

Music Medium Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p>Communication and Language:</p> <ul style="list-style-type: none"> • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. <p>Physical Development:</p> <ul style="list-style-type: none"> • Combine different movements with ease and fluency. <p>Expressive Arts and Design:</p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express our ideas and feelings. • Return to and build on our previous learning, refining ideas and developing our ability to represent them. • Create collaboratively sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing our feelings and responses. • Sing in a group or on our own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups. • 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	<p style="text-align: center;"><u>Ukulele</u></p> <ul style="list-style-type: none"> • Learn the correct names of the different parts of the instrument and the notation values of the strings. • Learn how to correctly hold the instrument, the correct playing technique when plucking and strumming the strings, and how to hold down the strings correctly on the neck to change the pitch. • Play different rhythms and songs both as a class and individually. • Understand the difference between pitch and rhythm. <p style="text-align: center;"><u>Steel Pans</u></p> <ul style="list-style-type: none"> • Explore the steel pan and its origins, from the instrument it originated from to its common use within festivals and carnivals. • Learn a number of different hits to perform on the steel pan and they will also take part in a number of different musical numbers. • Explore different genres that use the instrument and explore the different musical characteristics with a view to being able to recognise some of them by ear. 	<p style="text-align: center;"><u>Boom Whackers</u></p> <ul style="list-style-type: none"> • Learn to play this instrument in a fun, creative and inventive way. • Play in group ensembles, recreating songs or composing their own tunes. • Play in different parts of the boom whacker orchestra to see where they prefer to be. <p style="text-align: center;"><u>Song Writing with Glockenspiels</u> <u>– Composition with Glockenspiels</u></p> <ul style="list-style-type: none"> • Focus on how they can create sound with their bodies, their voices and with instruments using ostinati. • Learn the difference between lyrics and instrumentals and look into the sounds of different instruments before creating soundscapes. • Investigate body percussion and begin composing using these sounds. • Learn about graphic scores and explore the different ways of interpreting them, as everyone is unique in their way of thinking. • Improvise question and answer phrases and link this with their compositional skills 	<p style="text-align: center;"><u>Music Theory with Keyboards</u> <u>Learning the Fundamentals</u></p> <ul style="list-style-type: none"> • Pupils will be introduced to basic musical symbols as well as learning what importance they have within music. • Pupils will be taught different styles of World music and be encouraged to ask analytical questions. • Pupils will be shown different musical instruments commonly used nationally and internationally. • Basic notation is taught introducing crotchets, minims and semibreves. <p style="text-align: center;"><u>Singing</u></p> <ul style="list-style-type: none"> • Learn the importance of warming up and cooling down before and after singing. • Learn how to breathe within a song without ‘snatching’ breath and how posture can help with our breathing. • Learn the keyword diction and see how useful it is. • Investigate when diction is used and when it’s dropped and the reasons behind this.
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Year 2	<p style="text-align: center;"><u>Ukulele</u></p> <ul style="list-style-type: none"> • Learn the correct names of the different parts of the instrument and the notation values of the strings. • Learn how to correctly hold the instrument, the correct playing technique when plucking and strumming the strings, and how to hold down the strings correctly on the neck to change the pitch. • Play different rhythms and songs both as a class and individually. • Understand the difference between pitch and rhythm. <p style="text-align: center;"><u>Steel Pans</u></p> <ul style="list-style-type: none"> • Explore the steel pan and its origins, from the instrument it originated from to its common use within festivals and carnivals. • Learn a number of different hits to perform on the steel pan and they will also take part in a number of different musical numbers. • Explore different genres that use the instrument and explore the different musical characteristics with a view to being able to recognise some of them by ear. 	<p style="text-align: center;"><u>Boom Whackers</u></p> <ul style="list-style-type: none"> • Learn to play this instrument in a fun, creative and inventive way. • Play in group ensembles, recreating songs or composing their own tunes. • Play in different parts of the boom whacker orchestra to see where they prefer to be. <p style="text-align: center;"><u>Song Writing with Glockenspiels</u> <u>Lyrics and Composition</u></p> <ul style="list-style-type: none"> • Begin to compose with purpose following briefs and guidance. • Begin to look at writing lyrics using rhyming words; these words will be added to word boards and be used to help create lyrics in future tasks. • Create music and lyrics to non-musical stimuli such as pictures, poems and stories, as well as writing lyrics for well-known classical pieces. 	<p style="text-align: center;"><u>Music Theory with Keyboards</u> <u>Theory for Genre</u></p> <ul style="list-style-type: none"> • Analyse and respond to film scores taken from Disney's Fantasia. • Analyse a specific genre of music relating to an alternative score to Fantasia, learning about instrumentation and working parts of popular instruments. • Improvise using a keyboard in a specific style. <p style="text-align: center;"><u>Singing</u></p> <ul style="list-style-type: none"> • Combine their keywords into musical phrasing. • Perform vocal exercises to build on their pitch matching skills and their responses to changes in dynamics and tempo within a song. • Learn more technical keywords such as crescendo and diminuendo and be taught how to perform these using visual cues. • Use visual cues to change tempo and overall dynamics.
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<p>Year 3</p>	<p><u>Ukulele</u></p> <ul style="list-style-type: none"> • Learn the correct names of the different parts of the instrument and the notation values of the strings. • Learn how to correctly hold the instrument, the correct playing technique when plucking and strumming the strings, and how to hold down the strings correctly on the neck to change the pitch. • Learn different playing techniques such as stumming chords and holding down multiple strings to make playing a succession of notes easier. • Learn how to read tablature music and use this method to play some popular pieces of music. <p><u>Steel Pans</u></p> <ul style="list-style-type: none"> • Explore the steel pan and its origins. • Learn a number of different hits to perform on the steel pan and accompanying percussion instruments. • Look at different genres that use the instrument and explore the different musical characteristics with a view to being able to recognise some of them by ear. • As well as developing their aural skills, pupils will be introduced to more advanced playing techniques and work as a class ensemble to perform pieces that gradually get more complex rhythmically and musically. 	<p><u>Boom Whackers</u></p> <ul style="list-style-type: none"> • Learn to play the boom whacker in a fun, creative and inventive way. • Play in different parts of the boom whackers' orchestra to see where they prefer to be. • Pupils will be encouraged to use their music theory knowledge to read the notated music and write and record compositions. <p><u>Song Writing with Glockenspiels</u></p> <p><u>The Basics</u></p> <ul style="list-style-type: none"> • Learn lots of different techniques to make writing a song a simple process. • Pupils will choose their own theme and target market and will compose a song to a brief of their own creation. • Look at building their musical lexicon with a musical dictionary that they will add to every week. • Learn different methods to create interest within their songs, such as call and response and echo phrasing. • Analyse and rewrite songs and be encouraged to draw upon their English reading and writing skills throughout the process. 	<p><u>Music Theory with Keyboards</u></p> <p><u>Building on the Fundamentals</u></p> <ul style="list-style-type: none"> • Learn basic keyboard skills to help understand how to play notes and chords. • By working through a number of exercises looking at notation, timing and rhythm, pupils will learn how to read music in the treble clef and perform a song to the class. <p><u>Singing</u></p> <p><u>Controlling our Voices</u></p> <ul style="list-style-type: none"> • Learn a number of keywords that will help control their voice, their pitch and their breathing. • Pupils will be taught how the keywords link together to help with the overall sound and precision of singing. • Learn about different techniques that songs use to keep them interesting such as verses, choruses, and call and response.
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<p>Year 6</p>	<p style="text-align: center;"><u>Ukulele</u></p> <ul style="list-style-type: none"> • Learn the correct names of the different parts of the instrument and the notation values of the strings. • Learn how to correctly hold the instrument, the correct playing technique when plucking and strumming the strings, and how to hold down the strings correctly on the neck to change the pitch. • Learn different playing techniques such as strumming chords and holding down multiple strings to make playing a succession of notes easier. • Learn how to read tablature music and use this method to play some popular pieces of music. <p style="text-align: center;"><u>Steel Pans</u></p> <ul style="list-style-type: none"> • Explore the steel pan and its origins. • Learn a number of different hits to perform on the steel pan and accompanying percussion instruments. • Look at different genres that use the instrument and explore the different musical characteristics with a view to being able to recognise some of them by ear. • As well as developing their aural skills, pupils will be introduced to more advanced playing techniques and work as a class ensemble to perform pieces that gradually get more complex rhythmically and musically. 	<p style="text-align: center;"><u>Boom Whackers</u></p> <ul style="list-style-type: none"> • Learn to play the boom whacker in a fun, creative and inventive way. • Play in different parts of the boom whackers' orchestra to see where they prefer to be. • Pupils will be encouraged to use their music theory knowledge to read the notated music and write and record compositions. <p style="text-align: center;"><u>Song Writing with Glockenspiels</u> <u>Becoming an Artist: EP Release</u></p> <ul style="list-style-type: none"> • Look at the music industry and what happens when a song has been written. • Pupils will be given a brief to write a single for their new EP. • Pupils will be taught what an EP is, be asked to create a band name, name their song, think of a theme for their EP and song and learn about press releases. • Learn about key points of the music industry. 	<p style="text-align: center;"><u>Music Theory with Keyboards</u> <u>Becoming a Pianist</u></p> <ul style="list-style-type: none"> • Improve keyboard skills gaining confidence in reading music, performing and improvising. • Look at notation, timing and rhythm. • Learn how to read music in the treble and bass clef and perform a variety of pieces throughout the course. <p style="text-align: center;"><u>Singing</u> <u>Becoming a Choir</u></p> <ul style="list-style-type: none"> • Practise singing in parts together and singing out of parts to get used to listening to others whilst focusing on their own melody line.
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