Music Medium Term Planning
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National Curriculum	• Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Play tuned and untuned instruments musically Listen with concentration to a range of high-quality live and recorded music • Experiment with, create, select and combine sounds using the inter-related dimensions of music			
Term :	**Main Enquiry Question**	**Unit Overview**	**End of unit outcomes**	**Subject Specific Vocabulary**
<u>Autumn</u> **Unit** Time to Play – Exploring pulse and rhythm	What is meant by rhythm and pulse?	From body percussion to disco music, this term develops children's understanding of pulse and rhythm. The term begins with songs and activities to get children performing together rhythmically. The children will perform actions and movements to a steady pulse and play simple musical passing games. They will learn songs such as March To The Beat to explore the difference between pulse and rhythm, and investigate different ways to play rhythms, varying instrumental timbre and dynamics. Working as a class and in small groups, the children will learn to play a simple accompaniment to a song or poem, selecting suitable sounds and timbre. They will learn to create simple four-beat rhythms and represent these using graphic notations such as Beat Monsters!	Develop ensemble skills through singing a range of songs and musical passing games Learn to recognise the difference between pulse and rhythm Investigate different ways to play rhythms, varying instrumental timbre and dynamics Play a rhythmic accompaniment to a song or poem, selecting suitable sounds and timbre Create simple four-beat rhythms and represent using graphic notation Listen with concentration to a range of music, recognising rhythmic features	**Pulse**; steady beat; **copy**; echo; action sequence **quiet**; piano; **loud**; forte; strong; soft; tap; shake; dynamics; timbre; **getting louder**; crescendo; **getting quieter**; diminuendo rhythm; ostinato; repeat; pattern; tempo four-beat pulse; verse; chorus; graphic notation; structure; texture; thicker rhythm; same; different; beat; pattern; sound; silence **Words**: Previous vocabulary taught

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Sequence of learning (small steps)	**Step 1: Performing rhythms and movement to a steady pulse** **Exercise Rhythms (1 lesson)** To maintain a steady pulse To copy pulse action sequences To compose call-and-echo movement sequences **Step 2: Copying and creating rhythmic patterns** **How will you play? (1-2 lessons)** To play rhythm patterns To begin to control dynamics when singing and playing instruments To explore the timbre of instruments **Step 3: Combining rhythmic patterns** **Body Percussion (1 session)** To recognise repeated rhythmic patterns To compose and perform a simple rhythmic ostinato **Step 4: Representing rhythmic patterns** **Choose your beat (1 lesson)** To internalize pulse To identify beats in a bar To compose simple beat patterns To follow a simple graphic score Meat the Beat Monsters (2 sessions) To identify patterns in music To copy rhythm patterns To identify rests in music To compose and play simple rhythm patterns

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<u>Spring</u> **Unit** Musical moods and pictures		This term, the children will learn how songs and music can communicate different moods and emotions. They will investigate different ways to express the mood of a song by adding facial expressions and changing the timbre and dynamics of their voice. They will develop their understanding of musical mood through simple songs, where they will be introduced to major and minor tonality. Throughout the term, the children will listen and talk about a wide variety of music including Can-Can from Orpheus in the Underworld by Offenbach and Fanfarra Cabua-Le-Le by Sergio Mendes/Carlinhos Brown. They will learn to represent the sounds they hear using graphic symbols and musical doodles! Working as a class and in small groups, they will compose and improvise music on the theme of weather. They will learn to give musical instructions, taking the role of a conductor in a small group performance. They will create descriptive sounds inspired by a song and create a simple soundscape.	• Learn how songs and music can communicate different emotions • Investigate different ways to express the mood of a song, adding facial expressions and changing voice • Work as a class and in small groups to compose and improvise music on the theme of weather • Explore instrumental and vocal timbres, selecting sounds to match a mood, character or theme • Learn to follow and give simple musical instructions • Use songs to inspire a simple soundscape • Listen to music and represent sounds using a range of graphic symbols	**Fast; slow**; **spiky; smooth**; loud; quiet; soft; getting louder; getting quieter; call and response; **echo**; **solo Minor**; tempo; spiky; jumpy; detached; staccato; **notation** Timbre; articulation; improvise **Dynamics**; volume; layer; order; combine

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Sequence of learning (small steps)	**Step 1: Recognising and exploring musical mood** **Musical Moods (1 lesson)** To recognize how music can communicate different moods To explore vocal timbre To choose appropriate vocabulary to describe music (e.g. fast, slow, spiky, smooth, loud, quiet etc.) Happy or Sad? **Step 2: Choosing sounds to match a character, mood or theme** **Musical Doodle Boards (1 lesson)** To use symbols to represent instrumental or vocal sounds To use musical vocabulary to describe sounds To follow a graphic score **Step 3: Sequencing and combining sounds to tell stories and create effects** **Weather Improvisation (1 lesson)** To create and perform a sequence of weather sounds To improvise sounds within a structure **Step 4: Creating and performing soundscapes** **Morning Soundscapes (2 lessons)** To begin to define and recognize a range of timbres and dynamics To create a musical story using appropriate timbres and dynamics on instruments

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<u>Summer</u> **Unit** Patterns with pitch – Exploring Pitch and Melody	What is 'pitch'?	This term, the children will be exploring pitch and melody. From the octobass to the piccolo, they will find out about a variety of instruments and learn to describe their pitch and timbre. They will play simple listening games and recall a pitch sequence, recognizing where the pitch gets higher, lower or stays the same. Through a range of songs, they will develop their pitch-matching skills, performing them with actions and movement. They will learn to use their voices creatively, creating sounds to match graphic notations such as vocal story maps and pipe-cleaner notation. They will play simple melodies using tuned percussion and be introduced to the pentatonic scale with songs such as Just Five Notes. They will finish the term by preparing songs and music for a class performance	• Describe pitch and timbre of instruments • Play simple listening games, using movement to describe the direction of pitch • Sing songs, developing pitch matching skills and perform them with actions and movement • Learn to use their voices creatively, following graphic notations such as vocal story maps and pipe cleaner notation • Learn to play simple melodies and accompaniments using tuned percussion • Prepare songs and music for a class performance	Call and response; **echo**; copy Ascending; descending; higher; lower; scale; note names (C D E F G A B C') Pentatonic scale; F major; melody; order **Fast**; faster; **slow**; slower; **loud**; louder; **quiet**; quieter; mood; **perform**; similarities; differences
Sequence of learning (small steps)	**Step 1: Identifying and describing changes in pitch** **Pitch Perfect (1 lesson)** To recognize and describe changes in pitch To pitch-match simple phrases To explore vocal timbre **Step 2: Copying pitch patterns** **Copy My Action (1-2 lessons)** To recognize and describe changes in pitch			

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	Step 3: Creating and notating simple melodies **Pentatonic Play (1-2 lessons)** To compose simple pentatonic melodies **Step 4: Performing simple musical accompaniments and preparing for performance** **Songs of the Sea (2 lessons)** To perform songs with instrumental accompaniment To play a simple rhythmic and/or melodic ostinato
Key Knowledge and skills developed over the year	**Singing and Playing** Sing songs, chants and rhymes regularly with a good sense of pulse and rhythm and increasing vocal control Sing songs and play singing games, copying pitch patterns accurately Sing short phrases independently as part of a singing game or short song Respond to visual performance directions and musical instructions and symbols (e.g. dynamics f, p, <, >) Perform rhythmic patterns accurately and invent rhythms for others to copy on untuned percussion or body percussion Play simple repeated rhythms or melody (ostinato) Explore word rhythms when singing songs, transferring rhythms to instruments or body percussion Control simple dynamics and tempo when singing and playing Play simple melodies and accompany songs using tuned percussion Explore ways to communicate the mood of a song (e.g. adding facial expression, changing dynamics) Perform to an audience **Listening** Listen with understanding to music from a range of different periods, styles and share ideas and opinions about the music. Listen to and describe simple changes in dynamics, tempo, pitch and articulation using appropriate musical vocabulary (faster, slow, spiky, smooth, loud, soft, getting louder/quieter) and say how it effects the music Listen to and interpret features in recorded or live music using dance, art or drama Move to the pulse of familiar music, coordinating movements and recognising changes in tempo Respond independently to pitch changes heard in melodic phrases, indicating with actions **Composing and Improvising** Create music in response to a non-musical stimulus Compose or improvise simple descriptive sounds to match a mood, character or theme

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	Recognise and explore how to change and combine sounds to create simple effects √ 4. Explore musical structures, choosing and ordering sounds Recognise and explore how to change and combine sounds to create simple effects √ 6. Use music technology, if available to capture change and combine sounds Create rhythmic patterns from various stimuli, eg spoken words Compose simple melodies using a given range of notes Collaborate with others, trying out musical ideas and make improvements where necessary **Notation** Invent graphic notations to represent simple features of music (e.g. dynamics and tempo) Use graphic notation to represent rhythmic or melodic patterns Use graphic symbols to keep a record of a composed piece Follow graphic notations to guide singing and playing