="list-style-type: none"> - Warm up game: pitch and vocal health <p>Sing simple songs, chants and rhymes from memory:</p> <ul style="list-style-type: none"> - keeping a steady pulse - singing collectively and at the same pitch - with a very small range of 3 notes mi-so - responding to simple visual directions <p>Song: Hello, How are you?</p> <ul style="list-style-type: none"> - Introduce the rhythm of the words and the melody for both the call and response - focus on the call and response separately - Adult as leader, count in (4) <p>Musicianship – Pulse/beat Game – Move in different ways, showing the pulse Listen to music and move or clap in time to the pulse.</p>	<p>Musicianship – Rhythm Perform short copycat rhythm patterns accurately, led by the teacher.</p> <p>Composing Explore the different sounds that can be produced on classroom instruments (timbre).</p> <ul style="list-style-type: none"> - Explore different percussion instruments and the sounds they can produce, - Copy back rhythm patterns. - Adult as leader
2		<p>Singing Start to engage at a basic level with principles of good singing including warm ups and posture</p> <ul style="list-style-type: none"> - Warm up game: pitch and posture <p>Sing simple songs, chants and rhymes from memory:</p> <ul style="list-style-type: none"> - singing collectively and at the same pitch - with a very small range of 3 notes mi-so 	<p>Musicianship – Rhythm Perform short copycat rhythm patterns accurately, led by the teacher.</p> <p>Composing Explore the different sounds that can be produced on classroom instruments (timbre).</p> <ul style="list-style-type: none"> - Explore different percussion instruments and the sounds they can produce,

		<ul style="list-style-type: none"> - responding to simple visual directions <p>Song: Hello, How are you?</p> <ul style="list-style-type: none"> - Recall the call and response – rhythm and melody - Children as leaders, count in (4) <p>Musicianship – Pulse/beat Game - Move in different ways, showing the pulse <i>Listen to music and move or clap in time to the pulse.</i></p>	<ul style="list-style-type: none"> - Copy back rhythm patterns. - Adult as leader initially - Children as leaders
3		<p>Singing <i>Start to engage at a basic level with principles of good singing including warm ups and dynamics</i></p> <ul style="list-style-type: none"> - Warm up game: pitch and dynamics <p><i>Sing simple songs, chants and rhymes from memory:</i></p> <ul style="list-style-type: none"> - singing collectively and at the same pitch - with a very small range of 3 notes mi-so - responding to simple visual directions <p>Song: Have you brought your whispering voice?</p> <ul style="list-style-type: none"> - Introduce the rhythm of the words through chanting and clapping (phrase 1 and 2) - focus on the call and response separately - Introduce melody, following the same rhythm pattern for phrase 3 - Combine all 3 phrases, chant x2, melody x1 - Adult as leader, count in (4) <p>Musicianship – Rhythm/Composing Game – body percussion <i>Perform short copycat rhythm patterns accurately, led by the teacher.</i> <i>Explore the different sounds that can be produced from body percussion (timbre).</i></p>	<p>Musicianship – Pitch <i>Listen to sounds in the local school environment, comparing high and low sounds</i></p> <p>Composing <i>Use music technology, to capture sounds</i></p> <ul style="list-style-type: none"> - Indoor sound walk - Talk about high and low sounds, giving initial examples (e.g. photocopier, ticking clock...) - Record the sounds on an I-pad - Compare and classify as high or low pitch
4	<p>Music to listen to (Own Choice): Four Seasons – Autumn (Vivaldi)</p> <p><i>Show a very basic understanding of the stories, origins, traditions, history and social context of the music they are listening to.</i></p>	<p>Singing <i>Start to engage at a basic level with principles of good singing including warm ups and breathing</i></p> <p>Warm up game: pitch and breathing</p> <p><i>Sing simple songs, chants and rhymes from memory:</i></p> <ul style="list-style-type: none"> - singing collectively and at the same pitch - with a very small range of 3 notes mi-so - responding to simple visual directions <p>Song: Have you brought your whispering voice?</p> <ul style="list-style-type: none"> - Recall the chant of phrase 1 and 2 and words/melody of phrase 3. - Children as leaders, count in (4) <p>Musicianship – Rhythm Game – body percussion</p>	<p>Musicianship – Pitch <i>Listen to sounds in the local school environment, comparing high and low sounds</i></p> <ul style="list-style-type: none"> - Listen to the sounds recorded on an I-pad last week - Compare and classify as high or low pitch

	<i>Through movement and dance respond to differences in dynamics (loud/soft)</i>	<p>Perform short copycat rhythm patterns accurately, led by the teacher. Explore the different sounds that can be produced from body percussion (timbre).</p> <p>Singing/Composing Start to engage at a basic level with principles of good singing including warm ups and vocal health</p> <ul style="list-style-type: none"> - Warm up game: pitch and vocal health <p>Sing simple songs with a very small range of 3 notes mi-so Explore the different sounds that can be produced from voices (timbre). Song: Copy Kitten</p> <ul style="list-style-type: none"> - Introduce the simple song – words and melody - Each time, introduce a new voice play sound for everyone to copy at the end (adult led initially) - Children suggest new voice play sounds <p>Musicianship - Pitch Game – follow the vocal sound with a finger <i>Listen to and compare high and low sounds.</i></p>	<p>Musicianship – Pulse/Beat <i>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</i></p> <ul style="list-style-type: none"> - Let’s Get Moving (see link) - Creating a steady beat alongside a chant - Experiment with changing the speed of the beat <p>Link: Let’s Get Moving, Grandpa and Sam and What’s in the basket (Y1 table-top music making) - password – blue370</p>
5			
6		<p>Singing/Composing Start to engage at a basic level with principles of good singing including warm-ups and dynamics</p> <p>Warm up – pitch and dynamics</p> <p>Sing simple songs with a very small range of 3 notes mi-so Sing familiar songs in both low and high voices and talk about the difference in sound Explore the different sounds that can be produced from voices (timbre). Song: Copy Kitten (Including Musicianship – Pitch)</p> <ul style="list-style-type: none"> - Recall song - Add a given criteria for voice play sounds – create contrasting high and low sounds (pitch) - Children suggest new voice play sounds based on the given criteria 	<p>Musicianship – Pulse/Beat <i>Use body percussion, maintaining a steady beat, to chant: repeated rhythm patterns (ostinato)</i></p> <p>Composing <i>Explore the different sounds that can be produced from body percussion (timbre).</i></p> <ul style="list-style-type: none"> - Let’s Get Moving (see link) - Creating a steady beat alongside a chant - Invent own body percussion actions to create the steady beat (2 actions) <p>Link: Let’s Get Moving, Grandpa and Sam and What’s in the basket (Y1 table-top music making) - password – blue370</p>
Advent 2 Week	Listening	Opener	Main Focus
7	Music to listen to (MMC): Classical - Ronda alla Turca (Mozart)	<p>Musicianship – Pulse/beat Game – Move in different ways, showing the pulse <i>Listen to music and move or clap in time to the pulse.</i></p>	<p>Singing</p> <ul style="list-style-type: none"> - Learning Christmas Nativity songs
8	<i>Show a very basic understanding of the stories, origins, traditions, history and social context of the</i>	<p>Musicianship – Pulse/beat Game – Move in different ways, showing the pulse <i>Listen to music and move or clap in time to the pulse.</i></p>	<p>Singing</p> <ul style="list-style-type: none"> - Learning Christmas Nativity songs

9	<p>music they are listening to.</p> <p>Through movement and dance respond to differences in dynamics (loud/soft)</p>	<p>Musicianship – Rhythm Game – percussion instruments Perform short copycat rhythm patterns accurately, led by the teacher.</p> <ul style="list-style-type: none"> - Explore the different sounds that can be produced from a given percussion instrument (timbre). 	<p>Singing</p> <ul style="list-style-type: none"> - Showing increasing independence in singing Christmas Nativity Songs
10	<p>Music to listen to: Own Choice The Nutcracker - Trepak (Tchaikovsky)</p>	<p>Musicianship - Rhythm Game – percussion instruments Perform short copycat rhythm patterns accurately, led by the teacher. Explore the different sounds that can be produced from a given percussion instrument (timbre).</p>	<p>Singing</p> <ul style="list-style-type: none"> - Getting ready for the performance
11	<p>Show a very basic understanding of the stories, origins, traditions, history and social context of the music they are listening to.</p>	<p>Musicianship – Pitch/Listening Listen to and compare high and low sounds. Through movement, respond to differences in pitch (high/low) Game – Do, re, mi (Understanding pitch) https://www.bbc.co.uk/teach/bring-the-noise/understanding-pitch/z4hw47h</p>	<p>Singing</p> <ul style="list-style-type: none"> - Performance ready
12	<p>Respond to the pulse in recorded/live music through movement and dance.</p> <ul style="list-style-type: none"> - jumping <p>Listen to music and move or clap in time to the pulse.</p>	<p>Musicianship – Pitch/Listening Listen to and compare high and low sounds. Through movement, respond to differences in pitch (high/low) Game – Do, re, mi (Understanding pitch) https://www.bbc.co.uk/teach/bring-the-noise/understanding-pitch/z4hw47h</p> <ul style="list-style-type: none"> - Including children as leader 	<p>Listening - Review Performance</p> <ul style="list-style-type: none"> - Celebration of our performance to parents and carers. - Watch a recording of the performance and talk about what we notice (tempo, dynamics, pitch). - Talk about the importance of the Nativity story for Christians.
Lent 1 Week	Listening	Opener	Main Focus
1	<p>Music to listen to: Own Choice Four Seasons – Winter (Vivaldi)</p> <p>Show a very basic understanding of the stories, origins, traditions, history and social context of the music they are listening to.</p> <p>Through movement and dance, respond to</p>	<p>Singing Start to engage at a basic level with principles of good singing including warm ups and vocal health Warm up game: pitch and vocal health</p> <p>Sing simple songs, chants and rhymes from memory:</p> <ul style="list-style-type: none"> - keeping a steady pulse - responding to simple visual directions – faster- and counting in <p>Song: Boom Chicka Boom</p> <ul style="list-style-type: none"> - Introduce each line of chant, call and response - Count in 3 beats to start - Adjust tempo slightly each time <p>Musicianship – Pulse/beat Game: Boom Chicka Boom - Each time the tempo changes, create a new movement along with the pulse</p>	<p>Musicianship – Rhythm Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns. Perform short repeating rhythm patterns (ostinato) while keeping in time with a steady beat.</p> <p>Musicianship Follow pictures and symbols to guide singing and playing.</p> <ul style="list-style-type: none"> - What’s in the basket (see link) - Creating verbal rhythm patterns – Question and answer - Introduce a simple score (pictorial) - Follow score to create the same rhythm patterns on percussion instruments. <p>Link:</p>

	the mood and character of music.	Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.	Let's Get Moving , Grandpa and Sam and What's in the basket (Y1 table-top music making) - password – blue370
2		<p>Singing Start to engage at a basic level with principles of good singing including warm ups and posture</p> <ul style="list-style-type: none"> - Warm up game: pitch and posture <p>Sing simple songs, chants and rhymes from memory:</p> <ul style="list-style-type: none"> - responding to simple visual directions – faster- and counting in - conveying different moods (happy, sad, angry) <p>Composing Explore the different sounds that can be produced from voices (timbre). Song: Boom Chicka Boom</p> <ul style="list-style-type: none"> - Recall chant, call and response (adult as leader) - Adjust tempo slightly each time - Change voices to convey different moods <p>Musicianship – Pulse/beat Game: Boom Chicka Boom - Each time the tempo changes, create a new movement along with the pulse Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p>	<p>Musicianship – Rhythm Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns. Perform short repeating rhythm patterns (ostinato) while keeping in time with a steady beat.</p> <p>Composing Improvise simple vocal chants, using question and answer phrases. Recognise how graphic notation can represent created sounds. Explore and invent own symbols.</p> <ul style="list-style-type: none"> - What's in the basket (see link) - Inventing own verbal rhythm patterns – Question and answer based on a new theme. - Children improvise own answers. - Invent symbols for a simple score (pictorial) - Follow score to create the same rhythm patterns on percussion instruments. <p>Link: Let's Get Moving, Grandpa and Sam and What's in the basket (Y1 table-top music making) - password – blue370</p>
3		<p>Singing Start to engage at a basic level with principles of good singing including warm ups and dynamics</p> <ul style="list-style-type: none"> - Warm up game: pitch and dynamics <p>Sing simple songs, chants and rhymes from memory:</p> <ul style="list-style-type: none"> - responding to simple visual directions – faster- and counting in - conveying different moods (happy, sad, angry) <p>Composing Explore the different sounds that can be produced from voices (timbre). Song: Boom Chicka Boom</p> <ul style="list-style-type: none"> - Recall chant, call and response (adult as leader) - Children as leaders, count in 3 - Adjust tempo slightly each time - Change voices to convey different moods <p>Musicianship – Rhythm Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns.</p> <p>Composing Improvise simple vocal chants, using question and answer phrases.</p> <ul style="list-style-type: none"> - Game: Question (Adult) – What is your favourite...? Answer (children) - Various 	<p>Musicianship – Pitch Listen to sounds in the local school environment, comparing high and low sounds</p> <p>Composing Use music technology, to capture sounds</p> <ul style="list-style-type: none"> - Outdoor sound walk - Talk about high and low sounds, giving initial examples (e.g. tram brakes, bird song...) - Record the sounds on an I-pad - Compare and classify as high or low pitch
4		Singing	Musicianship – Pitch

	<p>Music to listen to (MMC): 20th Century, Classical - Mars from The Planets (Holst)</p> <p><i>Show a very basic understanding of the stories, origins, traditions, history and social context of the music they are listening to.</i></p> <p><i>Through movement and dance</i></p> <ul style="list-style-type: none"> - respond to differences in tempo (slow, fast) and dynamics (loud/soft) - show awareness when the mood or character of a piece changes. 	<p><i>Start to engage at a basic level with principles of good singing including warm ups and breathing</i></p> <ul style="list-style-type: none"> - Warm up game: pitch and breathing <p><i>Sing simple songs: pentatonic songs</i> <i>Begin to control vocal pitch and begin to match the pitch they hear with accuracy</i></p> <p>Song: Penguin song</p> <ul style="list-style-type: none"> - Introduce the simple repetitive melody, alongside the words for the first section – emphasis how the pitch changes - Introduce the chanted instructions, alongside actions - Repeat, adding to the list of instructions <p>Musicianship – Rhythm <i>Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns.</i></p> <p>Composing <i>Improvise simple vocal chants, using question and answer phrases.</i></p> <ul style="list-style-type: none"> - Game: Question (Adult) – What is your favourite...? Answer (children) – Various 	<p><i>Listen to sounds in the local school environment, comparing high and low sounds</i></p> <ul style="list-style-type: none"> - Listen to the sounds recorded on an I-pad last week - Compare and classify as high or low pitch
5		<p>Singing <i>Start to engage at a basic level with principles of good singing including warm ups and vocal health.</i></p> <ul style="list-style-type: none"> - Warm up game: pitch and vocal health <p><i>Sing simple songs: pentatonic songs</i> <i>Begin to control vocal pitch and begin to match the pitch they hear with accuracy</i></p> <p>Song: Penguin song</p> <ul style="list-style-type: none"> - Recall the simple repetitive melody and sing alongside the words for the first section – show increased accuracy in the pitch changes - Recall the chanted instructions and matching actions <p>Musicianship – Pitch Game – follow the vocal sound with a finger <i>Listen to and compare high and low sounds.</i></p>	<p>Musicianship – Pulse/Beat <i>Use voices and body percussion, maintaining a steady beat to chant/play: repeated rhythm patterns (ostinato)</i></p> <ul style="list-style-type: none"> - Grandpa and Sam (see link) - Exploring how pulse/beat and rhythm patterns work together - Grandpa – Introduce the pulse, through the verbal chant and body percussion (slow and steady) - Sam – Introduce the rhythm, through verbal chant (runs, skips and gallops) - Split class to perform both parts together <p>Link: Let's Get Moving, Grandpa and Sam and What's in the basket (Y1 table-top music making) - password – blue370</p>
6		<p>Singing <i>Start to engage at a basic level with principles of good singing including warm ups and posture</i></p> <ul style="list-style-type: none"> - Warm up game: pitch and posture <p><i>Sing simple songs: pentatonic songs</i> <i>Begin to control vocal pitch and begin to match the pitch they hear with accuracy</i></p> <p>Song: Penguin song</p> <ul style="list-style-type: none"> - Perform: showing accuracy in the pitch changes Recalling the correct order of the chanted 	<p>Musicianship – Pulse/Beat <i>Use voices, body percussion and classroom percussion, maintaining a steady beat to chant/play: repeated rhythm patterns (ostinato)</i></p> <ul style="list-style-type: none"> - Recall the chants for Grandpa (pulse/beat) and Sam (rhythm), perform separately and together. - Use verbal rhythm pattern to support creating the same pattern on percussion instruments. - Practise as a whole class

		<p>instructions</p> <p>Musicianship – Pitch/Composing Game – Sing penguin song with contrasting pitch (high like a mouse, low like a Gruffalo) <i>Sing familiar songs in both low and high voices and talk about the difference in sound</i> <i>Explore the different sounds that can be produced from voices (timbre).</i></p>	<p>- Adult play Grandpa on a djembe and children play Sam on percussion instruments.</p> <p>Link: Let's Get Moving, Grandpa and Sam and What's in the basket (Y1 table-top music making) - password – blue370</p>
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Music Medium Term Plan Overview		Knowledge and skills	
Year group: Y1			
Lent 2 Week	Listening	Opener	Main Focus
7	<p>Music to listen to (MMC): Blues – Runaway Blues (Ma Rainey)</p> <p><i>Show a very basic understanding of the stories, origins, traditions, history and social context of the music they are listening to.</i></p>	<p>Musicianship – Pitch <i>Listen to and compare high and low sounds.</i></p> <p>Listening <i>Through movement, respond to differences in pitch (high/low)</i> Game – Do, re, mi (Understanding pitch) https://www.bbc.co.uk/teach/bring-the-noise/understanding-pitch/z4hw47h</p>	<p>Composing <i>Improvise simple vocal chants, using question and answer phrases.</i> <i>Recognise how graphic notation can represent created sounds. Explore and invent own symbols.</i></p> <ul style="list-style-type: none"> - What's in the basket – own compositions - Recall 'what's in the basket/ocean...' – questions and answers. Use previous scores as a prompt. - Children work in small groups to create own ideas for question and answers. - Invent and create pictorial symbols for compositions. - Each group perform to the class
8	<p><i>Through movement and dance, respond to</i></p>	<p>Musicianship – Pitch <i>Listen to and compare high and low sounds.</i></p> <p>Listening</p>	<p>Composing <i>Recognise how graphic notation can represent created sounds. Explore and invent own symbols.</i></p>

	<p><i>the mood and character of the music.</i></p>	<p><i>Through movement, respond to differences in pitch (high/low)</i> Game – Do, re, mi (Understanding pitch) https://www.bbc.co.uk/teach/bring-the-noise/understanding-pitch/z4hw47h Introduce glockenspiels – Adult</p>	<p><i>Understand the difference between creating a rhythm pattern and a pitch pattern.</i></p> <ul style="list-style-type: none"> - Recall original ‘What’s in the basket’ question and answer rhythm patterns (this is a rhythm pattern) - What’s in the basket – Pitch - Using original question and answers, add a simple do/mi pitch pattern (this is a pitch pattern) - Use symbols (dots) to also indicate pitch pattern - Children create a pitch pattern answer, following the same do/mi format used in question
<p>9</p>		<p>Singing <i>Start to engage at a basic level with principles of good singing including warm ups and vocal health</i></p> <ul style="list-style-type: none"> - Warm up game: pitch and vocal health <p><i>Control vocal pitch and match the pitch they hear with accuracy in call and response songs</i> Song: Kye, Kye, Kule</p> <ul style="list-style-type: none"> - Introduce the song through call and response - Children begin to pitch match each phrase - Add actions - Adult as leader 	<p>Composing <i>Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. Recognise how graphic notation can represent created sounds. Explore and invent own symbols.</i></p> <p>Musicianship <i>Follow pictures and symbols to guide singing and playing</i></p> <ul style="list-style-type: none"> - Choose an appropriate theme - Talk about the changes that occur on the ‘journey’ - Create a simple pictorial sequence of events - score - Discuss appropriate percussion instruments to create sound effects - Change the sound produced accordingly as the ‘journey’ progresses (e.g. quiet, loud, very loud, loud, quiet) - Follow the pictorial score to perform
<p>10</p>	<p>Music to listen to: Own Choice Four Seasons – Spring (Vivaldi)</p> <p><i>Show a very basic understanding of the stories, origins, traditions, history and social context of the music they are listening to.</i></p> <p><i>Through movement and dance respond to differences in tempo (slow, fast)</i></p>	<p>Singing <i>Start to engage at a basic level with principles of good singing including warm ups and dynamics</i></p> <ul style="list-style-type: none"> - Warm up game: pitch and dynamics <p><i>Control vocal pitch and match the pitch they hear with accuracy in call and response songs</i> Song: Kye, Kye, Kule</p> <ul style="list-style-type: none"> - Recall the song through call and response - Children pitch match each phrase - Perform with actions - Children as leaders 	<p>Composing <i>Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. Recognise how graphic notation can represent created sounds. Explore and invent own symbols.</i></p> <p>Musicianship <i>Follow pictures and symbols to guide singing and playing</i></p> <ul style="list-style-type: none"> - Give children a simple theme - Talk about the changes that occur on the ‘journey’ - Create a simple pictorial sequence of events - score - In small groups, children choose percussion instruments to create sound effects - In small groups, children change the sound produced accordingly as the ‘journey’ progresses (e.g. quiet, loud, very loud, loud, quiet), following the pictorial score - Each group perform to the class

11	<p>Singing <i>Start to engage at a basic level with principles of good singing including warm ups and posture</i></p> <ul style="list-style-type: none"> - Warm up game: pitch and posture <p><i>Sing simple songs with a slightly wider range</i> Song: Bounce high, Bounce low</p> <ul style="list-style-type: none"> - Introduce the song, using hand signals to indicate the change in pitch - Practise changing pitch from start note (middle), using words bounce high, bounce low only <p>Musicianship – Pulse/Beat <i>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</i></p> <p>Listening <i>Listen to music and move or clap in time to the pulse, changing movements as the pulse changes.</i></p> <p>Game: - Recall and sing ‘Boom Chicka Boom’. Move to the beat/pulse, changing to a new movement each time the beat/pulse gets faster</p>	<p>Musicianship – Pitch <i>Listen to and compare high and low sounds.</i></p> <p>Listening <i>Through movement, respond to differences in pitch (high/low)</i></p> <ul style="list-style-type: none"> - Play ‘swampee’ - Link from BBC: EYFS / KS1 Music: Teaching high and low pitch - BBC Teach - Adult as leader
12	<p>Singing <i>Start to engage at a basic level with principles of good singing including warm ups and breathing</i></p> <ul style="list-style-type: none"> - Warm up game: pitch and breathing <p><i>Sing simple songs with a slightly wider range</i> <i>Follow pictures and symbols to guide singing and playing</i> Song: Bounce high, Bounce low</p> <ul style="list-style-type: none"> - Recall the song, using hand signals to indicate the change in pitch - Introduce a simple score to follow, using tennis ball images to indicate start note (middle), high and low - Follow the simple score, changing pitch from start note (middle), using words bounce high, bounce low only. <p>Musicianship – Pulse/Beat <i>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</i></p> <p>Listening <i>Listen to music and move or clap in time to the pulse, changing movements as the pulse changes.</i></p> <p>Game: - Recall and sing ‘Boom Chicka Boom’. Move to the beat/pulse, changing to a new movement each time the beat/pulse gets faster</p>	<p>Musicianship – Pitch <i>Listen to and compare high and low sounds.</i></p> <p>Listening <i>Through movement, respond to differences in pitch (high/low)</i></p> <ul style="list-style-type: none"> - Play ‘high, low’ - Link from BBC: https://www.bbc.co.uk/teach/bring-the-noise/teaching-different-pitches/z64s6v4 - Adult as leader

Pentecost 1 Week	Listening	Opener	Main Focus
1	<p>Music to listen to (MMC): Samba (Brazil) – Fanfarra, Cabua-Le-Le (Sergio Mendes/ Carlinhos Brown)</p> <p><i>Show a very basic understanding of the stories, origins, traditions, history and social context of the music they are listening to.</i></p> <p><i>Listen to music and move or clap in time to the pulse.</i></p>	<p>Singing <i>Start to engage at a basic level with principles of good singing including warm ups and vocal health</i></p> <ul style="list-style-type: none"> - Warm up game: pitch and vocal health <p><i>Sing simple songs: pentatonic songs singing collectively and at the same pitch keeping a steady pulse</i></p> <p><i>Begin to control vocal pitch and begin to match the pitch they hear with accuracy</i></p> <p>Song: Dr Knickerbocker</p> <ul style="list-style-type: none"> - Introduce the song – emphasis the pitch changes - Rhythm of the hands and feet only - Move in time to the steady pulse (beat) 	<p>Musicianship – Rhythm <i>Perform short repeating rhythm patterns (ostinato) while keeping in time with a steady beat.</i></p> <p>Composing <i>Control playing to produce the longest, shortest, quietest, loudest sound. Understand the difference between creating a rhythm pattern and a pitch pattern.</i></p> <ul style="list-style-type: none"> - Djembes: Explore the different sounds that can be produced (longest, shortest, quietest, loudest). - Call and response – Simple rhythm patterns (crotchets and paired quavers) - Emphasis that we are creating a rhythm pattern – notes are changing rhythm
2		<p>Singing <i>Start to engage at a basic level with principles of good singing including warm ups and posture</i></p> <ul style="list-style-type: none"> - Warm up game: pitch and posture <p><i>Sing simple songs: pentatonic songs singing collectively and at the same pitch keeping a steady pulse</i></p> <p><i>Control vocal pitch and match the pitch they hear with accuracy</i></p> <p>Song: Dr Knickerbocker</p> <ul style="list-style-type: none"> - Recall the song – show increased accuracy in the pitch changes - Introduce ‘Rhythm of the hips/lips/head’ - Move in time to the steady pulse (beat) - Perform: showing accuracy in the pitch changes Keeping a steady pulse and creating accurate body percussion actions 	<p>Musicianship – Rhythm <i>Perform short repeating rhythm patterns (ostinato) while keeping in time with a steady beat.</i></p> <p>Musicianship <i>Follow pictures and symbols to guide playing</i></p> <p>Composing <i>Understand the difference between creating a rhythm pattern and a pitch pattern.</i></p> <p>Djembes – call and response</p> <ul style="list-style-type: none"> - Recall: What is a rhythm pattern? - Adult give a simple call and children repeat with same response - Introduce lines to represent the simple rhythm (crotchets and paired quavers) that the adult is playing (call) - Read the rhythms: single line (crotchet) = walk, 2 joined lines (paired quavers) = runn-ing (e.g walk, walk, running, running – 4 beats altogether) - Follow rhythm to play on the djembe – repeat the rhythm pattern (ostinato) until familiar - Repeat for a new rhythm pattern.
3		<p>Musicianship – Rhythm <i>Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns.</i></p> <p>Musicianship <i>Follow pictures and symbols to guide playing</i></p> <p>Composing <i>Improvise simple vocal chants, using question and answer phrases.</i></p> <ul style="list-style-type: none"> - Create chants to help children invent, retain and recall their own rhythm patterns. 	<p>Musicianship – Rhythm <i>Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns – on djembes.</i></p> <p>Musicianship <i>Follow pictures and symbols to guide playing</i></p> <p>Composing <i>Invent, retain and recall rhythm patterns and perform these for others, taking turns.</i></p> <ul style="list-style-type: none"> - Transfer verbal questions and answers on to djembes, following rhythm pattern symbols/words.

		<ul style="list-style-type: none"> - Adult Question: What do you like to eat? (crotchet, paired quaver, paired quaver, crotchet – 4 beats) Adult represent question rhythm using lines (words underneath) - Children Answer: e.g. fish and chips (crotchet, crotchet, crotchet, rest – 4 beats) - Adult represent answer rhythms verbalised by children (words underneath). 	
4	<p>Music to listen to (Own Choice): Mattachins - Capriol Suite (Warlock)</p> <p><i>Show a very basic understanding of the stories, origins, traditions, history and social context of the music they are listening to.</i></p>	<p>Musicianship – Pulse/Beat <i>Use tuned instruments, maintaining a steady beat, to play short pitched patterns</i></p> <p>Composing <i>Explore the different sounds that can be produced from classroom instruments – timbre.</i> <i>Control playing to produce the longest, shortest, quietest, loudest sound.</i></p> <ul style="list-style-type: none"> - Glockenspiels: Explore the different sounds that can be produced (longest, shortest, quietest, loudest). - Listen to and copy simple patterns on 1 note at a time (range do-mi) 	<p>Musicianship – Pulse/Beat <i>Use tuned instruments, maintaining a steady beat, to play short pitched patterns</i></p> <p>Musicianship <i>Follow pictures and symbols to guide playing</i></p> <p>Composing <i>Understand the difference between creating a rhythm pattern and a pitch pattern.</i></p> <ul style="list-style-type: none"> - Emphasis that we are creating a pitch pattern – notes are changing pitch (higher/lower) - Introduce dots to represent do, re and mi (low, middle, high) - Follow the symbols (dots) to guide playing. - Move from a pattern of do, to a pattern of re, then a pattern of mi (4 crotchets only – repeated pitch pattern).
5	<p><i>Respond to the pulse in recorded/live music through movement and dance</i></p> <ul style="list-style-type: none"> - Stepping <p><i>Listen to music and move or clap in time to the pulse.</i></p>	<p>Musicianship – Pulse/Beat <i>Use tuned instruments, maintaining a steady beat, to play short pitched patterns</i></p> <p>Composing <i>Explore the different sounds that can be produced from classroom instruments – timbre.</i> <i>Control playing to produce the longest, shortest, quietest, loudest sound.</i></p> <ul style="list-style-type: none"> - Glockenspiels - Recall and recreate the different sounds that can be produced. - Listen to, follow the symbols (dots) and copy simple patterns on 1 note at a time - range do-mi (4 crotchets only – repeated pitch pattern) 	<p>Musicianship – Pulse/Beat <i>Use tuned instruments, maintaining a steady beat, to play short pitched patterns</i></p> <p>Musicianship <i>Follow pictures and symbols to guide playing</i></p> <p>Composing <i>Understand the difference between creating a rhythm pattern and a pitch pattern.</i></p> <ul style="list-style-type: none"> - Recall: What is a pitch pattern? - Introduce and children follow a 2-note pitched pattern, within a range of do-mi (crotchets). - Repeat the pattern to become familiar - Introduce and children follow a new pattern.
6		<p>Singing <i>Start to engage at a basic level with principles of good singing including warm ups and breathing</i></p> <ul style="list-style-type: none"> - Warm up game: pitch and breathing <p>Song: Pretty Trees Around the World</p> <ul style="list-style-type: none"> - Introduce the repetitive words, alongside the simple melody - Children pitch match in call and response for names of trees 	<p>Musicianship – Pulse/Beat <i>Use tuned instruments, maintaining a steady beat, to play short pitched patterns</i></p> <p>Musicianship <i>Follow pictures and symbols to guide playing</i></p> <p>Composing <i>Invent, retain and recall pitch patterns and perform these for others, taking turns.</i></p> <ul style="list-style-type: none"> - Practise following a 2-note pitch pattern and repeat - Children invent their own 2-note pitch pattern, using dot notation to indicate low, middle, high – pair work - Pairs perform their pitch pattern to the group. - Group copy back the pitch pattern.

Pentecost 2 Week	Listening	Opener	Main Focus
7	<p>Music to listen to: (Own Choice) Four Seasons – Summer (Vivaldi)</p> <p><i>Show a very basic understanding of the stories, origins, traditions, history and social context of the music they are listening to.</i></p> <p><i>Through movement and dance respond to differences in tempo (slow, fast)</i></p>	<p>Singing <i>Start to engage at a basic level with principles of good singing including warm ups and vocal health.</i></p> <ul style="list-style-type: none"> - Warm up game: pitch and vocal health <p><i>Sing simple songs from memory:</i></p> <ul style="list-style-type: none"> - singing collectively and at the same pitch - keeping a steady pulse - responding to simple visual directions and counting in <p>Song: An Acre of Land</p> <ul style="list-style-type: none"> - Listen to the whole song - Listen again, focussing on and joining in with the repeating phrases: Sing o-vy, sing ivy/Sing holly, go whistle and ivy - Introduce the first verse: new words and the repeats already practised 	<p>Composing <i>Combine sounds to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves). See 'Musicianship' section. Recognise how graphic notation can represent created sounds. Explore and invent own symbols.</i></p> <p>Musicianship <i>Explore percussion sounds to enhance storytelling</i></p> <ul style="list-style-type: none"> - Choose a story to retell, using percussion instruments to represent different sounds within the story (e.g. Jack and the Beanstalk) - Decide on the parts of the story (e.g. characters, objects) that will be represented. - Adult model choosing an instrument to represent a particular sound and creating a sequence of sounds. - Adult model inventing own pictorial symbols to create a visual representation of the sounds created - Children work in small groups to represent 1 part of the story e.g. Jack's footsteps (both fast and slow at different parts of the story) – create a short sequence of sounds. - Children explore and invent their own pictorial symbols to create a visual representation of the sounds created
8		<p>Singing <i>Start to engage at a basic level with principles of good singing including warm ups and posture</i></p> <ul style="list-style-type: none"> - Warm up game: pitch and posture <p><i>Sing simple songs from memory:</i></p> <ul style="list-style-type: none"> - singing collectively and at the same pitch - keeping a steady pulse - responding to simple visual directions and counting in <p>Song: An Acre of Land</p> <ul style="list-style-type: none"> - Recall the first verse - Learn new words for verses 2 and 3 and the repeats already practised 	<p>Composing <i>Combine sounds to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves). See 'Musicianship' section. Recognise how graphic notation can represent created sounds. Explore and invent own symbols.</i></p> <p>Musicianship <i>Explore percussion sounds to enhance storytelling</i></p> <ul style="list-style-type: none"> - Children recall and practise their part of the story, using their pictorial symbols as a guide. - Adult retell the story and each group perform their sequence of sounds at the appropriate stage.
9		<p>Singing <i>Start to engage at a basic level with principles of good singing including warm ups and dynamics</i></p> <ul style="list-style-type: none"> - Warm up game: pitch and dynamics <p><i>Sing simple songs from memory:</i></p> <ul style="list-style-type: none"> - singing collectively and at the same pitch - keeping a steady pulse - responding to simple visual directions and counting in <p>Song: An Acre of Land</p>	<p>Composing <i>Use music technology, to capture, change and combine sounds</i></p> <p>??</p> <p>iPad:</p> <ul style="list-style-type: none"> • Singing fingers • Voice Changer Plus

		<ul style="list-style-type: none"> - Recall the first 3 verses - Learn new words for verses 4 and 5 and the repeats already practised - Practise whole song 	
10	<p>Music to listen to: (Own Choice) Firebird - Scherzo (Stravinsky)</p> <p><i>Show a very basic understanding of the stories, origins, traditions, history and social context of the music they are listening to.</i></p> <p><i>Respond to the pulse in recorded/live music through movement and dance.</i></p> <ul style="list-style-type: none"> - tiptoe 	<p>Musicianship – Pulse/Beat <i>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</i></p> <p>Listening <i>Listen to music and move or clap in time to the pulse, changing movements as the pulse changes.</i></p> <p>Game: - Recall and sing ‘Boom Chicka Boom’.</p> <ul style="list-style-type: none"> - Move to the beat/pulse, changing to a new movement each time the beat/pulse gets faster 	<p>Composing <i>Use music technology, to capture, change and combine sounds</i></p> <p>??</p> <p>iPad:</p> <ul style="list-style-type: none"> • Singing fingers • Voice Changer Plus
11		<p>Musicianship – Pulse/Beat <i>Use tuned instruments, maintaining a steady beat to, play short pitched patterns</i></p> <p>Musicianship <i>Follow pictures and symbols to guide playing</i></p> <ul style="list-style-type: none"> - Game : Simple patterns on 1 note at a time (range do-mi) - Follow the symbols (dots) to guide playing. - Move from a pattern of do, to a pattern of re, then a pattern of mi. 	<p>Musicianship – Pulse/Beat <i>Use tuned instruments, maintaining a steady beat, to play short pitched patterns</i></p> <p>Musicianship <i>Follow pictures and symbols to guide playing</i></p> <ul style="list-style-type: none"> - Introduce and children follow a 4-note pitched pattern, within a range of do-mi (crotchets). - Repeat the pattern to become familiar - Introduce and children follow a new pattern.
12		<p>Review of the year Remembering and revisiting: Favourite songs Favourite musical games played</p>	

Music Medium Term Plan Overview
Knowledge and skills

Year group: Y2

Advent 1 Week	Listening	Opener	Main Focus
1	<p>Music to listen to (MMC): Pop – With a Little Help from My Friends (Beatles)</p> <p><i>Clap, walk or move in time with the beat in music at different speeds: - matching movement to the mood or style of the music</i></p>	<p>Singing <i>Demonstrate a basic understanding of principles of good singing: warm ups, vocal health</i></p> <ul style="list-style-type: none"> - Warm up game: pitch and vocal health <p><i>Copy back short phrases from a song (call and response)</i> Ebenezer Sneezer – call and response words (see music progression link to share point)</p> <p>Musicianship – Pulse/beat <i>Walk in time to the beat of a piece of music</i> Game - based on listening piece or song</p>	<p>Musicianship – Rhythm <i>Pupils will play copycat rhythms, copying a leader</i></p> <ul style="list-style-type: none"> - Using body percussion - Simple rhythms across 4 beats
2	<p><i>Know something of the stories, origins, traditions, history and/or social context of the music they are listening to</i></p>	<p>Singing <i>Demonstrate a basic understanding of principles of good singing: warm ups, posture</i></p> <ul style="list-style-type: none"> - Warm up game: pitch and posture <p><i>Identify where pitch rises, falls, or stays the same</i> Ebenezer Sneezer – call and response words and melody</p> <p>Musicianship – Pulse/beat <i>Walk in time to the beat of a piece of music and know the difference between left and right to support coordination and shared movement.</i> Game - based on listening piece or song</p>	<p>Musicianship – Rhythm <i>Play copycat rhythms, copying a leader, and begin to invent rhythms for others to copy</i></p> <ul style="list-style-type: none"> - Using body percussion and taking on a leading role - Simple rhythms across 4 beats
3	<p><i>Recognise the sound made by some of the main instruments in the pieces listened to, and how that sound is produced</i></p>	<p>Singing <i>Demonstrate a basic understanding of principles of good singing: warm ups, dynamics</i></p> <ul style="list-style-type: none"> - Warm up game: pitch and dynamics <p><i>Sing a range of songs:</i></p> <ul style="list-style-type: none"> - <i>with clear words</i> <p>Ebenezer Sneezer – words and melody</p> <p>Musicianship – Pulse/beat <i>Begin to group beats in twos and threes by clapping on the first (strongest) beat and tapping knees on the remaining beats.</i> Game – adult lead</p>	<p>Musicianship – Rhythm <i>Play copycat rhythms, copying a leader, and begin to invent rhythms for others to copy on untuned percussion</i></p> <ul style="list-style-type: none"> - choose 2 untuned percussion instruments - Simple rhythms across 4 beats

4	<p>Music to listen to (Own Choice):</p> <p><i>Clap, walk or move in time with the beat in music at different speeds: - matching movement to the mood or style of the music</i></p>	<p>Singing <i>Demonstrate a basic understanding of principles of good singing: warm ups, breathing</i> Warm up game: pitch and breathing</p> <p><i>Know the meaning of dynamics (loud/quiet)</i> Ebenezer Sneezer – contrasting dynamics</p> <p>Musicianship – Pulse/beat <i>Begin to group beats in twos, fours and threes by clapping on the first (strongest) beat and tapping knees on the remaining beats.</i> Game – adult lead</p>	<p>Musicianship – Rhythm <i>Play copycat rhythms, copying a leader, and begin to invent rhythms for others to copy on untuned percussion</i></p> <ul style="list-style-type: none"> - choose 2 untuned percussion instruments - children take on a leading role - Simple rhythms across 4 beats
5	<p><i>Know something of the stories, origins, traditions, history and/or social context of the music they are listening to</i></p>	<p>Singing <i>Demonstrate a basic understanding of principles of good singing: warm ups, vocal health</i></p> <ul style="list-style-type: none"> - Warm up game: pitch and vocal health <p><i>Demonstrate knowledge of dynamics when singing by responding to: visual symbols</i></p> <ul style="list-style-type: none"> - Ebenezer Sneezer – Dynamics (visual symbols) <p>Composing <i>Improvise simple question and answer phrases (call and response), to be sung, creating a musical conversation.</i></p> <ul style="list-style-type: none"> - Singing: Adult – Introduce ‘What did you....?’ (make up a simple tune). Adult model response, creating own tune. - Children respond with an answer – creating own tune. 	<p>Composing <i>Begin to improvise simple question and answer phrases, to be played on untuned percussion, creating a musical conversation.</i></p> <p>Musicianship - Rhythm <i>Create rhythms using word phrases as a starting point.</i></p> <ul style="list-style-type: none"> - choose 2 untuned percussion instruments - use word phrases to create rhythmic call and response phrases - Use call and response phrases from opener activity
6	<p><i>Recognise the sound made by some of the main instruments in the pieces listened to, and how that sound is produced</i></p>	<p>Singing <i>Demonstrate a basic understanding of principles of good singing: warm-ups, dynamics</i> Warm up – pitch and dynamics</p> <p><i>Sing songs with increasing vocal control.</i> Ebenezer Sneezer – Perform</p> <p>Composing <i>Improvise simple question and answer phrases (call and response), to be sung, creating a musical conversation.</i></p> <ul style="list-style-type: none"> - Singing: Adult – Introduce ‘What did you....?’ (make up a simple tune). Adult model response, creating own tune. - Children respond with an answer – creating own tune. 	<p>Composing <i>Improvise simple question and answer phrases, to be played on untuned percussion, creating a musical conversation.</i></p> <p>Musicianship - Rhythm <i>Create rhythms using word phrases as a starting point.</i></p> <ul style="list-style-type: none"> - choose 2 untuned percussion instruments - use word phrases to create rhythmic call and response phrases - Use call and response phrases from opener activity

Music Medium Term Plan Overview
Knowledge and skills

Year group: Y2

Prior Learning: Y1, Y2/Previous half term

Advent 2 Week	Listening	Opener	Main Focus
7	<p>Music to listen to (MMC): Rock and Roll – Hound Dog (Elvis Presley)</p> <p><i>Clap, walk or move in time with the beat in music at different speeds: - matching movement to the mood or style of the music</i></p>	<p>Musicianship (Pitch) <i>Begin to respond independently to pitch changes heard in short melodic phrases, indicating with actions (stand up/sit down, hands high/hands low).</i></p> <ul style="list-style-type: none"> - Pitch game: adult as leader 	<p>Singing <i>Begin to copy back short phrases from a song and identify where pitch rises, falls, or stays the same.</i></p> <ul style="list-style-type: none"> - Learning Christmas Nativity songs
8	<p><i>Know something of the stories, origins, traditions, history and/or social context of the music they are listening to</i></p> <p><i>Memorise a particular musical idea (a melody or a chorus) and recognise when it is heard.</i></p>	<p>Musicianship (Pitch) <i>Respond independently to pitch changes heard in short melodic phrases, indicating with actions (stand up/sit down, hands high/hands low).</i></p> <ul style="list-style-type: none"> - Pitch game: adult as leader 	<p>Singing <i>Copy back short phrases from a song and identify where pitch rises, falls, or stays the same.</i></p> <ul style="list-style-type: none"> - Learning Christmas Nativity songs
9	<p><i>Memorise a particular musical idea (a melody or a chorus) and recognise when it is heard.</i></p>	<p>Musicianship (Pitch) <i>Respond independently to pitch changes heard in short melodic phrases, indicating with actions (stand up/sit down, hands high/hands low).</i></p> <ul style="list-style-type: none"> - Pitch game: Children as leaders 	<p>Singing <i>Sing a range of songs:</i></p> <ul style="list-style-type: none"> • with clear words appropriate to age and ability • with understanding of when to breathe • with coordinated actions <ul style="list-style-type: none"> - Showing increasing independence in singing Christmas Nativity Songs



10	<p>Music to listen to: Own Choice</p> <p><i>Clap, walk or move in time with the beat in music at different speeds: - matching movement to the mood or style of the music</i></p>	<p>Musicianship – Rhythm <i>Play copycat rhythms, begin to copy a leader</i></p> <ul style="list-style-type: none"> - Rhythm game: Using body percussion - Simple rhythms across 4 beats 	<p>Singing <i>Sing a range of songs:</i></p> <ul style="list-style-type: none"> • with clear words appropriate to age and ability • with understanding of when to breathe • with coordinated actions <p>- Getting ready for the performance</p>
11	<p><i>Know something of the stories, origins, traditions, history and/or social context of the music they are listening to</i></p> <p><i>Memorise a particular musical idea (a melody or a chorus) and recognise when it is heard.</i></p>	<p>Musicianship – Rhythm <i>Play copycat rhythms, copying a leader, and begin to invent rhythms for others to copy</i></p> <ul style="list-style-type: none"> - Rhythm game: Using body percussion and taking on a leading role - Simple rhythms across 4 beats 	<p>Singing <i>Start to engage at a basic level with principles of good singing including breathing and posture.</i></p> <p>- Performance ready</p>
12		<p>Musicianship – Rhythm <i>Play copycat rhythms, copying a leader, and begin to invent rhythms for others to copy</i></p> <ul style="list-style-type: none"> - Rhythm game: Using body percussion and taking on a leading role - Simple rhythms across 4 beats 	<p>Listening - Review Performance <i>Know something of the stories, origins, traditions, history and/or social context of the music they are singing</i></p> <p><i>Recognise when something changes in a piece of music eg tempo (slow/fast), dynamics (loud/soft) and pitch (high/low)</i></p> <ul style="list-style-type: none"> - Celebration of our performance to parents and carers. - Watch a recording of the performance and talk about what we notice (tempo, dynamics, pitch). - Talk about the importance of the Nativity story for Christians.

Music Medium Term Plan Overview
Knowledge and skills

Year group: Y2

Prior Learning: Y1, Y2/Previous half term

Lent 1 Week	Listening	Opener	Main Focus
1	<p>Music to listen to (MMC): Bolero</p> <p><i>Clap, walk or move in time with the beat in music at different speeds:</i> - co-ordinating movement with the rest of the class (3 beats per bar)</p> <p><i>Know something of the stories, origins, traditions, history and/or social context of the music they are listening to</i></p> <p><i>Recognise when something changes in a piece of music</i> - tempo (slow/fast) - dynamics (loud/quiet) - pitch (high/low)</p>	<p>Singing/Musicianship – Pitch <i>Demonstrate a basic understanding of principles of good singing</i></p> <ul style="list-style-type: none"> - Warm up game: pitch and vocal health <p><i>Play singing games based on the cuckoo interval (so-mi) matching voices accurately, supported by a leader singing/playing the melody.</i></p> <ul style="list-style-type: none"> - Game: Little Sally Saucer (see song games instruction sheet for actions) https://www.youtube.com/watch?v=BAu0Rnlw3D4 <p>Musicianship - Rhythm <i>Play copycat rhythms, copying a leader</i></p> <ul style="list-style-type: none"> - Rhythm game: Using body percussion - Repeated simple rhythms across 2 bars (4 beats per bar) 	<p>Musicianship – Pulse/Beat <i>Begin to group beats in twos, fours and threes by clapping on the first (strongest) beat and tapping knees on the remaining beats.</i></p> <ul style="list-style-type: none"> - Explore twos, fours and threes on body percussion - Explore twos, fours and threes on untuned percussion instruments (tambour, wooden blocks or claves) – explore creating louder and quieter sounds initially. - Loud for strong beat, quiet for remaining beats.
2	<p><i>Recognise when something changes in a piece of music</i> - tempo (slow/fast) - dynamics (loud/quiet) - pitch (high/low)</p>	<p>Singing/Musicianship - Pitch <i>Demonstrate a basic understanding of principles of good singing</i></p> <ul style="list-style-type: none"> - Warm up game: pitch and posture <p><i>Play singing games based on the cuckoo interval (so-mi) matching voices accurately, supported by a leader singing/playing the melody.</i></p> <ul style="list-style-type: none"> - Game: Little Sally Saucer (see song games instruction sheet for actions) https://www.youtube.com/watch?v=BAu0Rnlw3D4 <p>Musicianship - Rhythm <i>Play copycat rhythms, copying a leader, and begin to invent rhythms for others to copy</i></p> <ul style="list-style-type: none"> - Rhythm game: Using body percussion and taking on a leading role - Repeated simple rhythms across 2 bars (4 beats per bar) 	<p>Musicianship – Pulse/Beat <i>Begin to group beats in twos, fours and threes by clapping on the first (strongest) beat and tapping knees on the remaining beats.</i></p> <p><i>Identify beat groupings in music that they listen to regularly.</i></p> <ul style="list-style-type: none"> - Explore twos, fours and threes on body percussion - Listen again to: Beatles – With a little help from my friends (4 beats) and Bolero (3 beats) - Use clapping strong beat and tapping knees for remaining beats for both songs – Adult lead initially, then select children as leaders
3		<p>Singing/Musicianship - Pitch <i>Demonstrate a basic understanding of principles of good singing</i></p> <ul style="list-style-type: none"> - Warm up game: pitch and dynamics <p><i>Play singing games based on the cuckoo interval (so-mi) matching voices accurately, supported by a leader singing/playing the melody.</i></p> <ul style="list-style-type: none"> - Game: Little Sally Saucer (see song games instruction sheet for actions) https://www.youtube.com/watch?v=BAu0Rnlw3D4 	<p>Musicianship – Pulse/Beat <i>Identify beat groupings in music that they listen to.</i></p> <ul style="list-style-type: none"> - 2 and 3 time music challenge (link on music progression doc) - Explore twos and threes on body percussion - Use clapping strong beat and tapping knees for remaining beats for each piece (select 2) – Adult lead initially, then select children as leaders

		<p>Musicianship – Rhythm <i>Play copycat rhythms, copying a leader, and invent rhythms for others to copy</i></p> <ul style="list-style-type: none"> - Rhythm game: Using body percussion and taking on a leading role - Repeated simple rhythms across 2 bars (4 beats per bar) 	
4	<p>Music to listen to: Own Choice</p> <p><i>Clap, walk or move in time with the beat in music at different speeds:</i></p> <ul style="list-style-type: none"> - co-ordinating movement with the rest of the class <p><i>Know something of the stories, origins, traditions, history and/or social context of the music they are listening to</i></p>	<p>Singing/Musicianship - Pitch <i>Demonstrate a basic understanding of principles of good singing</i> Warm up game: pitch and breathing</p> <p><i>Play singing games based on the cuckoo interval (so-mi) matching voices accurately, supported by a leader singing/playing the melody.</i></p> <ul style="list-style-type: none"> - Game: Acka Backa (see song games instruction sheet) <p>Musicianship – Pulse/Beat <i>Understand that the speed of the beat can change, creating a faster or slower pace (tempo).</i></p> <p><i>Begin to group beats in twos and threes by clapping on the first (strongest) beat and tapping knees on the remaining beats.</i></p> <ul style="list-style-type: none"> - Game – Body percussion steady beat, 2 beats in a bar. Creating contrasting speeds 	<p>Musicianship – Pitch <i>Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low).</i></p> <ul style="list-style-type: none"> - Adult use glockenspiel to create pitch changes - Introduce high (stand up) and low (sit down) - Stand up (high), sit down (low) game.
5	<p>Recognise when something changes in a piece of music</p> <ul style="list-style-type: none"> - tempo (slow/fast) - dynamics (loud/quiet) - pitch (high/low) 	<p>Singing/ Musicianship - Pitch <i>Demonstrate a basic understanding of principles of good singing</i></p> <ul style="list-style-type: none"> - Warm up game: pitch and vocal health <p><i>Play singing games based on the cuckoo interval (so-mi) matching voices accurately, supported by a leader singing/playing the melody.</i></p> <ul style="list-style-type: none"> - Game: Acka Backa (see song games instruction sheet) <p>Musicianship – Pulse/Beat <i>Understand that the speed of the beat can change, creating a faster or slower pace (tempo).</i></p> <p><i>Begin to group beats in twos and threes by clapping on the first (strongest) beat and tapping knees on the remaining beats.</i></p> <ul style="list-style-type: none"> - Game – Body percussion steady beat, 3 beats in a bar. Creating contrasting speeds 	<p>Musicianship – Pitch <i>Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low).</i></p> <p><i>Begin to recognise dot notation and match it to 3-note tunes on tuned percussion – high and low only.</i> </p> <ul style="list-style-type: none"> - Adult use glockenspiel to create pitch changes - Recall high (stand up) and low (sit down) - Create dot notation, based on high and low, for different 3 note tunes - Stand up (high), sit down (low) game, use different dot notation patterns
6		<p>Singing/ Musicianship - Pitch <i>Demonstrate a basic understanding of principles of good singing</i></p> <ul style="list-style-type: none"> - Warm up game: pitch and posture <p><i>Play singing games based on the cuckoo interval (so-mi) matching voices accurately, supported by a leader singing/playing the melody.</i></p> <ul style="list-style-type: none"> - Game: Acka Backa (see song games instruction sheet) 	<p>Musicianship – Pitch <i>Begin to recognise dot notation and match it to 3-note tunes on tuned percussion – high and low only.</i> </p> <ul style="list-style-type: none"> - Adult use glockenspiel to create pitch changes - Recall high (stand up) and low (sit down) - Recall dot notation, based on high and low, for different 3 note tunes (show 3 examples)

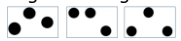
			<ul style="list-style-type: none">- Stand up (high), sit down(low) game, which dot notation pattern? Children identify.- Children use glockenspiels – creating high/low 3 note tunes
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Music Medium Term Plan Overview
Knowledge and skills

Year group: Y2

Prior Learning: Y1, Y2/Previous half term


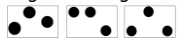

Lent 2 Week	Listening	Opener	Main Focus
7	<p>Music to listen to (MMC): Night Ferry - Anna Clyne (See music Progression for link to BBC Ten Pieces)</p> <p>Art link – Anna Clyne created a graphic score using swirls and sweeps of dark, violent colours, before composing this piece.</p>	<p>Musicianship – Rhythm <i>Create rhythms using word phrases as a starting point.</i></p> <ul style="list-style-type: none"> - Game: What’s in the basket? (see video link on progression doc as guidance) - Oral call and response only. Adult as leader 	<p>Composing <i>Create a sequence of different sounds, varying pitch, duration, dynamics, tempo and timbre to accompany the changing moods in a story</i></p> <ul style="list-style-type: none"> - Based on a topical theme - Explore how the event/story progresses. - Create sounds using appropriate instruments/objects for 1st section – class
8	<p><i>Clap, walk or move in time with the beat in music at different speeds:</i></p> <ul style="list-style-type: none"> - co-ordinating movement with the rest of the class <p><i>Know something of the stories, origins, traditions, history and/or social context of the music they are listening to</i></p>	<p>Musicianship – Rhythm <i>Create rhythms using word phrases as a starting point.</i></p> <ul style="list-style-type: none"> - Game: What’s in the basket? (see video link on progression doc as guidance) - Oral call and response only. Adult as leader. 	<p>Composing <i>Create a sequence of different sounds, varying pitch, duration, dynamics, tempo and timbre to accompany the changing moods in a story</i></p> <ul style="list-style-type: none"> - Based on a topical theme - Explore how the event/story progresses. - Create sounds using appropriate instruments/objects for 2nd section – class
9	<p><i>Recognise the sound made by some of the main instruments in the pieces listened to, and how that sound is produced</i></p>	<p>Singing <i>Demonstrate a basic understanding of principles of good singing</i></p> <p>Warm up game: pitch and vocal health</p> <p><i>Control pitching accurately in songs with a small pitch range and short phrases.</i></p> <ul style="list-style-type: none"> - Oats and Beans and Barley – chorus, verse 1 and chorus 2 - Accuracy of pitch, talking about the phrasing <p>https://youtu.be/yI4iQNpGP04</p>	<p>Composing <i>Create a sequence of different sounds, varying pitch, duration, dynamics, tempo and timbre to accompany the changing moods in a story</i></p> <ul style="list-style-type: none"> - Listen back to both sections created and practise both sections as a whole piece of music.


<p>10</p>	<p>Music to listen to: Own Choice</p> <p><i>Clap, walk or move in time with the beat in music at different speeds: - co-ordinating movement with the rest of the class</i></p> <p><i>Know something of the stories, origins, traditions, history and/or social context of the music they are listening to</i></p>	<p>Singing <i>Demonstrate a basic understanding of principles of good singing</i></p> <ul style="list-style-type: none"> - Warm up game: pitch and dynamics <p><i>Control pitching accurately in songs with a small pitch range and short phrases.</i></p> <ul style="list-style-type: none"> - Oats and Beans and Barley – chorus, verse 1, chorus 2 and verse 2 - Accuracy of pitch, talking about the phrasing <p>https://youtu.be/y14iQNpGP04</p> <p>Composing <i>Improvise simple question and answer phrases, to be, creating a musical conversation.</i></p> <ul style="list-style-type: none"> - Singing: Adult – ‘What did you....?’ (make up a simple tune) - Children respond with an answer – creating own tune. 	<p>Composing <i>Use graphic symbols to create a basic music map for composed pieces.</i></p> <ul style="list-style-type: none"> - Listen back - Create a class music map, using graphic symbols to represent the music created.
<p>11</p>	<p><i>Recognise the sound made by some of the main instruments in the pieces listened to, and how that sound is produced</i></p>	<p>Singing <i>Demonstrate a basic understanding of principles of good singing</i></p> <ul style="list-style-type: none"> - Warm up game: pitch and posture <p><i>Sing songs with a pitch range of 5 notes (do-so) with increasing vocal control.</i></p> <ul style="list-style-type: none"> - Oats and Beans and Barley – all <p>https://youtu.be/y14iQNpGP04</p>	<p>Musicianship – Rhythm Begin to read and respond to chanted rhythm patterns; begin to represent them with stick notation including crotchets, quavers and crotchet rests.</p> <ul style="list-style-type: none"> - Game: Recall - What’s in the basket? (see video link on progression doc as guidance) - Create physical movements to represent rhythm (*walk/running) - Adult model using stick notation to represent the responses (e.g. ‘1 like apples’ – 4 crotchets, ‘1 like chocolate cake’ – 2 crotchets, 2 joined quavers, 1 crotchet) <p>*- Crotchet = walk - Quaver = running</p>
<p>12</p>		<p>Singing <i>Demonstrate a basic understanding of principles of good singing</i></p> <ul style="list-style-type: none"> - Warm up game: pitch and breathing <p><i>Sing songs with a pitch range of 5 notes (do-so) with increasing vocal control.</i></p> <ul style="list-style-type: none"> - Oats and Beans and Barley – all <p>https://youtu.be/y14iQNpGP04</p> <p>Musicianship – Pitch <i>Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low).</i></p> <p><i>Begin to recognise dot notation and match it to 3-note tunes– high and low only.</i></p>  <p>Game: Dot notation flash cards, using voice, adult lead, then select children as leaders – stand up/sit down</p>	<p>Musicianship – Rhythm Begin to read and respond to chanted rhythm patterns; begin to represent them with stick notation including crotchets, quavers and crotchet rests.</p> <ul style="list-style-type: none"> - Game: What’s in the basket? Use a rhythm pattern flash card (stick notation) – choose between 2 objects, which is being represented? Use physical movement (walk/running) - Repeat for different examples.

Music Medium Term Plan Overview
Knowledge and skills

Year group: Y2

Prior Learning: Y1, Y2/Previous half term

Pentecost 1 Week	Listening	Opener	Main Focus
1	<p>Music to listen to: Own Choice</p> <p><i>Clap, walk or move in time with the beat in music at different speeds:</i></p> <ul style="list-style-type: none"> - co-ordinating movement with the rest of the class <p><i>Know something of the stories, origins, traditions, history and/or social context of the music they are listening to</i></p>	<p>Singing <i>Demonstrate a basic understanding of principles of good singing</i></p> <ul style="list-style-type: none"> - Warm up game: pitch and vocal health <p><i>Know something of the stories, origins, traditions, history and/or social context of the music they are listening to, singing and playing</i></p> <ul style="list-style-type: none"> - Bangladesh rhyme: Hatti – ma tim tim - Introduce words and meaning (see song sheet lyrics) <p>Musicianship – Pitch <i>Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low).</i></p> <p><i>Begin to recognise dot notation and match it to 3-note tunes– high and low only.</i></p>  <ul style="list-style-type: none"> - Game: Dot notation flash cards, using voice, adult lead, then select children as leaders – stand up/sit down 	<p>Musicianship – Rhythm <i>Read and respond to chanted rhythm patterns; represent them with stick notation including crotchets, quavers and crotchet rests.</i></p> <p><i>Create and perform their own chanted rhythm patterns with the same stick notation.</i></p> <ul style="list-style-type: none"> - Game - Animal themed rhythm chants (e.g. cater-pillar – crawl = paired quavers, paired quavers, crotchet, rest) - Use moveable stick notation crotchets (running) and paired quavers (walks) to represent a chant– adult model how to ensure 4 beats. Follow rhythm and practise physically. Repeat - Children explore creating their own stick notation rhythm, based on a given chant – follow and physical
2	<p><i>Recognise when something changes in a piece of music eg tempo (slow/fast), dynamics (loud/soft) and pitch (high/low)</i></p>	<p>Singing <i>Demonstrate a basic understanding of principles of good singing</i></p> <ul style="list-style-type: none"> - Warm up game: pitch and posture <p><i>Copy back short phrases from a song and identify where pitch rises, falls, or stays the same</i></p> <ul style="list-style-type: none"> - Bangladesh rhyme: Hatti – ma tim tim - Call and response: lyrics and melody <p>Musicianship – Pitch <i>Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low).</i></p> <p><i>Begin to recognise dot notation and match it to 3-note tunes– high and low only.</i></p>  <ul style="list-style-type: none"> - Game: Dot notation flash cards, using voice, adult lead, then select children as leaders – stand up/sit down 	<p>Musicianship – Rhythm <i>Read and respond to chanted rhythm patterns; represent them with stick notation including crotchets, quavers and crotchet rests.</i></p> <p><i>Create and perform their own chanted rhythm patterns with the same stick notation. Use stick notation to create a music map for composed pieces.</i></p> <ul style="list-style-type: none"> - Game: Say the word chant – Follow rhythm (stick notation) and practise physically (walk/running). - Work in pairs – create a chant based on the animal theme and create rhythm pattern with stick notation. - Perform
3		<p>Singing <i>Demonstrate a basic understanding of principles of good singing</i></p> <ul style="list-style-type: none"> - Warm up game: pitch and dynamics <p><i>Know the meaning of dynamics (loud/quiet)) and be able to demonstrate these when singing by responding to: the leader's directions.</i></p>	<p>Musicianship – Pitch <i>Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low).</i></p> <p><i>Recognise dot notation and match it to 3-note tunes on tuned percussion – high and low only.</i></p> 

		<ul style="list-style-type: none"> - Bangladesh rhyme: Hatti – ma tim tim - Change the dynamics, following hand signals 	<ul style="list-style-type: none"> - Adult use glockenspiel to create pitch changes - Recall high (stand up) and low (sit down) - Recall dot notation, based on high and low, for different 3 note tunes. - Model using lowest and highest note on the glockenspiel to follow dot notation. - Children use glockenspiels – follow the dot notation to play high and low notes
4	<p>Music to listen to: Indonesia – Gamelan: Baris (Gong Kebyar of Pelitan)</p> <p><i>Clap, walk or move in time with the beat in music at different speeds: - co-ordinating movement with the rest of the class</i></p>	<p>Singing <i>Demonstrate a basic understanding of principles of good singing</i></p> <ul style="list-style-type: none"> - Warm up game: pitch and dynamics <p><i>Know the meaning of dynamics (loud/quiet) and be able to demonstrate these when singing by responding to: visual symbols</i></p> <ul style="list-style-type: none"> - Bangladesh rhyme: Hatti – ma tim tim - Change the dynamics, following visual symbols 	<p>Musicianship – Pitch <i>Recognise dot notation and match it to 3-note tunes on tuned percussion – high and low only.</i></p>  <p><i>Use dot notation to create a basic music map for composed pieces.</i></p> <ul style="list-style-type: none"> - Which 3 note tune am I playing? (glockenspiel) Choice of 2 dot notation flash cards. - Model creating own 3 note dot notation tune. - Each child to create their own 3 note dot notation tune. - Combine 4 at a time to create an extended music map - composition. Follow maps to play on glockenspiels.
5	<p><i>Know something of the stories, origins, traditions, history and/or social context of the music they are listening to</i></p>	<p>Composing <i>Improvise simple question and answer phrases, to be played on untuned percussion, creating a musical conversation.</i></p> <ul style="list-style-type: none"> - Playing djembe: Adult – Introduce ‘What did you....?’ (create rhythm to match question). Adult model response, creating own verbal response and matching rhythm on djembe. - Children respond with an answer/response – verbal and matching rhythm on djembe. 	<p>Musicianship – Pulse/Beat <i>Begin to group beats in twos, and threes by clapping on the first (strongest) beat and tapping knees on the remaining beats.</i></p> <ul style="list-style-type: none"> - Explore twos and threes on the djembe. - Emphasis creating a strong first beat by hitting harder and hitting softly for the remaining beats.
6	<p><i>Recognise when something changes in a piece of music eg tempo (slow/fast), dynamics (loud/soft) and pitch (high/low)</i></p>	<p>Composing <i>Improvise simple question and answer phrases, to be played on untuned percussion, creating a musical conversation.</i></p> <ul style="list-style-type: none"> - Playing djembe: Adult – Introduce ‘What did you....?’ (create rhythm to match question). Adult model response, creating own verbal response and matching rhythm on djembe. - Children respond with an answer/response – verbal and matching rhythm on djembe. 	<p>Musicianship – Pulse/Beat <i>Identify beat groupings in music that they listen to.</i></p> <ul style="list-style-type: none"> - 2 and 3 time music challenge (link on music progression doc) - Explore twos and threes on djembe – recall how to create the strong first beat and soft remaining beats. - Use strong first beat and soft remaining beats for each piece (select 2 new pieces from the selection) – Adult lead initially, then select children as leaders

Music Medium Term Plan Overview
Knowledge and skills

Year group: Y2

Prior Learning: Y1, Y2/Previous half term

Pentecost 2 Week	Listening	Opener	Main Focus
7	<p>Music to listen to:</p> <p>Across the 6 weeks, recall and listen again to the music listened to across the year.</p> <p>Emphasis the time/place and /or traditions.</p> <p>Compare 2 pieces at a time – distinguishing aurally.</p>	<p>Singing <i>Demonstrate a basic understanding of principles of good singing</i></p> <ul style="list-style-type: none"> - Warm up game: pitch and vocal health 	<p>Composing <i>Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch).</i> <i>Create a sequence of different sounds, varying pitch, duration, dynamics, tempo and timbre.</i></p> <ul style="list-style-type: none"> - Choose a class theme, linked to an interest/topic - Decide on the sequence of events and create written notes about the sounds for the 2 main events (pitch, duration, dynamics, tempo and/or timbre) - Explore 1 part of the sequence together, using written notes to guide. Create sounds using appropriate instruments/objects.
8	<p>Place each piece of music on a timeline.</p> <p><i>Start to distinguish aurally between pieces of music from different times, places and traditions</i></p>	<p>Singing <i>Demonstrate a basic understanding of principles of good singing</i></p> <ul style="list-style-type: none"> - Warm up game: pitch and posture 	<p>Composing <i>Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch).</i> <i>Create a sequence of different sounds, varying pitch, duration, dynamics, tempo and timbre.</i></p> <ul style="list-style-type: none"> - Listen to the recording of the 1st part of the sequence and talk about pitch, duration, dynamics, tempo and/or timbre. - Refer back to the notes for the 2nd part of the sequence. - Children work in small groups to create a response to the 2nd part of the sequence. - Practise and perform.
9		<p>Singing <i>Demonstrate a basic understanding of principles of good singing</i></p> <ul style="list-style-type: none"> - Warm up game: pitch and dynamics 	<p>Composing <i>Use graphic symbols to create a basic music map for composed pieces.</i></p> <ul style="list-style-type: none"> - Listen back to the 1st part of the whole class sequence created. - Create a class music map, using graphic symbols to represent the music created. - Groups listen back to the 2nd part of the sequence they created. - Create an individual music map, using graphic symbols to represent the music created.

10		<p>Musicianship – Pulse/Beat <i>Understand that the speed of the beat can change, creating a faster or slower pace (tempo).</i></p> <p><i>Begin to group beats in twos and threes by clapping on the first (strongest) beat and tapping knees on the remaining beats.</i></p> <ul style="list-style-type: none"> - Game – Body percussion steady beat, 2 beats in a bar. Creating contrasting speeds 	<p>Composing <i>Use music technology to capture, change and combine sounds</i></p> <p>??</p> <p><i>Suggested app for iPad:</i></p> <ul style="list-style-type: none"> • <i>Loopseque Kids</i> • <i>Thumbjam</i> • <i>Madpad</i>
11		<p>Musicianship – Pulse/Beat <i>Understand that the speed of the beat can change, creating a faster or slower pace (tempo).</i></p> <p><i>Begin to group beats in twos and threes by clapping on the first (strongest) beat and tapping knees on the remaining beats.</i></p> <ul style="list-style-type: none"> - Game – Body percussion steady beat, 3 beats in a bar. Creating contrasting speeds 	<p>Composing <i>Use music technology to capture, change and combine sounds</i></p> <p>??</p> <p><i>Suggested app for iPad:</i></p> <ul style="list-style-type: none"> • <i>Loopseque Kids</i> • <i>Thumbjam</i> • <i>Madpad</i>
12		<p>Review of the year Remembering and revisiting: Favourite songs Favourite musical games played</p>	

Music Medium Term Plan Overview
Knowledge and skills

Year group: Y3

Advent 1 Week	Listening	Opener and Focus 1	Focus 2
1	<p>Music to listen to (MMC): Funk – I Got You, known as I Feel Good (James Brown)</p> <p><i>Demonstrate understanding of the stories, origins, traditions, history and/or social context of the music they are listening to.</i></p> <p><i>Recognise when the texture of a piece of music is solo, unison or layered.</i></p>	<p>Singing <i>Begin to demonstrate a growing understanding of principles of good singing: warm ups, vocal health</i></p> <ul style="list-style-type: none"> - Warm up game: pitch and vocal health <p><i>Identify the difference between high and low pitch, and when pitch is rising or falling.</i></p> <ul style="list-style-type: none"> - Song: Shadow – Introduce by listening and talk about how it is sung (quiet – piano - and spiky, as though tip-toeing/creeping). - Identify when the pitch rises in steps or falls in steps. Begin to copy back sections of the melody (on La). <p>https://www.boosey.com/audiovisual/sample_detail.cshtml?sampleid=11228 https://www.boosey.com/downloads/Shadow%20-%20word%20sheet.pdf</p> <p>Listening <i>Move to music changing between walks/running/stride to identify the difference between quavers, crotchets and minims.</i></p> <p>Reading notation <i>Begin to understand the differences between crotchets, minims and paired quavers and perform these accurately in time with a beat using body percussion</i></p> <ul style="list-style-type: none"> - Introduce crotchet and the action – walk - Introduce minim and the action – sleep - Create crotchet and minim rhythms – different combinations. 	<p>Instrumental Sessions - Guitar: <i>Know the correct way to hold a guitar and how to pluck the strings to create sound.</i></p>
2	<p><i>Memorise musical ideas (e.g. a melody, a chorus, a rhythmic idea) and identify when, or how many times it is heard in a piece.</i></p>	<p>Singing <i>Begin to demonstrate a growing understanding of principles of good singing: warm ups, posture</i></p> <ul style="list-style-type: none"> - Warm up game: pitch and posture <p><i>Copy back phrases of a song with accuracy of rhythm and pitch. Sing with awareness of the shape of a melody.</i></p> <ul style="list-style-type: none"> - Song: Shadow – Recall sections of the melody (on La) - Learn verse 1 and chorus (call and response) <p>https://www.boosey.com/audiovisual/sample_detail.cshtml?sampleid=11228 https://www.boosey.com/downloads/Shadow%20-%20word%20sheet.pdf</p> <p>Listening <i>Move to music changing between walks/running/stride to identify the difference between quavers, crotchets and minims.</i></p> <p>Reading notation <i>Begin to understand the differences between crotchets, minims and paired quavers and perform these accurately in time with a beat using body percussion</i></p> <ul style="list-style-type: none"> - Recall crotchet and minim and the actions – walk, sleep - Introduce paired quavers and the action – running 	<p>Instrumental Sessions - Guitar: <i>Know the names of the open strings and begin learning how to fret notes on the fretboard.</i></p>

3		<p>- Create crotchet, minim and paired quaver rhythms – different combinations.</p> <p>Singing <i>Begin to demonstrate a growing understanding of principles of good singing: warm ups, dynamics</i></p> <ul style="list-style-type: none"> - Warm up game: pitch and dynamics <p><i>Copy back phrases of a song with accuracy of rhythm and pitch. Sing with awareness of the shape of a melody.</i></p> <ul style="list-style-type: none"> - Song: Shadow – Recall verse 1 and chorus - Learn verse 2 and 3 (call and response) <p>https://www.boosey.com/audiovisual/sample_detail.cshtml?sampleid=11228 https://www.boosey.com/downloads/Shadow%20-%20word%20sheet.pdf</p> <p>Improvising <i>Invent short 'on-the-spot' responses, using un-tuned percussion, by making up an 'answer' to a musical 'question.'</i></p> <ul style="list-style-type: none"> - Adult provide a rhythmical question to play to the class (link to a word chant) - Children respond by creating individual answers 	<p>Instrumental Sessions - Guitar: <i>Begin to read notation in the form of tablature (TAB) and know how to translate that onto the guitar on a single string.</i></p>
4	<p>Music to listen to (MMC): Revisit Y2 Pop – With a Little Help from My Friends and another example/s (Beatles)</p> <p><i>Demonstrate understanding of the stories, origins, traditions, history and/or social context of the music they are listening to.</i></p>	<p>Singing <i>Begin to demonstrate a growing understanding of principles of good singing: warm ups, breathing</i> Warm up game: pitch and breathing</p> <p><i>Copy back phrases of a song with accuracy of rhythm and pitch. Sing with awareness of the shape of the melody.</i></p> <ul style="list-style-type: none"> - Song: Shadow – Recall verse 1, 2, 3 and the chorus - Learn verse 4 (call and response) - Sing whole song without call and response <p>https://www.boosey.com/audiovisual/sample_detail.cshtml?sampleid=11228 https://www.boosey.com/downloads/Shadow%20-%20word%20sheet.pdf</p> <p>Improvising <i>Invent short 'on-the-spot' responses, using un-tuned percussion, by making up an 'answer' to a musical 'question.'</i></p> <ul style="list-style-type: none"> - Adult provide a rhythmical question to play to the class (link to a word chant) - Children respond by creating individual answers 	<p>Instrumental Sessions - Guitar: <i>Begin to know how to play 'Mission Impossible' on one string.</i></p>
5	<p><i>Recognise when the texture of a piece of music is solo, unison or layered.</i></p>	<p>Singing <i>Begin to demonstrate a growing understanding of principles of good singing: warm ups, vocal health</i></p> <ul style="list-style-type: none"> - Warm up game: pitch and vocal health <p><i>Sing with awareness of the phrases in a song and the character and style of the song.</i></p> <ul style="list-style-type: none"> - Sing whole song without call and response - Focus on identifying and singing each phrase (e.g. Running, jumping, hopping, Like an acrobat = 1 phrase). - Style: Use quiet (piano) and spikey voices. 	<p>Instrumental Sessions - Guitar: <i>Learn how to perform a song they have been learning on the guitar and also learn how to behave while in an audience.</i></p>

	<p>Memorise <i>musical ideas</i> (e.g. a melody, a chorus, a rhythmic idea) and identify when, or how many times it is heard in a piece.</p>	<p>https://www.boosey.com/audiovisual/sample_detail.cshtml?sampleid=11228 https://www.boosey.com/downloads/Shadow%20-%20word%20sheet.pdf</p> <p>Reading notation <i>Begin to apply word chants to rhythms, beginning to understand how to link each syllable to one musical note.</i></p> <ul style="list-style-type: none"> - Recall crotchet, minim and paired quavers and the actions – walk, sleep, running - Create rhythmical word chants based on a chosen theme. - Demonstrate linking each syllable to a musical note – write syllable under each note. - Clap the rhythms without saying the syllables (internalise the chant) 	
6		<p>Singing <i>Begin to demonstrate a growing understanding of principles of good singing: warm ups, posture</i></p> <ul style="list-style-type: none"> - Warm up game: pitch and posture <p><i>Sing a widening range of unison songs of varying styles and structures with a pitch range of a 5th (do–so) tunelessly and with expression.</i></p> <ul style="list-style-type: none"> - Perform the song <p>https://www.boosey.com/audiovisual/sample_detail.cshtml?sampleid=11228 https://www.boosey.com/downloads/Shadow%20-%20word%20sheet.pdf</p> <p>Reading notation <i>Apply word chants to rhythms, beginning to understand how to link each syllable to one musical note.</i></p> <ul style="list-style-type: none"> - Recall crotchet, minim and paired quavers and the actions – walk, sleep, running - Create rhythmical word chants based on a chosen theme. - Demonstrate linking each syllable to a musical note – write syllable under each note. - Clap the rhythms without saying the syllables (internalise the chant) 	<p>Instrumental Sessions - Guitar: <i>Begin to know how to move between strings on the guitar and how this is shown in notation.</i></p>
Advent 2 Week	Listening	Opener and Focus 1	Focus 2
7	<p>Music to listen to (MMC): Revisit Y1 Blues – Runaway Blues (Ma Rainey)</p> <p><i>Demonstrate understanding of the stories, origins, traditions, history and/or social context of the music they are listening to.</i></p>	<p>Singing <i>Begin to demonstrate a growing understanding of principles of good singing: warm ups, vocal health</i></p> <ul style="list-style-type: none"> - Warm up game: pitch and vocal health <p><i>Context</i> Pupils will begin to copy back phrases of a song with accuracy of rhythm and pitch.</p> <ul style="list-style-type: none"> - Learning Christmas Performance songs - talk about the meaning of words (context) 	<p>Instrumental Sessions - Guitar: <i>Consolidate knowledge on transitioning between strings and learn the song ‘Don’t’.</i></p>
8		<p>Singing <i>Begin to demonstrate a growing understanding of principles of good singing: warm ups, posture</i></p> <ul style="list-style-type: none"> - Warm up game: pitch and posture <p><i>context</i> Copy back phrases of a song with accuracy of rhythm and pitch.</p> <p>Listening</p>	<p>Instrumental Sessions - Guitar: <i>Know how to evaluate their own playing and give advice on how they and others could improve.</i></p>

	<p>Identify key instruments across different styles of music listened to e.g. violin, flute, trumpet, trombone, sitar, tabla, guitar, drum kit.</p> <p>Memorise musical ideas (e.g. a melody, a chorus, a rhythmic idea) and identify when, or how many times it is heard in a piece.</p>	<p>Pupils will recognise when the texture of a piece of music is solo, unison or layered.</p> <ul style="list-style-type: none"> - Learning Christmas Performance songs - talk about the meaning of words (context) 	
9		<p>Singing <i>Begin to demonstrate a growing understanding of principles of good singing: warm ups, breathing</i> Warm up game: pitch and breathing</p> <p>phrasing <i>Sing with awareness of:</i></p> <ul style="list-style-type: none"> - the shape of a melody - phrases in a song - the character and style of the song <p>Listening <i>Pupils will memorise musical ideas (a melody or a chorus) and identify when, or how many times it is heard in a piece.</i></p> <ul style="list-style-type: none"> - Showing increasing independence and awareness in singing Christmas Performance Songs 	<p>Instrumental Sessions - Guitar: <i>Start to know the Em and G chords and how to read the notation for these chords when they're written down.</i></p> <p><i>Pupils will begin to be able to tell the difference between major and minor chords by listening to them using words such as 'sad' and 'happy'.</i></p>
10	<p>Music to listen to: (MMC): Revisit Y2 Rock and Roll – Hound Dog and another</p>	<p>Improvising <i>Invent short 'on-the-spot' responses, using body percussion, by making up an 'answer' to a musical 'question.'</i></p> <ul style="list-style-type: none"> - Adult provide a rhythmical question to play to the class (link to a word chant) - Children respond by creating individual answers 	<p>Singing <i>Begin to demonstrate a growing understanding of principles of good singing: warm ups, dynamics</i></p> <ul style="list-style-type: none"> - Warm up game: pitch and dynamics <p><i>Sing forte (but without shouting) and piano, loud and soft.</i></p> <ul style="list-style-type: none"> - Getting ready for the performance
11	<p>example/s (Elvis Presley)</p> <p><i>Demonstrate understanding of the stories, origins, traditions, history and/or social context of the music they are listening to.</i></p>	<p>Reading notation <i>Begin to understand the differences between crotchets, minims and paired quavers and perform these accurately in time with a beat using body percussion</i></p> <ul style="list-style-type: none"> - Recall crotchet, minim and paired quavers and the actions – walk, sleep, running - Create crotchet, minim and paired quaver rhythms – different combinations. 	<p>Singing <i>Perform as a choir in school performance.</i></p> <p><i>Begin to demonstrate a growing understanding of principles of good singing including breathing; posture; dynamics; phrasing; context.</i></p> <ul style="list-style-type: none"> - Performance ready
12	<p>Identify key instruments across different styles of music listened to e.g. violin, flute, trumpet, trombone, sitar, tabla, guitar, drum kit.</p>	<p>Reading notation <i>Begin to understand the differences between crotchets, minims and paired quavers and perform these accurately in time with a beat using body percussion</i></p> <ul style="list-style-type: none"> - Recall crotchet, minim and paired quavers and the actions – walk, sleep, running - Create crotchet, minim and paired quaver rhythms – different combinations. 	<p>Listening - Review Performance <i>Demonstrate understanding of the stories and traditions of the music they are listening to and singing.</i></p> <p><i>Review this half terms singing focusses through watching and discussing performance, using simple musical vocabulary (forte, piano, rhythm, pitch, melody).</i></p> <ul style="list-style-type: none"> - Celebration of our performance to parents and carers.

	Memorise <i>musical ideas</i> (e.g. a melody, a chorus, a rhythmic idea) and identify when, or how many times it is heard in a piece.		<ul style="list-style-type: none"> - Watch a recording of the performance and talk about what we notice, using simple musical vocabulary. - Talk about the stories and traditions linked to the songs, in relation to retelling the First Christmas.
Lent 1 Week	Listening	Opener and Focus 1	Focus 2
1	Music to listen to (MMC): Baroque Period – Halleluiah from Messiah (Handel)	Reading notation <i>Begin to understand the concepts of stave, lines and spaces</i> <i>Begin to use dot notation and a 1-line stave to show higher or lower pitch (within range of a 3rd – on, above or below a line)</i> <ul style="list-style-type: none"> - Use glockenspiels to copy back short rhythmic phrases on 3 consecutive notes - Look at, listen to and follow (with eyes) staff notation on a 1 line stave (representing 3 notes) – crotchets only 	Instrumental Sessions - Guitar: <i>Recall the Em and G chords and how to read the notation for these chords when they're written down.</i>
2	<i>Demonstrate understanding of the stories, origins, traditions, history and/or social context of the music they are listening to.</i>	Reading notation <i>Begin to understand the concepts of stave, lines and spaces</i> <i>Begin to use dot notation and a 1-line stave to show higher or lower pitch (within range of a 3rd – on, above or below a line)</i> <ul style="list-style-type: none"> - Use glockenspiels to copy back short rhythmic phrases on 3 consecutive notes - Look at, listen to and follow (with eyes) staff notation on a 1 line stave (representing 3 notes) – crotchets only 	Instrumental Sessions - Guitar: <i>Learn how to transition between the Em and G chords smoothly while also adding percussive elements in the form of taps.</i>
3	<p>(See progression document link to listening challenge 1, 2 and 3)</p> <p><i>Recognise when the texture of a piece of music is solo, unison or layered.</i></p> <p><i>Identify when the dynamics of a piece of music are loud (forte) or quiet (piano).</i></p> <p><i>Identify the difference</i></p>	Reading notation and Performing <i>Begin to use dot notation and a 1-line stave to show higher or lower pitch (within range of a 3rd – on, above or below a line)</i> <i>Begin to play and perform melodies following staff notation on a 1-line stave, understanding how pitch rises or falls in relation to dots being on, above or below a line</i> <ul style="list-style-type: none"> - Look at, listen to and follow (with eyes) staff notation on a 1 line stave (representing 3 notes) – crotchets only - Play the combination of notes on a glockenspiel - Repeat for a different combination - Which group of notes am I playing? - Play staff notation on flash card identified - Repeat for different combinations. 	Instrumental Sessions - Guitar: <i>Recall how to transition between the Em and G chords smoothly while also adding percussive elements in the form of taps.</i>

	<p>between <i>high</i> and <i>low pitch</i>, and when pitch is <i>rising</i> or <i>falling</i>.</p>		
4	<p>Music to listen to: (MMC): Revisit Y1 Classical – Rondo alla Turca (Mozart)</p> <p>Demonstrate understanding of the <i>stories</i>, <i>origins</i>, <i>traditions</i>, <i>history</i> and/or social context of the music they are listening to.</p> <p>Recognise when the <i>texture</i> of a piece of music is <i>solo</i>, <i>unison</i> or <i>layered</i>.</p>	<p>Singing Begin to demonstrate a growing understanding of principles of good singing: <i>warm ups</i>, <i>vocal health</i></p> <ul style="list-style-type: none"> - Warm up game: <i>pitch</i> and vocal health <p>Begin to copy back phrases of a song with accuracy of <i>rhythm</i> and <i>pitch</i>.</p> <ul style="list-style-type: none"> - Si, si, si, si – Learn section 1 and 2. Use different simple steady beat body percussion actions (e.g. head, shoulders, head, shoulders) for each section https://youtu.be/ORGCEF66GDg <p>Reading notation and Performing Begin to use <i>dot notation</i> and a 1-line stave to show <i>higher</i> or <i>lower pitch</i> (within range of a 3rd – <i>on</i>, <i>above</i> or <i>below</i> a line) Begin to play and perform melodies following staff notation on a 1-line stave, understanding how pitch <i>rises</i> or <i>falls</i> in relation to dots being on, above or below a line</p> <ul style="list-style-type: none"> - Look at, listen to and follow (with eyes) staff notation on a 1 line stave (representing 3 notes) – crotchets only - Adult play the combination of notes on a glockenspiel - Repeat for a different combination - Which group of notes am I playing? - Play staff notation on flash card identified - Repeat for different combinations. 	<p>Instrumental Sessions - Guitar: Begin to know how to play a <i>C chord</i> using three fingers and begin to transition to it <i>smoothly</i> from an <i>Em</i> and <i>G</i>.</p>
5	<p>Identify when the <i>dynamics</i> of a piece of music are loud (<i>forte</i>) or quiet (<i>piano</i>).</p> <p>Identify the difference between high and <i>low pitch</i>, and when pitch is <i>rising</i> or <i>falling</i>.</p>	<p>Singing Begin to demonstrate a growing understanding of principles of good singing: <i>warm ups</i>, <i>posture</i></p> <ul style="list-style-type: none"> - Warm up game: <i>pitch</i> and posture <p>Copy back phrases of a song with accuracy of <i>rhythm</i> and <i>pitch</i>.</p> <ul style="list-style-type: none"> - Si, si, si, si – Recall and sing section 1 and 2. Learn section 3. Use different simple steady beat body percussion actions (e.g. head, shoulders, head, shoulders) for each section https://youtu.be/ORGCEF66GDg <p>Improvising Begin to invent short ‘on-the-spot’ responses using a limited note range – <i>do-re-me</i> (voice), by making up an ‘answer’ to a musical ‘question’.</p> <ul style="list-style-type: none"> - Adult provide a <i>question</i> to sing to the class - Children respond by singing individual <i>answers</i> - Indicate the <i>pitch</i> changes with hand 	<p>Instrumental Sessions - Guitar: Know how to play a <i>C chord</i> using three fingers and begin to transition to it <i>smoothly</i> from an <i>Em</i> and <i>G</i>.</p>
6		<p>Singing Begin to demonstrate a growing understanding of principles of good singing: <i>warm ups</i>, <i>dynamics</i></p> <ul style="list-style-type: none"> - Warm up game: <i>pitch</i> and dynamics <p>Sing a widening range of <i>unison</i> songs of varying styles and structures with a pitch range of a 5th (<i>do–so</i>) <i>tunefully</i> and with <i>expression</i>.</p> <p>Perform <i>actions</i> confidently and <i>in time</i> to a range of action songs</p> <ul style="list-style-type: none"> - Si, si, si, si – Recall and sing section 1, 2 and 3, including body percussion. 	<p>Instrumental Sessions - Guitar: Perform the song ‘See You Again’ confidently in front of their peers. The <i>chord changes</i> will be <i>smooth</i> with minimal muting.</p>

		<ul style="list-style-type: none"> - Introduce singing as a round – 2 leaders. <p>Improvising <i>Invent short 'on-the-spot' responses using a limited note range – do-re-me (voice), by making up an 'answer' to a musical 'question.</i></p> <ul style="list-style-type: none"> - Adult provide a question to sing to the class - Children respond by singing individual answers - Indicate the pitch changes with hand 	
Lent 2 Week	Listening	Opener and Focus 1	Focus 2
7	<p>Music to listen to (MMC): Romantic Period - Night on a Bare Mountain (Mussorgsky)</p> <p>(See progression document for link to BBC Ten Pieces)</p> <p><i>Demonstrate understanding of the stories, origins, traditions, history and/or social context of the music they are listening to.</i></p> <p><i>Recognise when the texture of a piece of music is solo, unison or layered.</i></p> <p><i>Identify when the dynamics of a piece of music are loud (forte) or quiet (piano).</i></p>	<p>Singing <i>Demonstrate a growing understanding of principles of good singing: warm ups, vocal health</i></p> <ul style="list-style-type: none"> - Warm up game: pitch and vocal health <p><i>Identify when the dynamics of a piece of music are loud (forte) or quiet (piano).</i></p> <p>Song: Listen to the rain</p> <ul style="list-style-type: none"> - Listen to the performance of the song and identify the change from piano (quiet), to forte (loud) and back to piano. <p>https://youtu.be/CJI-MJDnWE</p> <p>Performing <i>Individually copy rhythms with increasing accuracy at different speeds; allegro and adagio, fast and slow.</i></p> <p><i>Understand the differences between crotchets, minims and paired quavers and perform these accurately in time with a beat using untuned percussion</i></p> <ul style="list-style-type: none"> - Recall crotchet, minim and paired quavers and the actions – walk, sleep, running - Follow the shown rhythm, using percussion instruments to play in time with the beat. - Recall the words allegro (fast) and adagio (slow) and introduce once comfortable with the rhythm being followed. 	<p>Improvising/Composing <i>Compose a simple rhythm guitar part using a Em and G chord.</i></p> <p><i>Improve upon their first compositions by adding rhythmic taps and starting to include dynamics.</i></p>
8	<p><i>Recognise when the texture of a piece of music is solo, unison or layered.</i></p> <p><i>Identify when the dynamics of a piece of music are loud (forte) or quiet (piano).</i></p>	<p>Singing <i>Demonstrate a growing understanding of principles of good singing: warm ups, posture</i></p> <ul style="list-style-type: none"> - Warm up game: pitch and posture <p><i>Copy back phrases of a song with accuracy of rhythm and pitch.</i></p> <p><i>Sing forte (but without shouting) and piano, loud and soft.</i></p> <p>Song: Listen to the rain</p> <ul style="list-style-type: none"> - Recall the change in dynamics as the rain progressed - Learn the first 2 sections of the song, thinking about the dynamics needed. <p>https://youtu.be/CJI-MJDnWE</p> <p>Performing <i>Individually copy rhythms with increasing accuracy at different speeds; allegro and adagio, fast and slow.</i></p> <p><i>Understand the differences between crotchets, minims and paired quavers and perform these accurately in time with a beat using untuned percussion</i></p>	<p>Improvising/Composing <i>Understand the terms 'piano' and 'forte' and incorporate these dynamics into their compositions.</i></p> <p><i>Begin to understand how changing dynamics can add emotion and 'feel' to music.</i></p> <p><i>Compose a beginning, middle and end that are distinct from each other.</i></p>

		<ul style="list-style-type: none"> - Recall crotchet, minim and paired quavers and the actions – walk, sleep, running - Follow the shown rhythm, using percussion instruments to play in time with the beat. - Recall the words allegro (fast) and adagio (slow) and introduce once comfortable with the rhythm being followed. 	
9		<p>Performing <i>Individually copy stepwise melodic phrases with increasing accuracy at different speeds; allegro and adagio (fast and slow).</i> <i>Play and perform melodies following staff notation on a 1-line stave, understanding how pitch rises or falls in relation to dots being on, above or below a line</i></p> <ul style="list-style-type: none"> - Look at and follow the staff notation on a 1 line stave (representing 3 notes) – crotchets only. - Play the combination of notes on a glockenspiel - Recall the words allegro (fast) and adagio (slow) and introduce once comfortable with the melody being followed. 	<p>Improvising/Composing <i>Perform their compositions to a small group. Listen to other compositions and give feedback.</i></p>
10	<p>Music to listen to (MMC): Revisit Y1 Samba – Fanfarra, Cabua-Le-Le (Sergio Mendes/ Carlinhos Brown) (Brazil)</p>	<p>Performing <i>Individually copy stepwise melodic phrases with increasing accuracy at different speeds; allegro and adagio, (fast and slow).</i> <i>Play and perform melodies following staff notation on a 1-line stave, understanding how pitch rises or falls in relation to dots being on, above or below a line</i></p> <ul style="list-style-type: none"> - Look at and follow staff notation on a 1 line stave (representing 3 notes) – crotchets only. - Play the combination of notes on a glockenspiel - Recall the words allegro (fast) and adagio (slow) and introduce once comfortable with the melody being followed. 	<p>Instrumental Sessions - Guitar: <i>Know how to read basic TAB including what happens when the numbers change lines. Begin to learn the song 'Alton Towers' and use different fingers for different frets.</i></p>
11	<p><i>Demonstrate understanding of the stories, origins, traditions, history and/or social context of the music they are listening to.</i></p> <p><i>Listen attentively to music from a range of cultures and traditions, using simple</i></p>	<p>Singing <i>Demonstrate a growing understanding of principles of good singing: warm ups, dynamics</i></p> <ul style="list-style-type: none"> - Warm up game: pitch and dynamics <p><i>Copy back phrases of a song with accuracy of rhythm and pitch. Sing forte (but without shouting) and piano, loud and soft.</i></p> <p>Song: Listen to the rain</p> <ul style="list-style-type: none"> - Recall the change in dynamics in section 1 and 2 and sing - Learn the section 3 and 4 of the song, thinking about the dynamics needed. <p>https://youtu.be/CJI-MJDnWE</p> <p>Listening</p>	<p>Instrumental Sessions - Guitar: <i>Recall how to play the song 'Alton Towers' and increase playing speed and accuracy.</i></p>

	<i>musical vocabulary to describe some of the detail heard.</i>	Show, through movement, that they can hear the pulse/beat ; difference between music with 2 beats in a bar and 3 beats in a bar and feel where the strong downbeat (first beat of the bar) comes. <ul style="list-style-type: none"> - 2 time/3 time, Challenge (Link - 2 time/3-time Challenge) 	
12		<p>Singing Begin to demonstrate a growing understanding of principles of good singing: <i>warm ups, breathing</i> Warm up game: pitch and breathing</p> <p><i>Sing with awareness of the character and style of the song</i> <i>Sing forte (but without shouting) and piano, loud and soft.</i> Song: Listen to the rain <ul style="list-style-type: none"> - Perform all 4 sections, applying dynamics carefully by following hand signals. https://youtu.be/CJI-MJDnWE </p> <p>Listening Show, through simple conducting gestures, that they can hear the pulse/beat; difference between music with 2 beats in a bar and 3 beats in a bar and feel where the strong downbeat (first beat of the bar) comes. <ul style="list-style-type: none"> - Recall 2 time/3 time, Challenge. - Listen again to: Camille Saint Saens The Elephant Finale – William Tell Overture - Use simple conducting gestures to indicate the beat. </p>	<p>Instrumental Sessions - Guitar: <i>Practise and perform the song 'Alton Towers' with confidence to a small group.</i></p> <p><i>Be able to talk about areas for improvement within their own playing.</i></p>
Pentecost 1 Week	Listening	Opener and Focus 1	Focus 2
1	Music to listen to (MMC): Indian Classical – Sahela Re (Kishori Amonkar)	<p>Composing <i>Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi).</i></p> <ul style="list-style-type: none"> - Introduce composing with a combination of rhythmic notation and letter names. - Choose if 3 or 4 beats to a bar. - use moveable rhythmic notation and place to create higher or lower pitch within a range of 3 steps (if using paired quavers, to be played on the same note) - Check that the rhythm created matches the number of beats chosen. - Children use glockenspiels to play the musical phrases. 	Instrumental Sessions - Guitar:
2	<i>Demonstrate understanding of the stories,</i>	<p>Composing <i>Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi).</i></p>	Instrumental Sessions - Guitar:

	<p>origins, <i>traditions</i>, history and/or social context of the music they are listening to.</p> <p>Listen attentively to music from a range of cultures and traditions, including those represented by communities in Nottingham, using simple <i>musical vocabulary</i> to describe some of the detail heard.</p> <p>(India)</p>	<ul style="list-style-type: none"> - Recall composing with a combination of rhythmic notation and letter names (3 notes). - Choose if 3 or 4 beats to a bar. - Children work in pairs/small groups to use moveable rhythmic notation and place to create higher or lower pitch within a range of 3 steps (if using paired quavers, to be played on the same note) - Check that the rhythm created matches the number of beats chosen - Children use glockenspiels to play the musical phrase. - Combine phrases to create a bigger piece of music. 	
3		<p>Singing <i>Demonstrate a growing understanding of principles of good singing: warm ups, vocal health</i></p> <ul style="list-style-type: none"> - Warm up game: pitch and vocal health <p>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Song: A ram sam sam</p> <ul style="list-style-type: none"> - Learn words and actions - Use the word adagio (slow) and allegro (fast) to describe the tempo at the beginning and end <p>https://youtu.be/zBttxAMxaXE</p> <p>Performing <i>Use listening skills to identify or put in order phrases using a one-line stave, showing different arrangements of 3 notes</i></p> <ul style="list-style-type: none"> - Look together at each arrangement, identifying the rises or falls in pitch - Adult play each arrangement and children identify (3 arrangements) - Play the beginning, middle or end game – Adult play the 3 arrangements consecutively. - In pairs, put the 3 arrangements in order. - Adult repeat the same order and children follow to check. - Identify the correct order 	Instrumental Sessions - Guitar:
4	<p>Music to listen to (MMC): Jai Ho from Slumdog Millionaire (A R Rahman)</p> <p><i>Demonstrate understanding of the stories, origins, traditions, history and/or social context of the music they are listening to.</i></p>	<p>Singing <i>Demonstrate a growing understanding of principles of good singing: warm ups, posture</i></p> <ul style="list-style-type: none"> - Warm up game: pitch and posture <p><i>Sing a widening range of unison songs of varying styles and structures with a pitch range of a 5th (do–so) tunefully and with expression.</i> Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Song: A ram sam sam</p> <ul style="list-style-type: none"> - Recall and perform with actions - Children recall the words adagio (slow) and allegro (fast) to describe the tempo at the beginning and end <p>https://youtu.be/zBttxAMxaXE</p> <p>Performing <i>Use listening skills to identify or put in order phrases using a one-line stave, showing different arrangements of 3 notes</i></p>	Instrumental Sessions - Guitar:

	<i>Listen attentively to music from a range of cultures and traditions, including those represented by communities in Nottingham, using simple musical vocabulary to describe some of the detail heard.</i>	<ul style="list-style-type: none"> - Look together at each arrangement, identifying the rises or falls in pitch - Adult play each arrangement and children identify (3 arrangements) - Play the beginning, middle or end game – Adult play the 3 arrangements consecutively. - In pairs, put the 3 arrangements in order. - Adult repeat the same order and children follow to check. - Identify the correct order 	
5	<i>(India)</i>	<p>Reading notation and Performing <i>Use dot notation and a 1-line stave to show higher or lower pitch (within range of a 3rd – on, above or below a line) Play and perform melodies following staff notation on a 1-line stave, understanding how pitch rises or falls in relation to dots being on, above or below a line</i></p> <ul style="list-style-type: none"> - Use glockenspiels to copy back short rhythmic phrases on -3 notes (1 at a time) - Look at, listen to and follow (with eyes) staff notation on a 1 line stave (representing higher and lower pitch) – crotchets only. - Repeat so there are 2 or 3 different phrases - Which group of notes am I playing? - Check responses and reveal - Copy back staff notation on flash card identified - Repeat for different combinations. 	Instrumental Sessions - Guitar:
6		<p>Reading notation and Performing <i>Use dot notation and a 1-line stave to show higher or lower pitch (within range of a 3rd – on, above or below a line) Play and perform melodies following staff notation on a 1-line stave, understanding how pitch rises or falls in relation to dots being on, above or below a line</i></p> <ul style="list-style-type: none"> - Use glockenspiels to copy back short rhythmic phrases on 3 notes (1 at a time) - Look at, listen to and follow (with eyes) staff notation on a 1 line stave (representing higher and lower pitch) – crotchets only. - Repeat so there are 2 or 3 different phrases - Which group of notes am I playing? - Check responses and reveal - Copy back staff notation on flash card identified - Repeat for different combinations. 	Instrumental Sessions - Guitar:
Pentecost 2 Week	Listening	Opener and Focus 1	Focus 2
7	<p>Music to listen to:</p> <p>Across the 6 weeks, recall and listen again to the music listened to across the year.</p>	<p>Singing <i>Demonstrate a growing understanding of principles of good singing: warm ups, dynamics</i></p> <ul style="list-style-type: none"> - Warm up game: pitch and dynamics <p><i>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</i></p> <p>Song: To stop the train</p> <ul style="list-style-type: none"> - Call and response to learn the words - Recall words adagio and allegro. - Gradually increase speed of each repeated verse. <p>https://youtu.be/9ch7q7E5LP8</p> <p>Reading notation</p>	<p>Composing Compose song accompaniments on untuned percussion (guitar????) using crotchets, minims and paired quavers</p>

	<p>Demonstrate understanding of the <i>stories, origins, traditions, history and/or social context</i> of the music they are listening to.</p> <p>Recall the stories,</p>	<p>Understand the concepts of <i>stave, lines and spaces, and clef</i> Use <i>dot notation</i> and a stave to show <i>higher or lower pitch</i> (within range of a 3rd – e.g. <i>on, above or below</i> a line)</p> <ul style="list-style-type: none"> - Introduce the full stave. - Relate to use of a 1-line stave - Count the lines and the spaces - Introduce and put the treble clef sign at the beginning - Represent E-F using lines and spaces, with crotchets and letter names - Play a game of higher or lower using crotchet notes on a stave, showing how the pitch rises or falls (use glockenspiel). 	
8	<p>origins, traditions, history and/or social context.</p> <p>Place each piece of music on a timeline.</p> <p>Identify <i>key instruments</i> across different styles of music listened to e.g. violin, flute, trumpet, trombone, sitar, tabla, guitar, drum kit.</p> <p>Compare 2 pieces at a time –</p>	<p>Singing Begin to demonstrate a growing understanding of principles of good singing: <i>warm ups, breathing</i> Warm up game: pitch and breathing</p> <p><i>Sing a widening range of unison songs of varying styles and structures with a pitch range of a 5th (do–so) tunefully and with expression.</i> <i>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</i> Song: To stop the train</p> <ul style="list-style-type: none"> - Recall and perform with actions - Children recall the words adagio (slow) and allegro (fast) to describe the tempo at the beginning and end <p>https://youtu.be/9ch7q7E5LP8</p> <p>Reading notation Understand the concepts of <i>stave, lines and spaces, and clef</i> Use <i>dot notation</i> and a stave to show <i>higher or lower pitch</i> (within range of a 3rd – e.g. <i>on, above or below</i> a line)</p> <ul style="list-style-type: none"> - Recall the full stave. - Relate to use of a 1-line stave - Count the lines and the spaces - Recall and put the treble clef sign at the beginning - Represent E-F using lines and spaces, with crotchets and letter names - Play a game of higher or lower using crotchet notes on a stave, showing how the pitch rises or falls (use glockenspiel). 	<p>Composing Compose <i>song accompaniments on untuned percussion (guitar????)</i> using crotchets, minims and paired quavers</p>
9	<p>identifying the key instruments across different styles of music.</p>	<p>Composing Compose a song or <i>chant over a repeated rhythm pattern (ostinato)</i> on instruments or body percussion</p> <ul style="list-style-type: none"> - Create a chant based on a chosen theme (e.g. I like..., I don't like...) - Children work in groups of 4 to discuss ideas - Each group combine their 4 ideas to make an extended chant. - Practise to become fluent - Adult create a repeated rhythm (e.g. crotchet, paired quaver, crotchet, crotchet) to accompany chants. - Children perform chants over the ostinato (repeated rhythm) 	<p>Composing Compose <i>song accompaniments on untuned percussion (guitar????)</i> using crotchets, minims and paired quavers</p> <ul style="list-style-type: none"> - Perform
10		<p>Composing Compose a song or <i>chant over a repeated rhythm pattern (ostinato)</i> on instruments or body percussion</p>	<p>Instrumental Sessions - Guitar:</p>

		<p><i>Begin to compose song accompaniments on untuned percussion (iPad) using crotchets, minims and paired quavers</i></p> <ul style="list-style-type: none"> - Recall group chants created last week - Over 2 sessions, children use i-Pads to create their own ostinato (repeated rhythm) - Introduce and children explore the features on the app. - Begin to explore creating an ostinato (repeated rhythm – 4 beats) <p>??</p> <p>Suggested app for iPad:</p> <ul style="list-style-type: none"> • Garageband sampler function • Monkeydrum 	
11		<p>Composing</p> <p><i>Compose a song or chant over a repeated rhythm pattern (ostinato) on instruments or body percussion</i></p> <p><i>Begin to compose song accompaniments on untuned percussion (iPad) using crotchets, minims and paired quavers</i></p> <ul style="list-style-type: none"> - Recall group chants - Recall using i-Pads to create their own ostinato (repeated rhythm) - Each child create a final ostinato - Ensure each ostinato repeats after 4 beats - Use to accompany chants. <p>Suggested app for iPad:</p> <ul style="list-style-type: none"> • Garageband sampler function • Monkeydrum 	Instrumental Sessions - Guitar:
12		<p>Review of the year</p> <p>Remembering and revisiting:</p> <p>Favourite songs</p> <p>Favourite musical games played</p>	

Music Medium Term Plan Overview
Knowledge and skills

Year group: Y4

Advent 1	NMS – Guitar Scheme of Work		
	Unit overview & key learning		
Lesson	Outline	Technical learning	Progression Framework ref.*
1 Short Stop	<p>Sing Short Stop with good posture and breathing & play first sounds on instruments.</p> <p>Understand and recognise the difference between beat and rhythm. Learn string names</p> <p>Routines established: playing & resting position, instrument numbers, collecting & putting instruments away. Perform Short Stop on one note (B) with a backing track.</p>	<p>Using thumb to play individual strings. Play piece on B. Accurately playing back rhythms with a sense of pulse / beat.</p>	<p>4S1, 4S5 4P1 Rhythm Beat</p>

2 Hey You!	Recap resting & playing positions, string names and call and response rhythms on open strings. Perform Short Stop on one note (B) with a backing track. Sing / chant Hey You! Learning to play a two-note piece (E & B) by ear identifying changes in pitch. Understanding how string pitch is changed by fretting notes.	Use thumb to play rhythms across two strings E & B. Learn to fret a note G on low E string.	4S1, 4S5 4P1, 4P4, 4P5, 4P9 Rhythm Tempo
3 Get Back	Understand the time, place and cultural tradition of Rock n Roll music, recognise key instruments in rock n roll. Understanding what accompaniment is. Perform an accompaniment on 3 open strings note with the Get Back backing track.	Use thumb to play across three strings G B & E. Recap fretting technique o note ?	4L1, 4L2a, 4L2b 4L4e 4P1, 4P4, 4P5, 4P9 Key instruments
4 Toca Bonito	Get Back: Recap understanding of accompaniment and play Get Back accompaniment with backing track. Introduce Salsa as a musical style, watch video and listen to identify instruments. Aurally learn to sing and play Toca Bonito melody and perform with backing track.	Learn new fretted note A on G string. Play 2 note melody using open G and fretted A.	4S1, 4S5 4L1, 4L2a, 4L2b 4C4 4P1, 4P2, 4P4, 4P5, 4P8, 4P9 Pitch Texture
Knowledge and skills this half term	<p>Singing: 4S1 - Sing a broad range of unison songs with musical expression, pitching the voice accurately within the range of an octave (do-do) and following directions for getting louder (crescendo) and quieter (decrescendo)</p> <p>Singing: 4S5 - Demonstrate a growing understanding of principles of good singing including warm-ups; breathing; posture; dynamics; phrasing; context and vocal health (see appendix)</p> <p>Listening: 4L1 - Demonstrate understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p> <p>Listening: 4L2a - Identify, across a range of music played and listened to: a) the time, place and cultural tradition the music comes from</p> <p>Listening: 4L2b - Identify, across a range of music played and listened to: b) the key instruments and types of ensembles in that tradition</p> <p>Listening: 4L4e - Use focused listening and aural memory to identify details in music: e) which instruments play the melody or accompaniment</p> <p>Composing and Improvising: 4C4 - Capture and record creative ideas using graphic symbols, notation or music technology.</p> <p>Performing: 4P1 - Control basic instrumental technique on the guitar</p> <p>Performing: 4P2 - Pitch a small range of notes accurately on the guitar</p> <p>Performing: 4P4 - Follow gestures from a conductor to understand when to start and stop playing</p> <p>Performing: 4P5 - Play melodies in time with a backing track, and play accompaniment parts to recorded melodies</p> <p>Performing: 4P8 - Learn short melodies by ear with musical expression, and be able to reproduce them accurately later</p> <p>Performing: 4P9 - Copy back short phrases using the range of notes learned</p>		
Advent 2	NMS – Guitar Scheme of Work		
	Unit overview & key learning		
Lesson	Outline	Technical learning	Progression Framework ref.*
1 Improvising Toca Bonito	Revise learning from previous half term – string names & fretted A note. Recap melody and playing of Toca Bonito and perform as a class to backing. Introduce concept of improvising on one / two / three notes. Pupils learn to improvise over 2 or 4 bars.	Revise learning from term 1A. Crossing open strings and fretting. Improvising rhythms.	4C1, 4P1, 4P2, 4P5, 4P9 Rhythm Beat

			Improvising.
2 Capricho Navideno	Sing the Refrain & chorus of Capricho Navideno with a backing track. Play an accompanying rhythm, the Refrain, on B and A. Understand the time, place and cultural tradition of the song.	Playing an accompaniment part using notes A & B.	4S1, 4S2, 4S4, 4S5 4L1, 4L2a, 4P1, 4P2, 4P5, 4P7, 4P8
3 Capricho Navideno	Sing Capricho Navideno in two parts with a backing track. Recap playing Refrain melody on B and A. Learn to play chorus accompaniment on D & E Preparing for a performance with playing and singing.	Playing accompaniment part using notes A & B, D & E. Preparing performance of Capricho Navideno with singing & playing.	4S1, 4S2, 4S3, 4S4, 4S5 4L1, 4L2a, 4P1, 4P2, 4P5, 4P7, 4P8, 4P9
4 Jingle Bells	Learn what chords are, and how to play simple G & C chords. Learning to reading chord boxes. Play Jingle Bells accompaniment using G & C chords, playing on beat 1 following bars & repeat signs.	Playing simple chord shapes & changing smoothly between	4S1 4L1, 4P1, 4P2, 4P3, 4P5, Pitch
5 Jingle Bells	Introduction to rhythm reading and actions: sleep, stride, walk, running, ssh. Learning new note C on B string 1 st fret. Playing a simplified Jingle Bells melody using 4 notes GABC, reading rhythm notation and following repeat signs.	Playing a melody using two open strings and two fretted notes.	4L2b, 4R4, 4P1, 4P2, 4P5, 4P6, Pitch & notation
6 Performance lesson	Perform some of the pieces learnt during the term and celebrate what pupils have achieved consolidating knowledge of notes, chords and musical understanding.	Consolidating all previous technical learning.	4P2, 4P3, 4P4, 4P8
Knowledge and skills this half term	<p>Singing: 4S1 - Sing a broad range of unison songs with musical expression, pitching the voice accurately within the range of an octave (do-do) and following directions for getting louder (crescendo) and quieter (decrescendo)</p> <p>Singing: 4S2 - Sing rounds and partner songs in different time signatures</p> <p>Singing: 4S3 - Sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony</p> <p>Singing: 4S4 - Perform a range of songs in school assemblies (and as part of instrumental performances)</p> <p>Singing: 4S5 - Demonstrate a growing understanding of principles of good singing including warm-ups; breathing; posture; dynamics; phrasing; context and vocal health (see appendix)</p> <p>Listening: 4L1 - Demonstrate understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p> <p>Listening: 4L2a - Identify, across a range of music played and listened to: a) the time, place and cultural tradition the music comes from</p> <p>Listening: 4L2b - Identify, across a range of music played and listened to: b) the key instruments and types of ensembles in that tradition</p> <p>Composing and Improvising: 4C1 - Improvise solo on the instrument they are learning for 1 or 2 bars over a backing track, using a limited range of pitches</p> <p>Performing: 4P1 - Control basic instrumental technique on the guitar</p> <p>Performing: 4P2 - Pitch a small range of notes accurately on the guitar</p> <p>Performing: 4P3 - Play with simple expression e.g. loud, soft, legato, staccato</p> <p>Performing: 4P5 - Play melodies in time with a backing track, and play accompaniment parts to recorded melodies</p> <p>Performing: 4P6 - Read and perform melodies following staff notation, including pieces composed themselves, using the small range of notes learned</p> <p>Performing: 4P7 - Perform in two or more parts from simple notation</p> <p>Performing: 4P8 - Learn short melodies by ear with musical expression, and be able to reproduce them accurately later</p> <p>Performing: 4P9 - Copy back short phrases using the range of notes learned</p> <p>Reading Notation: 4R4 - Link sound with symbol for rises and falls of pitch with note position on the staff, working up and down from a home note suitable for the instrument being learned</p>		
Lent 1	NMS – Guitar Scheme of Work Unit overview & key learning		

Lesson	Outline	Technical learning	Progression Framework ref.*
1 Good Times	Listen to Good Times identifying instrumentation and style / genre. Learning to sing & play chorus melody using A & B introducing pitch notation / stave and reading A and B notes from stave.	Recap hand positions, sound production, notes A & B. Playing without looking at fingers.	4S1, 4S5 4L1, 4L2 a, b 4P1, 4P4, 4P8, 4P9 Key instruments Rhythm & Pitch notation
2 Good Times	Listen to and sing Good Times recapping previous knowledge of style & instruments. Learn to play simple Em7 & A7 chords reading chord boxes & rhythms for Good Times verse section. Recap Good Times chorus melody & pitch notation. Learn to go through the piece switching from chorus melody to verse chords and back.	Reading chord boxes and playing simple Em7 & A7 chords. Changing between chord & melody parts.	4S1, 4S5 4P1, 4P2, 4P4 - 9 Rhythm & Pitch Notation Structure
3 Chal Chia	Listen to Bhabiye Akh Larghay video (5:39) and learn the chaal rhythm. Introduce the concept of fusion/Bollywood music and Indian music for film – pupils watch again and identify which elements are Punjabi / Western. Explain that Bhangra has influenced Bollywood music & introduce Chaiyya Chaiyya. Learn to sing the piece using three pitches and hand gestures to – understand the musical term ‘Pitch’ Learn to play the piece reading three pitches A B G Learn to play first part of melody from notation.	Use notes B & A to play the syncopated rhythm of the ‘call’. (Possibly response too, G & A)	4S1, 4S5 4L1, 4L2 a, b 4P1, 4P4, 4P8, 4P9 Key instruments
4 Chal Chia	Listen to Bhabiye Akh Larghay video (6:45), pupils describe what the singers are doing (call & response). Recap singing Chaiyya Chaiyya, splitting into 2 groups for call & response phrases. Pupils learn to play the response phrase & play with backing track.	Use notes G, A & B to play syncopated rhythms of both call & response following pitch notation.	4S1, 4S5 4P1, 4P2, 4P4 - 9 Call & response
5 Wonderwall	Listen to Wonderwall and identify style and instrumentation. Highlighting the central instrument – acoustic guitar playing the chords. Pupils learn that chords are the backbone of songs and provide main accompaniment. Pupils learn to play Em & G chords (easy shape) with open D & A strings to play verse.	Learn to play easy shape Em & G chords with open D & A strings.	4L1, 4L4, 4L4B,
6 Wonderwall	Listen to Wonderwall bridge & chorus to identify rhythm length of chords in these sections (minims). Learn to use chords C, G & Em, with open strings D & A to play (bridge and) chorus section.	Learn to play easy C chord with Em & G to play (bridge) chorus.	4L1, 4L4,

	Recap verse learning and rehearse playing verse & chorus to backing track.		
Knowledge and skills this half term	<p>Singing: 4S1 - Sing a broad range of unison songs with musical expression, pitching the voice accurately within the range of an octave (do-do) and following directions for getting louder (crescendo) and quieter (decrescendo)</p> <p>Singing: 4S5 - Demonstrate a growing understanding of principles of good singing including warm-ups; breathing; posture; dynamics; phrasing; context and vocal health (see appendix)</p> <p>Listening: 4L1 - Demonstrate understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p> <p>Listening: 4L2a - Identify, across a range of music played and listened to: a) the time, place and cultural tradition the music comes from</p> <p>Listening: 4L2b - Identify, across a range of music played and listened to: b) the key instruments and types of ensembles in that tradition</p> <p>Listening: 4L4 - Use focused listening and aural memory to identify details in music</p> <p>Listening: 4L4b Use focused listening and aural memory to identify details in music: b) the difference between major and minor chords</p> <p>Performing: 4P1 - Control basic instrumental technique on the guitar</p> <p>Performing: 4P2 - Pitch a small range of notes accurately on the guitar</p> <p>Performing: 4P4 - Follow gestures from a conductor to understand when to start and stop playing</p> <p>Performing: 4P5 - Play melodies in time with a backing track, and play accompaniment parts to recorded melodies</p> <p>Performing: 4P6 - Read and perform melodies following staff notation, including pieces composed themselves, using the small range of notes learned</p> <p>Performing: 4P7 - Perform in two or more parts from simple notation</p> <p>Performing: 4P8 - Learn short melodies by ear with musical expression, and be able to reproduce them accurately later</p> <p>Performing: 4P9 - Copy back short phrases using the range of notes learned</p>		

Music Medium Term Plan Overview
Knowledge and skills

Year group: Y5

Advent 1	NMS – Guitar Scheme of Work Unit overview & key learning		
Lesson	Outline	Technical learning	Progression Framework ref.*
1 Swinging the Blues	Recap understanding of rhythm as patterns we sing & play. Sing and clap Swinging the Blues . Listen to Swinging the Blues and identify style as Jazz and instrumentation. Recap resting, playing positions, posture, string names and fretting. Playing the two phrases of Swinging the Blues with backing track. (AAG - FEDD)	Guitar: Fretting notes E & F on D string and A on G string.	4S1, 4S5 4P1 Rhythm Beat
2 Swinging the Blues	Recall Jazz as a style and Perform Swinging the blues with a backing track. Introducing the concept of a 'Head' in jazz music. Understanding that improvisation is a fundamental part of jazz music. Be aware of structure e.g. head, improv, head, improv. (Understand and perform swing rhythm.)	Guitar: Accurately playing open & fretted notes. Improvising various rhythms with thumb.	4S1, 4S5 4P1, 4P4, 4P5, 4P9 Rhythm Improvisation
3 Smoke on the Water	Listen to Smoke on the Water identifying style and instrumentation. Do they recognise it? Famous song by Deep Purple. Understanding what a 'Riff' is, repeated	Guitar: Playing a phrase on one string - notes moving up the neck using 3 rd & 5 th fret.	4L1, 4L2a, 4L2b 4L4e

	phrase / short melody. Aurally identify the 4 phrases that make up the whole riff. Perform as a class.		4P1, 4P4, 4P5, 4P9 Key instruments
4 Smoke on the Water	Smoke on the Water recap of musical style, band, riff and playing to backing. Introducing the concept of structure – riff, verse & chorus. Learn to read the TAB for the bass line of the verse. Put together riff and verse sections. Learn to read chorus section from TAB. Put all three sections of the piece together – riff, verse, chorus.	Guitar: Playing bass notes on low E string. Accurately reading rhythms and repeat marks.	4S1, 4S5 4L1, 4L2a, 4L2b 4C4 4P1, 4P2, 4P4, 4P5, 4P8, 4P9 Pitch Structure
Knowledge and skills this half term	<p>4S1 - Sing a broad range of unison songs with musical expression, pitching the voice accurately within the range of an octave (do–do) and following directions for getting louder (crescendo) and quieter (decrescendo)</p> <p>4S5 - Demonstrate a growing understanding of principles of good singing including warm-ups; breathing; posture; dynamics; phrasing; context and vocal health</p> <p>4L1 - Demonstrate understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p> <p>4L2 a - Identify, across a range of music played and listened to: the time, place and cultural tradition the music comes from</p> <p>4L2b - Identify, across a range of music played and listened to: the key instruments and types of ensembles in that tradition</p> <p>4L4e - Use focused listening and aural memory to identify details in music - which instruments play the melody or accompaniment</p> <p>4C4 - Capture and record creative ideas using graphic symbols, notation or music technology.</p> <p>4P1 - Control basic instrumental technique on the guitar</p> <p>4P2 - Pitch a small range of notes accurately on the guitar</p> <p>4P4 - Follow gestures from a conductor to understand when to start and stop playing</p> <p>4P5 - Play melodies in time with a backing track, and play accompaniment parts to recorded melodies</p> <p>4P8 - Learn short melodies by ear with musical expression, and be able to reproduce them accurately later</p> <p>4P9 - Copy back short phrases using the range of notes learned</p>		
Advent 2	NMS – Guitar Scheme of Work		
	Unit overview & key learning		
Lesson	Outline	Technical learning	Progression Framework ref.*
1 Skip to My Lou	Introduction to accompaniment using chords. Playing chords G C easy shapes to accompany staff playing Skip to My Lou melody. Strumming semibreves and possibly minims.	Guitar: Using chords G C learning to change smoothly between.	4C1, 4P1, 4P2, 4P5, 4P9 Rhythm Beat
2 Capricho Navideno	Sing the Refrain & chorus of Capricho Navideno with a backing track. Play an accompanying rhythm, the Refrain, on B and A. Understand the time, place and cultural tradition of the song.	Playing an accompaniment part using notes A & B.	4S1, 4S2, 4S4, 4S5 4L1, 4L2a, 4P1, 4P2, 4P5, 4P7, 4P8
3 Capricho Navideno	Sing Capricho Navideno in two parts with a backing track. Recap playing Refrain melody on B and A. Learn to play chorus accompaniment on D & E Preparing for a performance with playing and singing.	Playing accompaniment part using notes A & B, D & E. Preparing performance of Capricho Navideno with singing & playing.	4S1, 4S2, 4S3, 4S4, 4S5 4L1, 4L2a, 4P1, 4P2, 4P5, 4P7, 4P8, 4P9

4 Good King Wenceslas	Learning to play the melody of a Traditional Christmas Carol. Recap / learn notes D E F# G A in order to learn the first four bar melody. Reading rhythm and pitch notation to learn to play.	Guitar: Using first and third fingers to play a melody across 3 three strings.	4L2b, 4R4, 4P1, 4P2, 4P5, 4P6, Pitch & notation
5 Good King Wenceslas	Learning to play / recap the melody of a Traditional Christmas Carol B1-4. Learning to play high D note (B string 3 rd fret) in order to learn the remaining melody. Reading rhythm and pitch notation to learn to play. Learning to play chords G C & D changing smoothly between.	Guitar: Learning to play the higher part of the melody (b5, b11) using high D. Using chords G, C, D to play accompaniment.	4L2b, 4R4, 4P1, 4P2, 4P5, 4P6, Pitch & notation. Chord boxes
6 Performance lesson	Perform some of the pieces learnt during the term and celebrate what pupils have achieved.		4P2, 4P3, 4P4, 4P8
Knowledge and skills this half term	<p>4S1 - Sing a broad range of unison songs with musical expression, pitching the voice accurately within the range of an octave (do-do) and following directions for getting louder (crescendo) and quieter (decrecendo)</p> <p>4S2 - Sing rounds and partner songs in different time signatures</p> <p>4S4 - Perform a range of songs in school assemblies (and as part of instrumental performances)</p> <p>4S5 - Demonstrate a growing understanding of principles of good singing including warm-ups; breathing; posture; dynamics; phrasing; context and vocal health</p> <p>4L1 - Demonstrate understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p> <p>4L2 a - Identify, across a range of music played and listened to: the time, place and cultural tradition the music comes from</p> <p>4L2b - Identify, across a range of music played and listened to: the key instruments and types of ensembles in that tradition</p> <p>4C1 - Improvise solo on the instrument they are learning for 1 or 2 bars over a backing track, using a limited range of pitches</p> <p>4P1 - Control basic instrumental technique on the guitar</p> <p>4P2 - Pitch a small range of notes accurately on the guitar</p> <p>4P3 - Play with simple expression e.g. loud, soft, legato, staccato</p> <p>4P4 - Follow gestures from a conductor to understand when to start and stop playing</p> <p>4P5 - Play melodies in time with a backing track, and play accompaniment parts to recorded melodies</p> <p>4P6 - Read and perform melodies following staff notation, including pieces composed themselves, using the small range of notes learned</p> <p>4P7 - Perform in two or more parts from simple notation</p> <p>4P8 - Learn short melodies by ear with musical expression, and be able to reproduce them accurately later</p> <p>4P9 - Copy back short phrases using the range of notes learned</p> <p>4R4 - Link sound with symbol for rises and falls of pitch with note position on the stave, working up and down from a home note suitable for the instrument being learned</p>		

Music Medium Term Plan Overview

Knowledge and skills

Year group: 6

Advent 1 Week	Focus 1 – NMS, Non-Instrumental Unit overview & key learning	Focus 2
1		<p>Instrumental Sessions - Guitar: Pupils will know the correct way to hold a guitar and how to pluck the strings to create sound. Pupils will begin fretting notes and will learn the song 'Smoke on the Water', beginning to play it fluently.</p>

2		Instrumental Sessions - Guitar: Pupils will know the names of the open strings and consolidate learning on fretting notes by learning the song 'Mission Impossible'.
3	O Saya: <i>Key concepts: Beat & rhythm, Rhythm notation, Call and response, Texture, Structure, Repeat marks</i> Rhythm notation reading is introduced, pupils create their own body percussion call & response phrase.	Instrumental Sessions - Guitar: Pupils will begin to read notation in the form of TAB and know how to translate that onto the guitar on a single string.
4	Explore the link between sound and symbol to notate body percussion call & response phrase.	Instrumental Sessions - Guitar: Pupils will begin to learn how to compose music on one string and learn how to record this in the form of notation.
5	Understand what we mean by texture in music e.g. unison and harmony and learn to identify the structure of a piece.	Instrumental Sessions - Guitar: Pupils will learn how to perform a song they have perfected on the guitar and also learn how to behave while in an audience. Pupils will learn the difference between performing and practising.
6	Perform O Saya in 3 parts & follow a conductor leading to an extended performance.	Instrumental Sessions - Guitar: Pupils will begin to know how to move between strings on the guitar fluently and how this is shown in notation. Pupils will learn how to add percussive elements, in the form of taps, while playing guitar and learn how these are shown when written down.
NMS: Progression framework links for this half term	<p>S1 - Sing songs from a variety of different countries and traditions, as part of a choir, with a sense of ensemble and performance. S2 - Sing three- and four-part rounds or partner songs, holding own part, even when randomly placed within the group S3 - Use listening skills and vocal independence to sing a separate harmony part with confidence S5 - Demonstrate increasing control in relation to principles of good singing including warm-ups; breathing; posture; dynamics; phrasing; context and vocal health</p> <p>L1 - Demonstrate understanding of the stories, origins, traditions, history, social context and key musical features of the music they are listening to, singing and playing. L2 - Show increasing awareness of some of the wide range of musical cultures and traditions seen across communities in Nottingham</p> <p>P1 - Perform with confidence and increasing accuracy, fluency, control and expression and communicate the essence of the music to an audience. P2 - With guidance, adjust performing styles, techniques and expression as appropriate to music from different genres, cultures, and traditions.</p> <p>Composing / Improvising: composing an answering phrase Notation: rhythm reading</p>	
Advent 2 Week	Focus 1 – NMS, Non-Instrumental Unit overview & key learning	Focus 2 - Instrumental
7	Work Songs: <i>Key concepts: Structure, Rhythm notation, Pitch notation, Call and response</i> Explore the cultural context of work songs/sea shanties through history and identify key musical features and purpose. Develop listening skills and identify when a memorised musical idea comes back. Learn to sing John the Captain incorporating body percussion and pitch signs.	Instrumental Sessions - Guitar: Pupils will consolidate knowledge on transitioning between strings and learn the song 'Don't'.

8	Apply rhythm notation skills & learn to read notes on a two-line stave.	Instrumental Sessions - Guitar: Pupils will know how to evaluate their own playing and give advice on how they and others could improve.
9	Follow a conductor to perform a piece with a complex structure in keeping with the musical style. Hold a part in a performance & recording.	Instrumental Sessions - Guitar: Pupils will start to know the Em and G chords and how to read the notation for these chords when they're written down. Pupils will begin to know the difference between major and minor chords. Pupils will begin to compose rhythms in their strumming hand using the Em and G chords.
10	Capricho Navideno: Key concepts: Call and response, Verse- Chorus (Bridge) Structure, Melody and Pitch, Harmony Perform a Cuban Christmas song in a salsa style. Identify elements of Salsa music from listening and analyzing an original recording of Capricho Navideno. Learn to sing confidently as part of a group, develop singing technique to perform with good tone and accurate pitch.	Singing <i>Sing songs from a variety of different countries and traditions, as part of a choir, with a sense of ensemble and performance including:</i> <ul style="list-style-type: none"> • rhythmic accuracy, including with syncopated rhythms • musical phrasing • a sense of shape and direction • accurate pitching • an appropriate style for the song
11	Learn and perform common salsa rhythms and salsa steps in time with the music Perform in an ensemble with different parts at the same time to create different rhythmic textures, holding a part confidently.	Singing <i>Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.</i>
12	Sing the refrain, verse and chorus with good tone and accurate pitching. Follow a complex structure in time with a backing track.	Listening - Review Performance <i>Demonstrate understanding of the stories, traditions and key musical features of the music they are singing.</i> <i>Review this half terms singing focusses through watching and discussing performance, using musical vocabulary to talk about the key musical features.</i> <ul style="list-style-type: none"> - Celebration of our performance to parents and carers. - Watch a recording of the performance and talk about the key musical features. - Talk about the stories and traditions linked to the songs, in relation to retelling the First Christmas.
NMS: Progression framework links for this half term	<p>S1 - Sing songs from a variety of different countries and traditions, as part of a choir, with a sense of ensemble and performance.</p> <p>S5 - Demonstrate increasing control in relation to principles of good singing including warm-ups; breathing; posture; dynamics; phrasing; context and vocal health</p> <p>L1 - Demonstrate understanding of the stories, origins, traditions, history, social context and key musical features of the music they are listening to, singing and playing.</p> <p>L2 - Show increasing awareness of some of the wide range of musical cultures and traditions seen across communities in Nottingham</p> <p>L4 - Identify key pieces of music listened to over their time in school and use musical vocabulary accurately to identify their musical tradition and key musical features</p> <p>P1 - Perform with confidence and increasing accuracy, fluency, control and expression and communicate the essence of the music to an audience.</p> <p>P2 - With guidance, adjust performing styles, techniques and expression as appropriate to music from different genres, cultures, and traditions.</p> <p>P3 - Play melodies both by following staff notation, and worked out by ear, using notes within an octave range.</p> <p>Notation: pitch reading</p>	