



Music Medium Term Plan 2021-2022

Nursery	Topic	<b>Settling in/Routines/Feelings - zones of regulation</b>	<b>Why do leaves go crispy?</b>	<b>How many colours in a rainbow?</b>	<b>Are eggs alive?</b>	<b>Why can't I have chocolate for breakfast?</b>	<b>Can we explore it?</b>
	I can	<ul style="list-style-type: none"> <li>Remember and sing entire songs.</li> <li>Sing the pitch of a tone sung by another person ('pitch match').</li> <li>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>Create their own songs or improvise a song around one they know.</li> </ul> Play instruments with increasing control to express their feelings and ideas.					
	Vocab	bang, crash, noise, quiet, whisper, noisy, loud, shrill, squeaky, boom, shout, singing, tap, voice and shake					
Reception	Topic	<b>Celebration Music</b>	<b>Exploring Sound</b>	<b>Music and Movement</b>	<b>Musical Stories</b>	<b>Big Band</b>	<b>Celebration Music</b>
	I can	<b>Children in Reception will be learning to:</b> <ul style="list-style-type: none"> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>Watch and talk about dance and performance art, expressing their feelings and responses</li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>Explore and engage in music making and dance, performing solo or in groups.</li> </ul> Explore and engage in music making and dance, performing solo or in groups.					
	Vocab	bang, crash, noise, quiet, whisper, noisy, loud, shrill, squeaky, boom, shout, singing, tap, voice and shake					
	ELGS	<b>ELG: Being Imaginative and Expressive</b> Children at the expected level of development will: - Sing a range of well-known nursery rhymes and songs; - Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music					
Year 1	Topic	<b>Pulse and Rhythm (All about me)</b>		<b>Pitch and Tempo (Superheroes)</b>		<b>Classical Music: dynamics and tempo (Animals)</b>	
	I can	<ol style="list-style-type: none"> <li>I can use my hands and voice to make music</li> <li>I can clap and play in time to music</li> <li>I can play simple rhythms on an instrument</li> <li>I can listen and repeat short rhythmic patterns</li> <li>I can understand the difference between pulse and rhythm</li> </ol>		<ol style="list-style-type: none"> <li>I can understand the concept of pitch</li> <li>I can create a pattern using two pitches</li> <li>I can understand the concept of tempo</li> <li>I can create a superhero theme tune</li> <li>I can perform confidently as part of a group</li> </ol>		<ol style="list-style-type: none"> <li>I can use percussion and my body in response to music</li> <li>I can sing a song in sections</li> <li>I can perform a song</li> <li>I can use instruments to create different sounds</li> <li>I can create and choose sounds</li> </ol>	
	Skills	Listening		Listening		Listening	



### Music Medium Term Plan 2021-2022

	<ul style="list-style-type: none"> <li>- Recognising and understanding the difference between pulse and rhythm.</li> <li>- Describing the character, mood, or 'story' of music they listen to (verbally or through movement)</li> <li>- Listening to and repeating short, simple rhythmic patterns.</li> <li>- Listening and responding to other performers by playing as part of a group.</li> </ul> <p>Composing</p> <ul style="list-style-type: none"> <li>- Combining instrumental and vocal sounds within a given structure.</li> </ul> <p>Performing</p> <ul style="list-style-type: none"> <li>- Using their voices expressively to speak and chant.</li> <li>- Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.</li> <li>- Maintaining the pulse (playing on the beat) using hands, and tuned and untuned Instruments</li> <li>- Copying back short rhythmic and melodic phrases on percussion instruments</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Recognising basic tempo, dynamic and pitch changes</li> <li>- Describing the character, mood, or 'story' of music they listen to (verbally or through movement)</li> <li>- Describing the differences between two pieces of music.</li> <li>- Expressing a basic opinion about music (like/dislike)</li> <li>- Listening and responding to other performers by playing as part of a group.</li> </ul> <p>Composing</p> <ul style="list-style-type: none"> <li>- Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</li> <li>- Creating simple melodies using a few notes.</li> <li>- Choosing dynamics, tempo and timbre for a piece of music.</li> </ul> <p>Performance</p> <ul style="list-style-type: none"> <li>- Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.</li> </ul>	<ul style="list-style-type: none"> <li>- Recognising basic tempo, dynamic and pitch changes</li> <li>- Describing the character, mood, or 'story' of music they listen to (verbally or through movement)</li> <li>- Describing the differences between two pieces of music.</li> <li>- Expressing a basic opinion about music (like/dislike)</li> <li>- Listening to and repeating short, simple rhythmic patterns.</li> <li>- Listening and responding to other performers by playing as part of a group</li> </ul> <p>Composing</p> <ul style="list-style-type: none"> <li>- Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character</li> <li>- Combining instrumental and vocal sounds within a given structure.</li> <li>- Choosing dynamics, tempo and timbre for a piece of music.</li> <li>- Beginning to make improvements to their work as suggested by the teacher.</li> </ul> <p>Performance</p> <ul style="list-style-type: none"> <li>- Using their voices expressively to speak and chant</li> <li>- Singing short songs from memory, maintaining the overall shape of the melody and keeping in time</li> <li>- Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.</li> </ul>
Key vocabulary	Pulse	Pitch	Fast



Music Medium Term Plan 2021-2022

		Rhythm In time	High Low Tempo Performance Accelerando	Slow Quiet Dynamics Musical composition
	Sticky Knowledge	<ul style="list-style-type: none"> <li>- To know that rhythm means a pattern of long and short notes.</li> <li>- To know that pulse is the regular beat that goes through music.</li> <li>- To understand that the pulse of music can get faster or slower.</li> <li>- To know that a piece of music can have more than one section, eg a versed and a chorus.</li> </ul>	<ul style="list-style-type: none"> <li>- To understand that tempo can be used to represent mood or help tell a story.</li> <li>- To understand that 'tuned' instruments play more than one pitch of notes.</li> <li>- To know that following a leader when we perform helps everyone play together accurately</li> </ul>	<ul style="list-style-type: none"> <li>- To understand that sounds can be adapted to change their mood, eg through dynamics or tempo.</li> <li>- To know that sounds can help tell a story.</li> <li>- To know that tempo is the speed of the music</li> <li>- To know that dynamics means how loud or soft a sound is.</li> </ul>
	Musicians/Music	Justin Timberlake, Pharrell Williams, Randy Newman, Bruno Mars, The Rembrandts	Superhero theme tunes, Gioachino Rossini, Samuel Barber, Berlioz	Alessia Violin, Beethoven, Holst, Prokofiev, Rimsky Korsakov, Camille Saint Saens,
	Expert Evidence	Class performance with one half clapping pulse and one half playing the rhythm	Superhero theme tune performance	Performance telling a story of a lion
Year 2	Topic	<b>African Safari - Call and response song</b>	<b>Musical Me</b>	<b>On this Island: British songs and sounds</b>
	I can	<ol style="list-style-type: none"> <li>1. I can create short sequences of sound</li> <li>2. I can copy a short rhythm and recognise simple notation</li> <li>3. I can learn a tradition song from Africa</li> <li>4. I can create rhythms based on 'Call and response'</li> <li>5. I can add dynamics (volume) to a structure of rhythms</li> </ol>	<ol style="list-style-type: none"> <li>1. I can sing and play an instrument at the same time</li> <li>2. I can choose and play appropriate dynamics and timbres for music</li> <li>3. I can use musical notation to play melodies</li> <li>4. I can use letter notation to write my own melody</li> <li>5. I can use timbre and dynamics in a musical composition</li> </ol>	<ol style="list-style-type: none"> <li>1. I can learn about the music of the British Isles (seasides)</li> <li>2. I can learn about the music of the British isles and create music of our own (countryside)</li> <li>3. I can learn about the music of the British isles and create music of our own (Towns)</li> <li>4. I can compose a piece of music as part of a group</li> <li>5. I can improve a group composition</li> </ol>
	Skills	<p>Listening</p> <ul style="list-style-type: none"> <li>- Recognising timbre changes in music they listen to.</li> <li>- Recognising structural features in music they listen to.</li> </ul>	<p>Listening</p> <ul style="list-style-type: none"> <li>- Recognising timbre changes in music they listen to.</li> <li>- Recognising structural features in music they listen to.</li> </ul>	<p>Listening</p> <ul style="list-style-type: none"> <li>- Listening to and recognising instrumentation.</li> <li>- Beginning to use musical vocabulary to describe music</li> </ul> <p>Composing</p>



Music Medium Term Plan 2021-2022

		<ul style="list-style-type: none"> <li>- Listening to and recognising instrumentation</li> <li>- Beginning to use musical vocabulary to describe music</li> <li>- Listening to and repeating a short, simple melody by ear.</li> <li>- Suggesting improvements to their own and others' work</li> </ul> <p>Composing</p> <ul style="list-style-type: none"> <li>- Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</li> <li>- Choosing appropriate dynamics, tempo and timbre for a piece of music.</li> <li>- Using letter name and graphic notation to represent the details of their composition.</li> <li>- Beginning to suggest improvements to their own work.</li> </ul> <p>Performing</p> <ul style="list-style-type: none"> <li>- Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).</li> <li>- Singing short songs from memory, with melodic and rhythmic accuracy.</li> <li>- Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.</li> <li>- Performing expressively using dynamics and timbre to alter sounds as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>- Beginning to use musical vocabulary to describe music</li> <li>- Identifying melodies that move in steps.</li> <li>- Listening to and repeating a short, simple melody by ear.</li> <li>- Suggesting improvements to their own and others' work</li> </ul> <p>Composing</p> <ul style="list-style-type: none"> <li>- Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</li> <li>- Successfully combining and layering several instrumental and vocal patterns within a given structure</li> <li>- Creating simple melodies from five or more notes</li> <li>- Choosing appropriate dynamics, tempo and timbre for a piece of music.</li> <li>- Using letter name and graphic notation to represent the details of their composition.</li> <li>- Beginning to suggest improvements to their own work.</li> </ul> <p>Performing</p> <ul style="list-style-type: none"> <li>- Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).</li> <li>- Singing short songs from memory, with melodic and rhythmic accuracy.</li> <li>- Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.</li> </ul>	<ul style="list-style-type: none"> <li>- Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</li> <li>- Successfully combining and layering several instrumental and vocal patterns within a given structure.</li> <li>- Choosing appropriate dynamics, tempo and timbre for a piece of music..</li> </ul> <p>Performance</p> <ul style="list-style-type: none"> <li>- Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).</li> <li>- Singing short songs from memory, with melodic and rhythmic accuracy</li> <li>- Performing expressively using dynamics and timbre to alter sounds as appropriate</li> </ul>
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Music Medium Term Plan 2021-2022

			<ul style="list-style-type: none"> <li>- Performing expressively using dynamics and timbre to alter sounds as appropriate</li> <li>- Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.</li> </ul>	
Key vocabulary	Timbre Dynamics Tempo Rhythmic notation Call and response Rhythm Structure	Rhythm Pulse Dynamics Timbre Beat Rhythm Melody Notation	Dynamics Pitch Structure Texture Timbre Tempo Duration Inspiration Composition	
Sticky knowledge	<ul style="list-style-type: none"> <li>- To know that dynamics can change the effect a sound has on the audience.</li> <li>- To know that the long and short sounds of a spoken phrase can be represented by a rhythm.</li> <li>- To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song.</li> <li>- To understand that the tempo of a musical phrase can be changed to achieve a different effect.</li> <li>- To understand that an instrument can be matched to an animal noise based on its timbre.</li> </ul>	<ul style="list-style-type: none"> <li>- To understand that 'melody' means a tune.</li> <li>- To know that 'notation' means writing music down so that someone else can play it.</li> <li>- To understand that 'accompaniment' can mean playing instruments along with a song.</li> <li>- To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.</li> </ul>	<ul style="list-style-type: none"> <li>- To know that folk music represents the traditions or culture of a place and is often passed on by being played rather than written down</li> <li>- To know that 'duration' means how long a note, phrase or whole piece of music lasts.</li> <li>- To know that a composition is a collection of musical elements, like the melody, percussion, dynamics etc that together make a piece of music.</li> </ul>	
Musicians/ Music	Traditional African call and response music, Kevin Macleod,	Ragtime music, Scott Joplin, Dixieland music, Ella Fitzgerald, Benny Goodman	British folk songs	



**Music Medium Term Plan 2021-2022**

	Expert Evidence	Children create and perform own call and response song	Compose a piece of music that uses different dynamics and timbres	A journey through Britain composition
Year 3	Topic	<b>Ballads</b>	<b>Jazz</b>	<b>Traditional instruments - India</b>
	I can	<ol style="list-style-type: none"> <li>I can sing a ballad and explain what it is</li> <li>I can perform a ballad with understanding of style</li> <li>I can write lyrics for a ballad (Part 1)</li> <li>I can write lyrics for a ballad (Part 2)</li> <li>I can write lyrics for a ballad (Part 3)</li> </ol>	<ol style="list-style-type: none"> <li>I can sign and clap a syncopated rhythm for a ragtime song</li> <li>I can improvise a call and response</li> <li>I can scat sing using the call and response technique</li> <li>I can create a jazz motif (Part 1)</li> <li>I can create a jazz motif (Part 2)</li> </ol>	<ol style="list-style-type: none"> <li>I can explain an opinion on Indian music</li> <li>I can improvise using given notes</li> <li>I can improvise using given notes</li> <li>I can produce a piece of using a drone, a rag and a tal</li> <li>I can perform a piece of music given a musical notation</li> </ol>
	Skills	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>- Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary</li> <li>- Recognising and explaining the changes within a piece of music using musical vocabulary.</li> <li>- Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</li> <li>- Beginning to show an awareness of metre.</li> <li>- Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>- Composing a piece of music in a given style with voices and instruments</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>- Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</li> <li>- Singing and playing in time with peers, with some degree of accuracy and</li> </ul>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>- Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary</li> <li>- Understanding that music from different parts of the world, and different times, has different features.</li> <li>- Recognising and explaining the changes within a piece of music using musical vocabulary.</li> <li>- Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</li> <li>- Beginning to show an awareness of metre.</li> <li>- Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>- Composing a piece of music in a given style with voices and instruments</li> <li>- Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).</li> </ul>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>- Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary</li> <li>- Understanding that music from different parts of the world, and different times, has different features.</li> <li>- Recognising and explaining the changes within a piece of music using musical vocabulary.</li> <li>- Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</li> <li>- Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>- Composing a piece of music in a given style with voices and instruments</li> <li>- Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.</li> </ul> <p><b>Performing</b></p>



Music Medium Term Plan 2021-2022

		awareness of their part in the group performance.	<ul style="list-style-type: none"> <li>- Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.</li> </ul> <p>Performing</p> <ul style="list-style-type: none"> <li>- Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</li> <li>- Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</li> <li>- Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology.</li> </ul>	<ul style="list-style-type: none"> <li>- Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</li> <li>- Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology.</li> </ul>
Vocab	Ballad Ensemble Compose Chorus Stanza Lyrics Verse		Rhythm Syncopation Jazz Dixieland Call and response Scat singing Straight quaver Swung quaver Motif	Sita Tampura Tabla Tala Rag Tempo Dynamics Bollywood Drone Notation
Sticky knowledge	<ul style="list-style-type: none"> <li>- To know that a ballad tells a story through song</li> <li>- To know that lyrics are the words of a song.</li> <li>- To know that in a ballad, a 'stanza' is a verse.</li> </ul>	<ul style="list-style-type: none"> <li>- To understand that 'syncopation' means a rhythm that is played off the natural beat.</li> <li>- To know that Ragtime is piano music that uses syncopation and a fast tempo.</li> <li>- To know that jazz is a type of music that originated in the African-</li> </ul>	<ul style="list-style-type: none"> <li>- To know that Indian music uses all of the sounds in between the 12 'notes' that we are used to in western music.</li> <li>- To know that a 'tala' is a set rhythm that is repeated over and over, usually on the drums called 'tabla'.</li> <li>- To know that a 'rag' is the tune in traditional Indian music, and is often</li> </ul>	



**Music Medium Term Plan 2021-2022**

			<p>American communities of the USA about 120 years ago</p> <ul style="list-style-type: none"> <li>- o know that 'scat singing' is using made-up words to create the sound of an instrument playing.</li> </ul>	<p>played on a stringed instrument called a 'sitar'</p> <ul style="list-style-type: none"> <li>- To know that a 'drone' in music is a note that goes on and on, staying the same, a bit like someone humming a long-held note</li> <li>- To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music.</li> </ul>
	Musicians/Music	David Bowie, The Righteous Brothers, Whitney Houston, Bryan Adams, Samantha Barks, Alice Tzue, Sam Smith, Rhianna, Adele, Leona Lewis, The scorpions, Eiffel 65	Scott Joplin, Dixieland music, Cab Colloway, Oscar Peterson, Jazz music	Indian music, Panjabi MC
	Expert Evidence	A performance of a ballad	Create a jazz motif	Perform a traditional Indian song
Year 4	Topic	<b>Adapting and transposing motifs - The Romans</b>	<b>Body and turned percussion - rainforests</b>	<b>Rock and Roll</b>
	I can	<ol style="list-style-type: none"> <li>1. I can sing in time and in tune</li> <li>2. I can understand what a music motif is</li> <li>3. I can compose and notate a motif</li> <li>4. I can develop and transpose a music motif</li> <li>5. I can combine and perform different elements of a motif</li> </ol>	<ol style="list-style-type: none"> <li>1. I can identify texture and structure in music</li> <li>2. I can use body percussion</li> <li>3. I can create musical rhythms using body percussion</li> <li>4. I can create simple tunes</li> <li>5. I can build and improve a composition</li> </ol>	<ol style="list-style-type: none"> <li>1. I can understand the history of Rock and Roll I can stay in time to a piece of rock and roll music</li> <li>2. I can perform with a sense of stye</li> <li>3. I can play a walking bass line of tuned percussion</li> <li>4. I can play a walking bass line</li> <li>5. I can play a rock and roll style of music</li> </ol>
	Skills	<p>Listening</p> <ul style="list-style-type: none"> <li>- Recognising the use and development of motifs in music</li> <li>- Identifying gradual dynamic and tempo changes within a piece of music</li> </ul>	<p>Listening</p> <ul style="list-style-type: none"> <li>- Recognising the use and development of motifs in music</li> <li>- Identifying gradual dynamic and tempo changes within a piece of music</li> </ul>	<p>Listening</p> <ul style="list-style-type: none"> <li>- Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary</li> </ul>





Music Medium Term Plan 2021-2022

	<ul style="list-style-type: none"> <li>- Identifying common features between different genres, styles and traditions of music</li> <li>- Recognising, naming and explaining the effect of the interrelated dimensions of music</li> <li>- Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.</li> <li>- Using musical vocabulary to discuss the purpose of a piece of music.</li> <li>- Using musical vocabulary when discussing improvements to their own and others' work</li> </ul> <p>Composing</p> <ul style="list-style-type: none"> <li>- Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions</li> <li>- Suggesting improvements to others work, using musical vocabulary</li> </ul> <p>Performance</p> <ul style="list-style-type: none"> <li>- Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes</li> <li>- Singing and playing in time with peers with accuracy and awareness of their part in the group performance.</li> </ul>	<ul style="list-style-type: none"> <li>- Recognising, naming and explaining the effect of the interrelated dimensions of music</li> <li>- Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.</li> <li>- Using musical vocabulary to discuss the purpose of a piece of music.</li> <li>- Using musical vocabulary when discussing improvements to their own and others' work</li> </ul> <p>Composing</p> <ul style="list-style-type: none"> <li>- Developing melodies using rhythmic variation, transposition, inversion, and looping.</li> <li>- Creating a piece of music with at least four different layers and a clear structure.</li> <li>- Suggesting improvements to others work, using musical vocabulary</li> </ul> <p>Performance</p> <ul style="list-style-type: none"> <li>- Singing and playing in time with peers with accuracy and awareness of their part in the group performance.</li> <li>- Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</li> </ul>	<ul style="list-style-type: none"> <li>- Identifying common features between different genres, styles and traditions of music</li> <li>- Recognising, naming and explaining the effect of the interrelated dimensions of music</li> <li>- Using musical vocabulary to discuss the purpose of a piece of music.</li> <li>- Using musical vocabulary when discussing improvements to their own and others' work</li> </ul> <p>Performance</p> <ul style="list-style-type: none"> <li>- Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes</li> <li>- Singing and playing in time with peers with accuracy and awareness of their part in the group performance.</li> <li>- Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</li> </ul>
Vocab	Romans Repetition Pattern Tempo Pitch	Pitter Patter Raindrop Clicking Clapping	Rock and Roll Hand Jive 1950's Tempo Dynamic



Music Medium Term Plan 2021-2022

		Motif Repeating pattern Riff Mosaic Quaver Beat Minim Transposing Flat Sharp Loop Ostinto Dotted Minim Semibreve	Body Percussion Tempo Rhythm Boom Clap Snap Structure Texture Contrasts Higher Lower Loop Melody Compose Pitch Inspiration Keyboard	Notation Style
Sticky knowledge	<ul style="list-style-type: none"> <li>- To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven's fifth symphony (dah dah dum!)</li> <li>- To know that 'transposing' a melody means changing its key, making it higher or lower pitched.</li> <li>- To know that a motif can be adapted by changing the notes, the rhythm or the order of notes.</li> </ul>	<ul style="list-style-type: none"> <li>- To know that deciding the structure of music when composing can help us create interesting music with contrasting sections.</li> <li>- To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'.</li> <li>- To know that a 'loop' in music is a repeated melody or rhythm.</li> <li>- To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.</li> </ul>	<ul style="list-style-type: none"> <li>- To know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals. It was created after the second world war and it was intended to represent happiness</li> <li>- To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll.</li> <li>- To know that playing in time means all performers playing together at the same speed</li> <li>- To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.</li> </ul>	



Music Medium Term Plan 2021-2022

	Musicians/Music	Roman songs, Beethoven	Body percussion songs, Steve Reich,	Glee, Bill Haley and the Comets, Rock n Roll music
	Expert Evidence	Create a Roman music motif	A rainforest composition	Rock and Roll composition
Year 5	Topic	<b>Composition and notation: Ancient Egypt</b>	<b>Musical theatre</b>	<b>Blues</b>
	I can	<ol style="list-style-type: none"> <li>1. I can sing with accuracy, fluency, control and expression</li> <li>2. I can explore and use different forms of notation</li> <li>3. I can understand note length</li> <li>4. I can read simple pitch notation</li> <li>5. I can use hieroglyphs and stave notation to write a piece of music</li> </ol>	<ol style="list-style-type: none"> <li>1. I can understand the history of musical theatre</li> <li>2. I can identify character and action songs</li> <li>3. I can create a musical theatre scene</li> <li>4. I can rehearse a musical theatre scene</li> <li>5. I can perform a musical theatre scene</li> </ol>	<ol style="list-style-type: none"> <li>1. I know the features of blues music</li> <li>2. I can play the first line of the 12-bar blues</li> <li>3. I can play the 12-bar blues</li> <li>4. I can play the blues scale</li> <li>5. I can improvise with notes from the blues scale</li> </ol>
	Skills	<p>Listening</p> <ul style="list-style-type: none"> <li>- Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary</li> <li>- Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</li> </ul> <p>Composing</p> <ul style="list-style-type: none"> <li>- Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama)</li> <li>- Improvising coherently within a given style</li> <li>- Using staff notation to record rhythms and melodies.</li> <li>- Selecting, discussing and refining musical choices both alone and with</li> </ul>	<p>Listening</p> <ul style="list-style-type: none"> <li>- Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</li> <li>- Comparing, discussing and evaluating music using detailed musical vocabulary</li> <li>- Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</li> </ul> <p>Composing</p> <ul style="list-style-type: none"> <li>- Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama)</li> <li>- Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</li> </ul>	<p>Listening</p> <ul style="list-style-type: none"> <li>- Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</li> <li>- Comparing, discussing and evaluating music using detailed musical vocabulary</li> <li>- Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary</li> </ul> <p>Composing</p> <ul style="list-style-type: none"> <li>- Improvising coherently within a given style</li> <li>- Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</li> <li>- Suggesting and demonstrating improvements to own and others' work.</li> </ul> <p>Performing</p>



Music Medium Term Plan 2021-2022

		<p>others, using musical vocabulary with confidence.</p> <ul style="list-style-type: none"> <li>- Suggesting and demonstrating improvements to own and others' work.</li> </ul> <p>Performing</p> <ul style="list-style-type: none"> <li>- Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</li> <li>- Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</li> <li>- Performing with accuracy and fluency from graphic and simple staff notation.</li> </ul>	<ul style="list-style-type: none"> <li>- Suggesting and demonstrating improvements to own and others' work.</li> </ul> <p>Performing</p> <ul style="list-style-type: none"> <li>- Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</li> <li>- Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</li> <li>- Playing a simple chord progression with accuracy and fluency.</li> </ul>	<ul style="list-style-type: none"> <li>- Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</li> <li>- Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</li> <li>- Performing with accuracy and fluency from graphic and simple staff notation.</li> </ul>
Vocab	<p>Features Notation Repeating Unison Composition Structure Repetition Tempo Melody Minor Key Ensemble Compose</p>	<p>Opera Operetta Book Musical Jukebox Musical Rock/Hip-hop musical Compose Lyricist Lyrics Librettist Director Musical Director Choreographer Designer Performers Action songs Character songs Book musical Jukebox musical Lyrics</p>	<p>Blues Chord 12-bar blues Bar Blues scale Bent notes Scale Ascending scale Descending scale Improvisation</p>	



Music Medium Term Plan 2021-2022

			Choreography Performance Musical theatre Props Background Costumes Dynamics Timbre Tempo Transitions	
	Sticky knowledge	<ul style="list-style-type: none"> <li>- To know that simple pictures can be used to represent the structure (organisation) of music</li> <li>- To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad.</li> <li>- To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note</li> </ul>	<ul style="list-style-type: none"> <li>- To understand that musical theatre includes both character and action songs, which explain what is going on and how characters feel</li> <li>- To know that choreography means the organisation of steps or moves in a dance.</li> <li>- To know that musical theatre uses transitions, which are short passages of music used to move between sections of the musical action.</li> </ul>	<ul style="list-style-type: none"> <li>- To understand that a chord is the layering of several pitches played at the same time.</li> <li>- To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords</li> <li>- To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry</li> <li>- To know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down</li> </ul>
	Musicians/Music	Ancient Egyptian music, The Bangles, Henry Purcell	Songs from different musicals; Hamilton, Mamma Mia, Guys and Dolls, Matilda, Pirate of Penzance, Oliver, Annie	Blues Music, Billie Holiday, Alex Foster, Muddy Waters, Ernest Crawford, Chuck Brown and the Chuckleberries, BB King, Marcia King, Moanin Lisa Blues,
	Expert Evidence	Compose an Egyptian piece of music	A musical theatre scene performance	A blues composition
Year 6	Topic	<b>Songs of WW2</b>	<b>Film Music</b>	<b>Composing and performing a leavers song</b>
	I can	1. I can use musical vocabulary to identify different eras of music	1. I can appraise different music features in a variety of film contexts 2. I can identify and understand some composing techniques in film music	1. I can listen and describe music 2. I can write lyrics for a song 3. I can organise lyrics into a song structure



Music Medium Term Plan 2021-2022

		<p>2. I can improve accuracy with pitch and control, singing with expressions and dynamics</p> <p>3. I can identify pitch within an octave when singing</p> <p>4. I can use my knowledge of pitch to build confidence when singing different parts</p> <p>5. I can notate a melody using pitches up to an octave</p>	<p>3. I can use graphic scores to interpret different emotions in film music</p> <p>4. I can create and notate musical ideas and relate them to film music</p> <p>5. I play a sequence of music ideas to convey emotion</p>	<p>4. I can use vocal improvisation and known melodies against a backing track</p> <p>5. I can compose a melody</p> <p>6. I can compose a verse melody</p>
Skills	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>- Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles</li> <li>- Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the arts.</li> <li>- Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</li> <li>- Identifying the way that features of a song can complement one another to create a coherent overall effect.</li> <li>- Evaluating how the venue, occasion and purpose affects the way a piece of music sounds</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>- Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture</li> <li>- Recording own composition using appropriate forms of notation and/or technology and incorporating</li> </ul>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>- Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts</li> <li>- Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</li> <li>- Identifying the way that features of a song can complement one another to create a coherent overall effect.</li> <li>- Use musical vocabulary correctly when describing and evaluating the features of a piece of music</li> <li>- Evaluating how the venue, occasion and purpose affects the way a piece of music sounds</li> <li>- Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>- Improvising coherently and creatively within a given style, incorporating given features.</li> </ul>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>- Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts</li> <li>- Identifying the way that features of a song can complement one another to create a coherent overall effect.</li> <li>- Use musical vocabulary correctly when describing and evaluating the features of a piece of music</li> <li>- Evaluating how the venue, occasion and purpose affects the way a piece of music sounds</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>- Improvising coherently and creatively within a given style, incorporating given features.</li> <li>- Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.</li> <li>- Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.</li> </ul>	



Music Medium Term Plan 2021-2022

		<p>Performing</p> <ul style="list-style-type: none"> <li>- Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</li> <li>- Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group</li> <li>- Performing with accuracy and fluency from graphic and staff notation and from their own notation.</li> <li>- Performing by following a conductor's cues and directions.</li> </ul>	<ul style="list-style-type: none"> <li>- Recording own composition using appropriate forms of notation and/or technology and incorporating</li> <li>- Constructively critique their own and others' work, using musical vocabulary.</li> </ul> <p>Performing</p> <ul style="list-style-type: none"> <li>- Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group</li> <li>- Performing with accuracy and fluency from graphic and staff notation and from their own notation.</li> </ul>	<ul style="list-style-type: none"> <li>- Recording own composition using appropriate forms of notation and/or technology and incorporating</li> <li>- Constructively critique their own and others' work, using musical vocabulary.</li> </ul> <p>Performing</p> <ul style="list-style-type: none"> <li>- Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</li> <li>- Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group</li> <li>- Performing a solo or taking a leadership role within a performance.</li> <li>- Performing with accuracy and fluency from graphic and staff notation and from their own notation.</li> <li>- Performing by following a conductor's cues and directions.</li> </ul>
	Vocab	<p>Music Morale Britain Troops Vera Lynn Frontline Contrast Musical terms Tempo Higher Lower Diaphragm Melody Phrase Graphic score</p>	<p>Musical Soundtrack Emotion Imagery Major Minor Orchestral Instruments Graphic score Higher Lower Composition Accelerando Crescendo Performance</p>	<p>Lyrics Tempo Allegro Presto Largo Accelerando Ritardando Melody Dynamics Forte Piano Crescendo Diminuendo Poetic structure Verse</p>



Music Medium Term Plan 2021-2022

		Pitch Do Re Me So Far La Ti Counter melody Harmony Phrasing	Improvise	Chorus Rhyme Chord Chord progressions Improvisation Melody Staff notation Four-chord progression Dynamics Tempo
	Sticky knowledge	<ul style="list-style-type: none"> <li>- To know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2</li> <li>- To know that the Solfa syllables represent the pitches in an octave</li> <li>- To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes</li> </ul>	<ul style="list-style-type: none"> <li>- To know that a film soundtrack includes the background music and any songs in a film.</li> <li>- To understand that 'major' key signatures use note pitches that sound cheerful and upbeat. To understand that 'minor' key signatures use note pitches that can suggest sadness and tension.</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- To know that a chord progression is a sequence of chords that repeats throughout a song.</li> <li>- To know that a melody can be adapted by changing its dynamics, pitch or tempo.</li> <li>- to know that chord progressions are represented in music by Roman numerals.</li> </ul>
	Musicians/Music	WW2 Music, Vera Lynn	Film music - Robin Hood Prince of Thieves, Wallace and Gromit, James Bond	Randy Newman, Take That, S Club 7, The Beatles
	Expert Evidence	Singing 'White Cliffs of Dover' in parts	Group performances of different moments in a film	A leavers song performance