**Medium Term Planning 2021/22**

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| Year | Nursery | | | Subject | | Music | | | Academic Year 2021/22 |
| Prior Knowledge | | | | End Point | | | | | Key Vocabulary |
| Sings/vocalises whilst listening to music or playing with instruments/sound makers | | | | Singing - Joins in singing songs Making music - Creates sounds by rubbing, shaking, tapping, striking or blowing. Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow | | | | | Nursery rhymes, song, dance, move, instruments, percussion, change, beat, rhythm, pitch, compose, perform |
|  | | *I wonder what makes me so special?* | *I wonder why we celebrate?* | | *I wonder what changes in winter?* | | *I wonder how plants grow?* | *I wonder who lives there?* | *I wonder why trees are green?* |
|  | | Sequence of Learning | Sequence of Learning | | Sequence of Learning | | Sequence of Learning | Sequence of Learning | Sequence of Learning |
| 1 | | Phonics – Phase 1  Aspect 1: General sound discrimination – environmental sounds | Phonics – Phase 1  Phase 1 Aspect 2 General sound discrimination Instrumental sounds | | Phonics – Phase 1  Phase 1 Aspect 4 Rhythm and rhyme | | Phonics – Phase 1  Aspect 5 Alliteration | Phonics – Phase 1  Phase 1- Aspect 6 Voice Sounds Mouth movements | Phonics – Phase 1 recap |
| 2 | |  | Phase 1 Aspect 3 General sound discrimination Body Percussion | |  | |  |  |  |
| *General learning throughout the year*  Weekly opportunities to learn new songs related to topic work.  Singing songs and rhymes from a variety of genres and cultures  Using musical instruments  Creating movement to music eg: move like jungle animals, penguins, African animals, growing plants and weather.  Singing and performing to our friends and parents  Play movement and listening games  Model how to tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song. | | | | | | | | | |

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| Year | Reception | | | Subject | | Music | | | Academic Year 2021/22 |
| Prior Knowledge | | | | End Point | | | | | Key Vocabulary |
| Singing - Joins in singing songs Making music - Creates sounds by rubbing, shaking, tapping, striking or blowing. Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow | | | | Singing – familiar songs, chants, activities which develop the voice as a sound maker. · Making Music – using voice, objects, home-made and real musical instruments and a range of ICT. | | | | | Song, sing, pulse, high, low, loud, quiet, clap, volume, repeat, copy, rhythm, performance, perform, instrument, drum, tambourine, wood block, xylophone, maracas |
|  | | I wonder what makes me so special? | *I wonder why we celebrate?* | | *I wonder what changes in winter?* | | *I wonder how plants grow?* | I wonder who lives there? | I wonder why trees are green? |
|  | | Sequence of Learning | Sequence of Learning | | Sequence of Learning | | Sequence of Learning | Sequence of Learning | Sequence of Learning |
| 1 | | Sing and join in with actions confidently | Explore voice sounds | | Explore ways of playing instruments | | Explore how sounds can accompany a story |  |  |
| 2 | | Listening and responding to music | Control voice sounds | | Create patterns | | Add sounds to a story |  |  |
| 3 | | Introduce instruments | Nativity Performance | | Follow the conductor | | Add voice sounds to a story |  |  |
| 4 | | Name instruments and play them |  | |  | |  |  |  |
| *General learning throughout the year*  Weekly opportunities to learn new songs related to topic work.  Singing songs and rhymes from a variety of genres and cultures  Using musical instruments  Creating movement to music eg: move like jungle animals, penguins, African animals, growing plants and weather.  Singing and performing to our friends and parents  Play movement and listening games  Model how to tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song. | | | | | | | | | |

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| Year | | Year 1 | | Subject | | Music | | Academic Year 2021/22 |
| Prior Knowledge | | | | End Point | | | | Key Vocabulary |
| Singing - Joins in singing songs Making music - Creates sounds by rubbing, shaking, tapping, striking or blowing. Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow | | | | * Rehearse and perform with others, using untuned instruments and voices to sing songs, speak chants and rhymes. * Perform with confidence cumulative songs (*songs with a simple melody that changes each verse)*. * Understand how sounds can be made in different ways and described using given and invented signs and symbols. * Listen to contrasting songs (such as lullabies and dance / up-tempo) with concentration, remembering specific instrumental names and sounds. * Experiment with creating and copying musical patterns. * Begin to explore the sounds of their voices and various musical instruments, recognising the differences between singing and speaking and wood, metal, skin (*drum*) and ‘shaker’ sounds. * Begin to explore their feelings about music using movement, dance and expressive language. * Develop an understanding that music has been composed throughout history. * Identify high and low pitches, sounds of long and short duration and recognise the difference between long and short sounds. * Identify silence and sounds that are loud and quiet and the differences between fast and slow speeds. | | | |  |
| Singing – familiar songs, chants, activities which develop the voice as a sound maker. · Making Music – using voice, objects, home-made and real musical instruments and a range of ICT. | | | | Assessment Questions |
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|  | Sequence of Learning : Robots | | Sequence of Learning : Fire Fire | | Sequence of Learning: Growth and Green Fingers | | Sequence of Learning : Family Album | Sequence of Learning : The Great Outdoors |
|  | Experimenting with and creating musical patterns | | Using voices expressively - singing songs, speaking chants and rhymes | | N/A | |  |  |
| 1 | To use their voices expressively by singing songs and speaking chants and rhymes. | | To be able to use their voices expressively by singing songs, speaking chants and rhymes. | | N/A | | To listen with concentration to a range of high-quality recorded and live music and be able to internalise and recall sounds with increasing aural memory. | To listen to the sounds of high quality live and recorded music and to internalise and recall sounds with increasing aural memory. |
| 2 | To experiment with and create different musical patterns. | | To experience how sounds can be made in different ways | | N/A | | To know sounds can be made in different ways. | To investigate sounds and record from their local environment. |
| 3 | To be able to explore and express their feelings and ideas about different music. | | To know how music is used for different purposes eg for a dance or a lullaby. | | N/A | | To be able to identify high and low sounds. | To be able to explore, choose and organise musical ideas. To be able to explore and create musical patterns |
| 4 | To be able to identify high and low sounds and recognise the difference between long and short sounds. | | To be able to explore, choose and organise musical ideas. To be able to explore and create musical patterns. | | N/A | | To be able to identify the difference between fast and slow tempos. | To be able to identify high and low sounds and recognise the difference between long and short sounds. |
| 5 | To be able to recognise the difference between a speaking voice and a singing voice. To explore the different sounds my speaking and singing voices can make. | | To be able to identify long and short sounds and different pitch of sounds. | | N/A | | To be able to recognise the difference between wood, metal, skin and shaker sounds. | To know that sounds can be made in different ways. |
| 6 | To be able to recognise a song with an accompaniment and one without. | | To be able to recognise the difference between a steady beat and no beat. | | N/A | | To be able to recognise that a strand of a piece of music sound the same or different. | To be able to recognise a song with and without an acompani |

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| Year | | Year 1 /2 | | Subject | | Music | | | Academic Year 2021/22 |
| Prior Knowledge | | | | End Point | | | | | Key Vocabulary |
| Year 1  Singing – familiar songs, chants, activities which develop the voice as a sound maker. • Making Music – using voice, objects, home-made and real musical instruments and a range of ICT. | | | | * Rehearse and perform with others, using untuned instruments and voices to sing songs, speak chants and rhymes. * Perform with confidence cumulative songs (*songs with a simple melody that changes each verse)*. * Understand how sounds can be made in different ways and described using given and invented signs and symbols. * Listen to contrasting songs (such as lullabies and dance / up-tempo) with concentration, remembering specific instrumental names and sounds. * Experiment with creating and copying musical patterns. * Begin to explore the sounds of their voices and various musical instruments, recognising the differences between singing and speaking and wood, metal, skin (*drum*) and ‘shaker’ sounds. * Begin to explore their feelings about music using movement, dance and expressive language. * Develop an understanding that music has been composed throughout history. * Identify high and low pitches, sounds of long and short duration and recognise the difference between long and short sounds.   Identify silence and sounds that are loud and quiet and the differences between fast and slow speeds. | | | * Play tuned and untuned instruments. * Use their voices expressively to rehearse and perform with others, recognising a song with an accompaniment (*instrumental backing*) and one without. * Can start and finish together and can keep to a steady pulse. * Listen with concentration to music of a longer duration and recognise simple structures (for example, a beginning, middle and end). * Understand that music can be used for particular purposes and occasions. * Experiment with creating their own musical patterns and begin to identify one strand (*section*) of music or more. * Begin to improve their own and others’ work. * Recognise and match sounds with pictures of different instruments. * Explore a variety of vocal qualities through singing and speaking. * Begin to use onomatopoeia sound words to describe selected sounds and the ways in which they are produced. * Recognise the difference between a steady beat and no beat and identify sections within a piece of music which sound the same or different. * Understand that tempo means speed, and identify the tempo of music as fast, moderate, slow, getting faster or getting slower. | | tuned instrument, untuned instrument, rhyme, shake, scrape, listen, rhythm, loud, quiet, perform, beat, pitch, tempo, verse, chorus, beat, rhythm, pitch, loud, quiet,  tuned, untuned, instrument, pulse, rehearse, pitch, duration, tempo, silence, sign, symbol, dynamics, pattern |
| Assessment Questions |
| **Year 2**   * Rehearse and perform with others, using untuned instruments and voices to sing songs, speak chants and rhymes. * Perform with confidence cumulative songs (*songs with a simple melody that changes each verse)*. * Understand how sounds can be made in different ways and described using given and invented signs and symbols. * Listen to contrasting songs (such as lullabies and dance / up-tempo) with concentration, remembering specific instrumental names and sounds. * Experiment with creating and copying musical patterns. * Begin to explore the sounds of their voices and various musical instruments, recognising the differences between singing and speaking and wood, metal, skin (*drum*) and ‘shaker’ sounds. * Begin to explore their feelings about music using movement, dance and expressive language. * Develop an understanding that music has been composed throughout history. * Identify high and low pitches, sounds of long and short duration and recognise the difference between long and short sounds. * Identify silence and sounds that are loud and quiet and the differences between fast and slow speeds. | | | |  |
|  | Sequence of Learning: The place where I live | | Sequence of Learning: Penguins, Pigs and Possums | | Sequence of Learning: Explorers | | | Sequence of Learning: Growth and Green Fingers | Sequence of Learning: Buckets and Spades |
| 1 | Listening – experiencing how sound can be made in different ways.  To understand that sound and music is used for different and specific purposes. To listen to some music for various purposes – suggest what music is used for and why. | |  | |  | | | Rehearse and perform with others, starting and finishing together and keeping a steady pulse – (YR2 Fighting Fit)  To listen to, and comment upon, a varied range of Latin music. |  |
| 2 | To explore, choose and organise sounds and be able to describe them using signs and symbols. | |  | |  | | | To understand what a percussion instrument is and listen to the sounds that they make. |  |
| 3 | To use our voices expressively through singing and chanting. | |  | |  | | | To know how to play a variety of percussion instruments. |  |
| 4 | To play unturned musical instruments and explore how the musical instruments can be used to make music expressive. | |  | |  | | | To make and follow rhythms in different ways. |  |
| 5 | To create musical patterns, rehearse and perform with others. | |  | |  | | | To understand different types of rhythms. |  |
| 6 | To make improvements to our own work. | |  | |  | | | To create and rehearse a piece of salsa music. |  |
| 7 |  | |  | |  | | | To perform salsa music. |  |

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| Year | | Year 2 | | Subject | Music | | | | | Academic Year 2021/22 |
| **Prior Knowledge** | | | | **End Point** | | | | | Key Vocabulary | |
| Singing - Joins in singing songs Making music - Creates sounds by rubbing, shaking, tapping, striking or blowing. Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow | | | | * Play tuned and untuned instruments. * Use their voices expressively to rehearse and perform with others, recognising a song with an accompaniment (*instrumental backing*) and one without. * Can start and finish together and can keep to a steady pulse. * Listen with concentration to music of a longer duration and recognise simple structures (for example, a beginning, middle and end). * Understand that music can be used for particular purposes and occasions. * Experiment with creating their own musical patterns and begin to identify one strand (*section*) of music or more. * Begin to improve their own and others’ work. * Recognise and match sounds with pictures of different instruments. * Explore a variety of vocal qualities through singing and speaking. * Begin to use onomatopoeia sound words to describe selected sounds and the ways in which they are produced. * Recognise the difference between a steady beat and no beat and identify sections within a piece of music which sound the same or different. * Understand that tempo means speed, and identify the tempo of music as fast, moderate, slow, getting faster or getting slower. | | | | |  | |
| Singing – familiar songs, chants, activities which develop the voice as a sound maker. • Making Music – using voice, objects, home-made and real musical instruments and a range of ICT. | | | | Resources   * Audio Network via the Lancashire Grid for Learning ([here](http://www.lancsngfl.ac.uk/)). Music examples to support this unit of work. * Spotify - an online music streaming service that can access any genre of music. * Espresso education - curriculum support materials for music – explore via Espresso staffroom area. * Sound search engine - www.soungle.com for a broad range of free sound effects. | |
| * Rehearse and perform with others, using untuned instruments and voices to sing songs, speak chants and rhymes. * Perform with confidence cumulative songs (*songs with a simple melody that changes each verse)*. * Understand how sounds can be made in different ways and described using given and invented signs and symbols. * Listen to contrasting songs (such as lullabies and dance / up-tempo) with concentration, remembering specific instrumental names and sounds. * Experiment with creating and copying musical patterns. * Begin to explore the sounds of their voices and various musical instruments, recognising the differences between singing and speaking and wood, metal, skin (*drum*) and ‘shaker’ sounds. * Begin to explore their feelings about music using movement, dance and expressive language. * Develop an understanding that music has been composed throughout history. * Identify high and low pitches, sounds of long and short duration and recognise the difference between long and short sounds. * Identify silence and sounds that are loud and quiet and the differences between fast and slow speeds. | | | |
|  | Sequence of Learning : The Place Where I Live | | Sequence of Learning : Fighting Fit | | | Sequence of Learning: Explorers | Sequence of Learning: Far Shop | Sequence of Learning: The Wind in the Willows | | |
| 1 | To understand that sound and music is used for different and specific purposes. | | To listen to, and comment upon, a varied range of Latin music. | | |  |  | To use voices expressively by singing songs and speaking chants and rhymes. | | |
| 2 | To listen to some music for various purposes – suggest what music is used for and why. | | To understand what a percussion instrument is and listen to the sounds that they make. | | |  |  | To listen with concentration to a range of high quality live and recorded music and to internalise and recall sounds with increasing aural memory. | | |
| 3 | To explore, choose and organise sounds and be able to describe them using signs and symbols. | | To know how to play a variety of percussion instruments. | | |  |  | To recognise the difference between singing and speaking. | | |
| 4 | To use our voices expressively through singing and chanting. | | To make and follow rhythms in different ways. | | |  |  | To recognise a song with an accompaniment and one without accompaniment. | | |
| 5 | To play unturned musical instruments and explore how the musical instruments can be used to make music expressive. | | To understand different types of rhythms. | | |  |  | To rehearse and perform with others (for example, starting and finishing together, keeping to a steady pulse). | | |
| 6 | To create musical patterns, rehearse and perform with others and make improvements to our own work. | | To create a piece of salsa music. | | |  |  | To rehearse and perform with others (for example, starting and finishing together, keeping to a steady pulse). | | |
| 7 |  | | To rehearse salsa inspired piece of music. | | |  |  | To perform own song. | | |
| 8 |  | | To perform salsa music. | | |  |  |  | | |

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| Year | | Year 3 | | Subject | Music | | | Academic Year 2021/22 | |
| Prior Knowledge | | | | End Point | | | Key Vocabulary | |
| * Play tuned and untuned instruments. * Use their voices expressively to rehearse and perform with others, recognising a song with an accompaniment (*instrumental backing*) and one without. * Can start and finish together and can keep to a steady pulse. * Listen with concentration to music of a longer duration and recognise simple structures (for example, a beginning, middle and end). * Understand that music can be used for particular purposes and occasions. * Experiment with creating their own musical patterns and begin to identify one strand (*section*) of music or more. * Begin to improve their own and others’ work. * Recognise and match sounds with pictures of different instruments. * Explore a variety of vocal qualities through singing and speaking. * Begin to use onomatopoeia sound words to describe selected sounds and the ways in which they are produced. * Recognise the difference between a steady beat and no beat and identify sections within a piece of music which sound the same or different. * Understand that tempo means speed, and identify the tempo of music as fast, moderate, slow, getting faster or getting slower. | | | | * Sing songs (also imitating melody patterns as an echo), speak chants and rhymes in unison, with clear diction, control of pitch and musical expression presenting performances with an awareness of the audience. * Play tuned and untuned instruments with increasing control and rhythmic accuracy, responding through gestures or movement to changes in the speed of the beat. * Listen with extended concentration and begin to express their opinion on a range of live and recorded music. * Explain their ideas and feelings about music using movement, dance and expressive language. * Begin to understand how music can be organised to communicate different moods and effects (e.g. listening to loud and fast music will create a different feeling to slow and quiet). * Determine upwards and downwards direction in pitch when listening and reviewing music. * Begin to improvise and develop rhythmic and melodic material when composing, improving their own and others’ work in relation to its intended effect. * Begin to create and combine a variety of the inter-related dimensions when composing (e.g. composing using both dynamics and tempo). * Explore and compare sounds of groups of musical instruments, identifying the differences between them, e.g. strings, woodwind, orchestra, rock band etc. * Begin to explore the history of music, understanding that time and place can influence how and why music is created, performed and heard. * Explore music from a culture different to their own. * Understand that dynamics means volume and can recognise various different levels. * Understand that texture refers to the difference between thick (*many sounds*) and thin (*few*) layers of sounds. * Experience how music can be produced in different ways, including through ICT, and described through relevant established and invented notations. | | |  | |
| Resources  **Resources**   * Introduce the idea of film editing by using the Tumbletown Movie Maker on the TVOKids website ([here](http://www.tvokids.com/games/tumbletownmoviemaker)). This allows children to add effects, backgrounds and different music to a short clip. * The iPad app Lego Movie Maker also allows children to create and add music to their own movie. * The Soundplant website ([here](http://soundplant.org/)) is a free application that turns computer keyboards into a live instrument and sound effects audio tool. Children can experiment with the sounds to accompany any movie trailer. * The HelloKids website ([here](http://www.hellokids.com/c_26899/hellokids-daily-kids-news/making-your-own-movie)) has more information about shooting and creating music to their own film. | |
|  | Sequence of Learning : There’s No place Like Home | | Sequence of Learning : Healthy Humans 3D clay or textile sculpture | Sequence of Learning: Rock and Roll | | Sequence of Learning : The Iron Man | Sequence of Learning : What the Romans did for Us | |
|  |  | | Creating - experiment with and create musical patterns for dance |  | | Performing - practise, rehearse and present a performance |  | |
| 1 |  | | LO: To recognise and imitate melody patterns in echoes. |  | | LO: To know how time and place can influence the way music is created, performed and heard (for example, the effect of occasion and venue). |  | |
| 2 |  | | LO: To perform simple melody patterns. |  | | LO: To differentiate between the contrasting sections of a song. |  | |
| 3 |  | | LO: To Use instruments to keep a steady beat. |  | | LO: To improve their own and others' work in relation to its intended effect. |  | |
| 4 |  | | LO: To Identify the tempo of music as fast, moderate, slow, getting faster or getting slower. |  | | LO: Use and understand staff and other musical notations. |  | |
| 5 |  | | LO: to learn about three different types of notation (crotchet, minim and quavers) |  | | LO: Recognise and imitate melody patterns in echoes. |  | |
| 6 |  | |  | | LO: Perform the Easter production. |  | |

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| Year | Year 3/ 4 | | Subject | Music | | | | | Academic Year 2021/22 |
| Prior Knowledge | | | End Point | | | | | | Key Vocabulary |
| * Sing songs (also imitating melody patterns as an echo), speak chants and rhymes in unison, with clear diction, control of pitch and musical expression presenting performances with an awareness of the audience. * Play tuned and untuned instruments with increasing control and rhythmic accuracy, responding through gestures or movement to changes in the speed of the beat. * Listen with extended concentration and begin to express their opinion on a range of live and recorded music. * Explain their ideas and feelings about music using movement, dance and expressive language. * Begin to understand how music can be organised to communicate different moods and effects (e.g. listening to loud and fast music will create a different feeling to slow and quiet). * Determine upwards and downwards direction in pitch when listening and reviewing music. * Begin to improvise and develop rhythmic and melodic material when composing, improving their own and others’ work in relation to its intended effect. * Begin to create and combine a variety of the inter-related dimensions when composing (e.g. composing using both dynamics and tempo). * Explore and compare sounds of groups of musical instruments, identifying the differences between them, e.g. strings, woodwind, orchestra, rock band etc. * Begin to explore the history of music, understanding that time and place can influence how and why music is created, performed and heard. * Explore music from a culture different to their own. * Understand that dynamics means volume and can recognise various different levels. * Understand that texture refers to the difference between thick (*many sounds*) and thin (*few*) layers of sounds. * Experience how music can be produced in different ways, including through ICT, and described through relevant established and invented notations. | | | * Sing songs (also imitating melody patterns as an echo), speak chants and rhymes in unison, with clear diction, control of pitch and musical expression presenting performances with an awareness of the audience. * Play tuned and untuned instruments with increasing control and rhythmic accuracy, responding through gestures or movement to changes in the speed of the beat. * Listen with extended concentration and begin to express their opinion on a range of live and recorded music. * Explain their ideas and feelings about music using movement, dance and expressive language. * Begin to understand how music can be organised to communicate different moods and effects (e.g. listening to loud and fast music will create a different feeling to slow and quiet). * Determine upwards and downwards direction in pitch when listening and reviewing music. * Begin to improvise and develop rhythmic and melodic material when composing, improving their own and others’ work in relation to its intended effect. * Begin to create and combine a variety of the inter-related dimensions when composing (e.g. composing using both dynamics and tempo). * Explore and compare sounds of groups of musical instruments, identifying the differences between them, e.g. strings, woodwind, orchestra, rock band etc. * Begin to explore the history of music, understanding that time and place can influence how and why music is created, performed and heard. * Explore music from a culture different to their own. * Understand that dynamics means volume and can recognise various different levels. * Understand that texture refers to the difference between thick (*many sounds*) and thin (*few*) layers of sounds. * Experience how music can be produced in different ways, including through ICT, and described through relevant established and invented notations. | | | * Sing solo songs demonstrating call and response form, speak chants and rhymes in unison with clear diction, control of pitch, a sense of phrase and musical expression. * Identify contrasting sections of a song, such as the verse and refrain (chorus). * Review their own ideas and feelings about music using art, movement, dance, expressive language and musical vocabulary. * Understand that time and place can influence how and why music is created, performed and heard. Listen to and review music from a culture different to their own. * Improvise and develop rhythmic and melodic material when composing. * Experiment with gestures to show the overall contour of the pitch of a melody as it moves upwards, downwards or stays the same. * Combine a variety of musical elements when composing using staff and other musical notations. * Explore and compare sounds from the different instrumental families (percussion, woodwind, brass, string), name a variety of instruments. * Hear in a piece of music, refer to and compare the different sounds instruments make as their tone colour such as brassy, wooden and metallic. * Sequence various famous composers on a timeline. * Identify through gestures such as clapping or using percussion, the strong / first beat whilst singing. * Keep a steady beat and maintain rhythmic accuracy holding their own beat against another contrasting part. * Recognise pitch movement by step, leaps or as repeats. | | |  |
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|  | Sequence of Learning: Sparks Might Fly | Sequence of Learning: The Great Plague | | | Sequence of Learning: Passport to Europe | | Sequence of Learning: Water Water Everywhere | Sequence of Learning: How does Your Garden Grow? | |
|  | Creating - explore, choose, combine and organise musical ideas using an electronic sound source |  | | |  | |  |  | |
| 1 | To explore a range of sounds made by electronic devices. | na | | | To develop an understanding of the history of music. | | To listen to and evaluate music with a water ‘theme’ | na | |
| 2 | To explore the sound and structure of pop songs that include electrical devices. | na | | | To listen and explain feelings when listening to a range of music. | | To listen to and evaluate music made with water instruments | na | |
| 3 | To compose a short electronic composition for a specific purpose. | na | | | To explore and explain their own ideas and feelings about music. | | To design a water instrument using suggested materials/objects | na | |
| 4 | To compose a short electronic composition for a specific purpose. | na | | | To practise and perform a well-known piece of music on a made instrument. | | To make a water instrument | na | |
| 5 | To compose a song or rap using electronic sounds. | na | | | To improvise and develop rhythmic material when performing. | | To rehearse and perform a piece of music using water instruments | na | |
| 6 | To compose a song or rap using electronic sounds. | na | | | To practise, rehearse and present a musical performance. | | To practise and perform a ‘call and response’ song with a water theme. | na | |

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| Year | | Year 4/ 5 | | Subject | | | Music | | | Academic Year 2021/22 |
| Prior Knowledge | | | | End Point | | | | | | Key Vocabulary |
| Sing songs (also imitating melody patterns as an echo), speak chants and rhymes in unison, with clear diction, control of pitch and musical expression presenting performances with an awareness of the audience.   * Play tuned and untuned instruments with increasing control and rhythmic accuracy, responding through gestures or movement to changes in the speed of the beat. * Listen with extended concentration and begin to express their opinion on a range of live and recorded music. * Explain their ideas and feelings about music using movement, dance and expressive language. * Begin to understand how music can be organised to communicate different moods and effects (e.g. listening to loud and fast music will create a different feeling to slow and quiet). * Determine upwards and downwards direction in pitch when listening and reviewing music. * Begin to improvise and develop rhythmic and melodic material when composing, improving their own and others’ work in relation to its intended effect. * Begin to create and combine a variety of the inter-related dimensions when composing (e.g. composing using both dynamics and tempo). * Explore and compare sounds of groups of musical instruments, identifying the differences between them, e.g. strings, woodwind, orchestra, rock band etc. * Begin to explore the history of music, understanding that time and place can influence how and why music is created, performed and heard. * Explore music from a culture different to their own. * Understand that dynamics means volume and can recognise various different levels. * Understand that texture refers to the difference between thick (*many sounds*) and thin (*few*) layers of sounds.   Experience how music can be produced in different ways, including through ICT, and described through relevant established and invented notations. | | | | * Sing solo songs demonstrating call and response form, speak chants and rhymes in unison with clear diction, control of pitch, a sense of phrase and musical expression. * Identify contrasting sections of a song, such as the verse and refrain (chorus). * Review their own ideas and feelings about music using art, movement, dance, expressive language and musical vocabulary. * Understand that time and place can influence how and why music is created, performed and heard. Listen to and review music from a culture different to their own. * Improvise and develop rhythmic and melodic material when composing. * Experiment with gestures to show the overall contour of the pitch of a melody as it moves upwards, downwards or stays the same. * Combine a variety of musical elements when composing using staff and other musical notations. * Explore and compare sounds from the different instrumental families (percussion, woodwind, brass, string), name a variety of instruments. * Hear in a piece of music, refer to and compare the different sounds instruments make as their tone colour such as brassy, wooden and metallic. * Sequence various famous composers on a timeline. * Identify through gestures such as clapping or using percussion, the strong / first beat whilst singing. * Keep a steady beat and maintain rhythmic accuracy holding their own beat against another contrasting part. * Recognise pitch movement by step, leaps or as repeats. | | * Independently sing songs, speak chants and rhymes in unison and two parts, with increasing clear diction, control of pitch, a sense of phrase and musical expression. * Perform a variety of repeated rhythmic patterns (ostinato) on percussion instruments. * Begin to make suggestions of how the inter-related dimensions can be enhanced within musical structures to communicate different moods and effects (*e.g. how can the tempo be changed to create excitement?)* * Demonstrate a better understanding of the history of music. Begin to make appropriate suggestions of suitable pieces for music for various occasions. * Improvise and develop a wider range of rhythmic and melodic material when composing. * Choose, combine and organise a variety of the inter-related dimension of musical elements when composing with staff and other musical notations, such as graphic scores and / or using ICT. * Begin to explore and compare a variety of contrasting sounds, recognising where the texture (thick (*many sounds*) and thin (*few*) layers of sound) varies in a song or piece of music. * Recognise a musical phrase is like a musical sentence and can identify its duration as short or long. * Can identify a silence in a rhythmic pattern with a gesture such as raised hand.   Begin to use various Italian musical terms such as *crescendo*, *diminuendo*, *forte* and *piano*. | | | |  |
|  | Sequence of Learning : Fitter, Higher, Stogne  Creating - improvise, develop and perform rhythmic compositions using graphic notation | | Sequence of Learning : Hunted | | Sequence of Learning: Passport to Europe Listening to music from different cultures; experience how music is produced in different ways | | | Sequence of Learning : The of Food  Investigate and create music for an occasion. | Sequence of Learning : A Kingdom United  Listening to and performing a range of music from around the UK including anthems | |
| 1 |  | | N/A | | **Maurice Ravel – France (1875-1937)** | | | **Introduction**   * Begin by playing children sections of music from the following examples, plus any others the children may be familiar with. Discuss, or create a quiz to recognise whether children are able to link the music heard with the following *(all YouTube clips)*: * Wedding March ([here](https://www.youtube.com/watch?v=a4sNsGePgs8)). * X-Factor theme tune ([here](https://www.youtube.com/watch?v=4bAMdLEq7Dg)). * Funeral March/Hymn ([here](https://www.youtube.com/watch?v=PmjuqZSH_aY)). * Coronation Street theme tune ([here](https://www.youtube.com/watch?v=-8JyTxp_TNA)). * Start-up computer sound ([here](https://www.youtube.com/watch?v=miZHa7ZC6Z0)). * National Anthem ([here](https://www.youtube.com/watch?v=tN9EC3Gy6Nk)). * Ask children why they recognised the music. What makes it catchy or well-known? Discuss the style of each piece and why they are effective, e.g. the X Factor theme tune is fast and exciting to prepare you for the show, the funeral hymn is solemn and slow to fit the mood. Discuss the inappropriateness of certain types of music for events (e.g. the X Factor and Funeral Hymn being played at each other’s event would not be effective). | Learn to sing songs from the associated countries, e.g. England *God Save The Queen,* Scotland *Flower of Scotland,* Ireland *The Soldier’s Song* and Wales *The Land of My Fathers.*    Explore a range of musical instruments and add accompaniment to the above songs.    In groups compose lyrics and a melody for a *School Anthem.* Discuss the context and purpose of anthems.    The children work in groups to compose simple fanfares for the various countries. If the school teaches through the Whole Class Ensemble Tuition programmes the instruments used in these lesson could be incorporated into the compositions, e.g. brass, woodwind etc.    The groups could perform their compositions at a school event, e.g. sports day, themed week, end of term concert etc.    Listen to and learn to sing Anthems from different A series of six workshops which includes composing a piece of music to describe the story:  Introduction.  Battle composition.  Battle composition II.  The sinking crown.  The king’s burial.  Dunmail symphony.    Children are encouraged to retell the story of Dunmail through music. The workshop guides children on how music can be used to create atmosphere and provides opportunities to create compositions and match parts of the story to instruments. The workshop encourages children to identify elements of music such as rhythm and timbre before combining these into individual and class compositions. | |
| 2 |  | | N/A | | **Ludwig Van Beethoven – Germany (1770-1827)** | | | **Music for a setting**   * How should customers feel in a café or restaurant? Explain how companies think a lot about the type of music that they want playing in their establishment. The music played enhances the mood so it is important to use the correct music to create the intended feeling. * Listen to the following examples of music. Ask children to brainstorm ideas about the settings they think these pieces of music would be appropriate for *(all YouTube clips)*: * French Café/Bistro ([here](https://www.youtube.com/watch?v=s6BuZOYboZM)). * Bar/Restaurant ([here](https://www.youtube.com/watch?v=2gwmTOdga24)). * German Oompah ([here](https://www.youtube.com/watch?v=8tdUSlwGxHA)). * Spa Music ([here](https://www.youtube.com/watch?v=cljv53Wvnx4)).   Pirates of the Caribbean/Battle music |  | |
| 3 |  | | N/A | | **Wolfgang Amadeus Mozart – Austria (1756-1791)** | | | **Musical elements to consider**   * Work on singing with clear diction, control of pitch, a sense of phrase and musical expression. How effective is your song for the event? * Play a selection of tuned and untuned instruments. If children in the class are learning instruments, they could bring these instruments to lessons and the remainder of the class could play any other untuned school instruments available. Allow children to experiment with playing fast and slow tempos and discuss which is most appropriate for the event. * Rehearse and then perform the music to an audience, remembering that the performance should reflect the occasion. * If the children or group are composing their own song, when writing the melody, encourage them (or scaffold if appropriate) to consider the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence to help create their best efforts. The most effective songs do not all stay at the same volume and are not based on the same few long notes. * Allow children to experience music through ICT by composing on a music program (such as Garage Band), recording their performance or uploading photographs to create a display. |  | |
| 4 |  | | N/A | | **Frederic Chopin – Poland (1810-1849)** | | | **Extending listening activities**   * Invite children to share their favourite pieces of music with the class. They could either bring a CD or find a recording via YouTube. Discuss what they like about the music using the musical elements from the key learning as questioning prompts. If they are playing music by popular bands, discuss whether it is the music they like or rather the band members/look of the band. * Compare the sounds of different places (going outdoors if appropriate) such as in the dining room, hallways, a busy restaurant, a peaceful wood, a football match. Take recording equipment to record the sounds which could then be used to discuss in class or be used in children's compositions. |  | |
| 5 |  | | N/A | | **Bedrich Smetana – Czech Republic (1824-1884)** | | |  |  | |
| 6 |  | | N/A | |  | | |  |  | |

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| Year | | Year 5/6 | | Subject | | Music | | Academic Year 2021/22 | |
| Prior Knowledge | | | | End Point | | | | | Key Vocabulary |
| * Independently sing songs, speak chants and rhymes in unison and two parts, with increasing clear diction, control of pitch, a sense of phrase and musical expression. * Perform a variety of repeated rhythmic patterns (ostinato) on percussion instruments. * Begin to make suggestions of how the inter-related dimensions can be enhanced within musical structures to communicate different moods and effects (*e.g. how can the tempo be changed to create excitement?)* * Demonstrate a better understanding of the history of music. Begin to make appropriate suggestions of suitable pieces for music for various occasions. * Improvise and develop a wider range of rhythmic and melodic material when composing. * Choose, combine and organise a variety of the inter-related dimension of musical elements when composing with staff and other musical notations, such as graphic scores and / or using ICT. * Begin to explore and compare a variety of contrasting sounds, recognising where the texture (thick (*many sounds*) and thin (*few*) layers of sound) varies in a song or piece of music. * Recognise a musical phrase is like a musical sentence and can identify its duration as short or long. * Can identify a silence in a rhythmic pattern with a gesture such as raised hand. * Begin to use various Italian musical terms such as *crescendo*, *diminuendo*, *forte* and *piano*. | | | | * Independently sing songs, speak chants and rhymes in unison and two parts, with increasing clear diction, control of pitch, a sense of phrase and musical expression. * Perform a variety of repeated rhythmic patterns (ostinato) on percussion instruments. * Begin to make suggestions of how the inter-related dimensions can be enhanced within musical structures to communicate different moods and effects (*e.g. how can the tempo be changed to create excitement?)* * Demonstrate a better understanding of the history of music. Begin to make appropriate suggestions of suitable pieces for music for various occasions. * Improvise and develop a wider range of rhythmic and melodic material when composing. * Choose, combine and organise a variety of the inter-related dimension of musical elements when composing with staff and other musical notations, such as graphic scores and / or using ICT. * Begin to explore and compare a variety of contrasting sounds, recognising where the texture (thick (*many sounds*) and thin (*few*) layers of sound) varies in a song or piece of music. * Recognise a musical phrase is like a musical sentence and can identify its duration as short or long. * Can identify a silence in a rhythmic pattern with a gesture such as raised hand. * Begin to use various Italian musical terms such as *crescendo*, *diminuendo*, *forte* and *piano*. | | * Independently sing songs, speak chants and rhymes in unison and two parts, with confident clear diction, control of pitch, a sense of phrase and musical expression. * Practise, rehearse and present a variety of solo and ensemble performances with confidence and awareness of the audience. * Know that time and place can influence the way music is created, performed and heard. Can make informed suggestions of suitable pieces of music for various occasions. * Develop a better understanding of the history of music. Begin to investigate the different eras of music. * Improvise with their voice or on a musical instrument both solo and ensemble to develop a wide range of rhythmic and melodic material when composing. * Can compose for different moods and use dynamic levels such as accents (*sudden loud or sudden quiet notes*). * Explore and compare a variety of sounds in a piece of music, identifying the prominent melodies. * Recognise a metre (the way in which beats are grouped) of three (such as in a Waltz) or four (most pop songs) and begin to recognise a change of metre within a piece. * Use Italian musical terms for gradually getting louder *crescendo* and gradually getting quieter *diminuendo*. | | | Songs, rhymes, chants, dictation, pitch, crescendo, diminuendo, forte, piano, patterns, percussion, instruments, high, low, loud, quiet, solo, rehearse, sing, music, moods, tempo |
| Assessment Questions |
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|  | Sequence of Learning: A kingdom United | | Sequence of Learning: Food Glorious Food | | Sequence of Learning: Farthings | | Sequence of Learning: Inventors and Inventions | | Sequence of Learning: Amazon Adventure |
| 1 | LO: To Listen to a range of music from associated countries around the UK, their National Anthems. | | N/A | | LO: To listen with attention to a range of music by John Williams. | | LO: To explore a range of instruments. | | LO: To discuss and identify different Amazonian sounds. |
| 2 | LO: To explore a range of music instruments and add accompaniment to National Anthems from around the UK. | |  | | LO: To understand how music enhances film. | | LO: To identify similarities and differences between instruments. | | LO: To recreate Amazonian sounds. |
| 3 | LO: To compose lyrics and a melody for a school anthem. | |  | | LO: To use music and sound effects to enhance film. | | LO: To create my own musical instrument. | | LO: To understand how sounds can be graphically written down as symbols or pictures. |
| 4 | LO: To perform a composition to an audience. | |  | | LO: To perform with music and sounds effects to enhance a film. | | LO: To create my own musical instrument. | |  |
| 5 | LO: To listen to and learn to sings anthems from other countries. | |  | | LO: To listen to music which is written for science fiction or alien genre. | | LO: To create my own musical instrument. | |  |
| 6 |  | |  | | LO: To respond to music through ART by illustrating what I feel the music portrays. | | LO: To create my own musical instrument. | |  |

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| Year | | Year 6 | | Subject | Music | | Academic Year 2021/22 |
| Prior Knowledge | | | | End Point | | | Key Vocabulary |
| * Independently sing songs, speak chants and rhymes in unison and two parts, with increasing clear diction, control of pitch, a sense of phrase and musical expression. * Perform a variety of repeated rhythmic patterns (ostinato) on percussion instruments. * Begin to make suggestions of how the inter-related dimensions can be enhanced within musical structures to communicate different moods and effects (*e.g. how can the tempo be changed to create excitement?)* * Demonstrate a better understanding of the history of music. Begin to make appropriate suggestions of suitable pieces for music for various occasions. * Improvise and develop a wider range of rhythmic and melodic material when composing. * Choose, combine and organise a variety of the inter-related dimension of musical elements when composing with staff and other musical notations, such as graphic scores and / or using ICT. * Begin to explore and compare a variety of contrasting sounds, recognising where the texture (thick (*many sounds*) and thin (*few*) layers of sound) varies in a song or piece of music. * Recognise a musical phrase is like a musical sentence and can identify its duration as short or long. * Can identify a silence in a rhythmic pattern with a gesture such as raised hand. * Begin to use various Italian musical terms such as *crescendo*, *diminuendo*, *forte* and *piano*. | | | | * Independently sing songs, speak chants and rhymes in unison and two parts, with confident clear diction, control of pitch, a sense of phrase and musical expression. * Practise, rehearse and present a variety of solo and ensemble performances with confidence and awareness of the audience. * Know that time and place can influence the way music is created, performed and heard. Can make informed suggestions of suitable pieces of music for various occasions. * Develop a better understanding of the history of music. Begin to investigate the different eras of music. * Improvise with their voice or on a musical instrument both solo and ensemble to develop a wide range of rhythmic and melodic material when composing. * Can compose for different moods and use dynamic levels such as accents (*sudden loud or sudden quiet notes*). * Explore and compare a variety of sounds in a piece of music, identifying the prominent melodies. * Recognise a metre (the way in which beats are grouped) of three (such as in a Waltz) or four (most pop songs) and begin to recognise a change of metre within a piece. * Use Italian musical terms for gradually getting louder *crescendo* and gradually getting quieter *diminuendo*. | | |  |
| Assessment Questions |
|  | Sequence of Learning : Survival | | Sequence of Learning : Britten’s got talent | Sequence of Learning: Heroes and Villains | | Sequence of Learning : Super Sleuth | Sequence of Learning : Oh I do like to be beside the seaside |
|  |  | | Understanding of the history of music, including Britten; performing - A New Year Carol by Britten |  | |  | Creating - explore, choose and organise musical structures, e.g. composing a rap |
| 1 |  | | To research the life and music of Benjamin Britten. |  | |  | To develop musical elements to improve singing techniques. |
| 2 |  | | To investigate the musical genre of opera. |  | |  | To write a review of a short section of an opera. |
| 3 |  | | To understand the different sections of an orchestra. |  | |  | To investigate musical elements while listening to music. |
| 4 |  | | To respond to music through art. |  | |  | To compose a melody to a poem. |
| 5 |  | | To analyse and compare original and cover versions of songs. |  | |  | To create musical instruments. |
| 6 |  | | To analyse and compare original and cover versions of songs. |  | |  | To perform a poem with a musical accompaniment. |