

**Music Medium Term Planning - Year One - Autumn**

	Concepts	Content	Contextual Application	Contextual Links	Key Vocabulary
<p align="center"><b>Autumn – Hey You/Hands, Rhythm in the way we walk Unit Theme: How Pulse, Rhythm and Pitch work together</b></p>	<p><b>Listening and appraising</b></p>	<ul style="list-style-type: none"> <li>&gt;To identify different sounds in a piece of music</li> <li>&gt;To listen with concentration and understanding to a range of high-quality live and recorded music ☑</li> <li>&gt;To listen and recall short songs from memory</li> <li>&gt;To identify different sound sources</li> <li>&gt; To dance, innovate and copy others movements</li> </ul>	<p><b>Learning 5 simple songs off by heart so children get better at recall and rhythm.</b></p> <p>Listen to the songs in this unit – <i>Hey You, Me, Myself and I, Fresh Prince of Bel Air, Rapper’s Delight, U Can’t Touch This, It’s like that</i></p> <p>Dance to the new song and find the pulse in your movement!</p> <p>Listen and discuss the songs</p> <p>Use the set questions to discuss the songs (Lessons Plans)</p> <p>Discuss what instruments you can hear</p> <p>Encourage children to use musical language</p> <p>Discuss the style of music and the texture</p>	<p>Our Amazing World</p> <p><b>Scheme of Work resources:</b></p> <p><b>Charanga-Freestyle KS1 Topics – Oceans, Seas and Rivers</b></p> <p>Miranda the Explorer by James Mayhew</p> <p>Links:</p>	<p>Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.</p>
	<p><b>Controlling Pulse and Rhythm</b></p>	<ul style="list-style-type: none"> <li>&gt;To find the pulse when listening to music</li> <li>&gt;To find the pulse in different pieces of music</li> <li>&gt;To listen to the rhythm and copy</li> <li>&gt;To know that we can create rhythms</li> </ul>	<p>Children to find the pulse in a song and to know that it is like a musical heartbeat</p> <p>March/move in time with the pulse, listen to the music and play games like follow the leader</p> <p>Copy and clap back rhythms</p> <p>Clap the rhythm of your name or favourite animal/food/game</p>	<p>Carnival of animals – YouTube – Children to listen to the music, discuss how the instruments replicates animal movements i.e. The March of the Lions</p> <p>The Aquarium</p>	
	<p><b>Singing and Playing (tuned and untuned instruments)</b></p> <p><b>Improvisation and composition</b></p>	<ul style="list-style-type: none"> <li>&gt;Learn to start and stop singing when following a leader.</li> <li>&gt;Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm</li> <li>&gt;Learn the names of the notes taught</li> <li>&gt;Learn the names of the instruments they are playing</li> <li>&gt;To improvise using up to 3 notes</li> </ul>	<p>Listen and learn the Unit song – rap and sing</p> <p>Children to understand how to vocally warm up there voice ready to sing by completing short exercises</p> <p>Using voices and instruments, listen, play and sing back, then listen and play your own answer using two notes starting with C and moving to D (G for more able)</p> <p>Children learn about note value – crochets ( beat)</p>		
	<p><b>Perform and Share</b></p>	<ul style="list-style-type: none"> <li>&gt;To respond to music physically when performing, composing and appraising through dance, marching and acting</li> </ul>	<p>To rehearse and perform the unit song to any type of audience, can be within class or as part of an assembly. Use the instruments in a performance.</p>		

**Music Medium Term Planning - Year One - Spring**

<p align="center"><b>Spring – In the Groove/Round and Round</b> <b>Unit Theme: Unit Theme: How to be in the Groove with different styles of music</b></p>	Concepts	Content	Contextual Application	Contextual Links	Key Vocabulary
	<p><b>Listening and appraising</b></p>	<ul style="list-style-type: none"> <li>&gt;To identify different sounds in a piece of music</li> <li>&gt;To listen with concentration and understanding to a range of high-quality live and recorded music ☑</li> <li>&gt;To listen and recall short songs from memory</li> <li>&gt;To identify different sound sources</li> <li>&gt; To dance, innovate and copy others movements</li> </ul>	<p><b>Learning 5 simple songs off by heart so children get better at recall and rhythm.</b></p> <p>Listen to the songs in this unit – <i>How Blue Can You Get, Let the Bright Seraphim, Livin La Diva Loca, Ja Ho, Lord of the Dance, Diggin on James Brown</i></p> <p>Dance, have fun and find the pulse in your movement!</p> <p>Listen and discuss the songs- use the set question to support the task – (Lesson Plans)</p> <p>Discuss what instruments you can hear</p> <p>What similarities and differences can you hear between two songs?</p> <p>Find out what features are in this style of music i.e. type of instruments used</p>	<p>Prehistoric Ice age to Iron Age:</p> <p><b>Scheme of Work resources:</b></p> <p><b>Charanga-Freestyle KS1 Topics – Dinosaurs</b></p> <p><b>Six dinosaur songs</b> – make your own musical instrument from natural materials – using shells, rocks, wood, seeds etc. Make your own rhythm with your instrument –</p>	<p>Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.</p>
	<p><b>Controlling Pulse and Rhythm</b></p>	<ul style="list-style-type: none"> <li>&gt;To find the pulse when listening to music</li> <li>&gt;To find the pulse in different pieces of music</li> <li>&gt;To listen to the rhythm and copy</li> <li>&gt;To know that we can create rhythms</li> </ul>	<p>Children to find the pulse in a song and to know that it is like a musical heartbeat</p> <p>March/move in time with the pulse, listen to the music and play games like follow the leader</p> <p>Copy and clap back rhythms</p> <p>Clap the rhythm of your name or favourite animal/food/game</p>	<p>explore which natural materials are louder or quieter than others and why.</p>	
	<p><b>Singing and Playing (tuned and untuned instruments)</b></p> <p><b>Improvisation and composition</b></p>	<ul style="list-style-type: none"> <li>&gt;Learn to start and stop singing when following a leader.</li> <li>&gt;Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm</li> <li>&gt;Play accurately in time with the music</li> <li>&gt;Learn the names of the notes taught</li> <li>&gt;Learn the names of the instruments they are playing</li> <li>&gt;To improvise using up to 3 notes</li> </ul>	<p>Listen and learn the Unit song – rap and sing</p> <p>Children to understand how to vocally warm up there voice ready to sing by completing short exercises</p> <p>Children will learn to use the notes C, D,F with guidance</p> <p>Children to listen, play and sing back, then improvise their own answer using two notes C,D</p>		
	<p><b>Perform and Share</b></p>	<ul style="list-style-type: none"> <li>&gt;To respond to music physically when performing, composing and appraising through dance, marching and acting</li> </ul>	<p>To rehearse and perform the unit song to any type of audience, can be within class or as part of an assembly. Use the instruments in a performance.</p>		

**Music Medium Term Planning - Year One - Summer**

<p align="center"><b>Summer – Your Imagination/Reflect, Rewind, Replay Unit Theme: Unit Theme: Using your imagination/ The History of Music</b></p>	Concepts	Content	Contextual Application	Contextual Links	Key Vocabulary
	<p><b>Listening and appraising</b></p>	<ul style="list-style-type: none"> <li>&gt;To identify different sounds in a piece of music</li> <li>&gt;To identify different sound sources</li> <li>&gt; To dance, innovate and copy others movements</li> <li>&gt;To understand some dimensions in music, particularly rhythm, pitch, tempo</li> <li>&gt; To know that we can create rhythms from words, our names, favourite food, colours and animals.</li> </ul>	<p><b>Learning 5 simple songs off by heart so children get better at recall and rhythm.</b> Listen to the songs in this unit – <i>Your Imagination (unit song) Supercalifragilistic, Pure Imagination, Daydream Believer, Rainbow Connection, A Whole New World</i>  <i>Have fun</i> and find the pulse in your movement!                      Listen and discuss the songs- use the set question to support the task – (Lesson Plans)                      Discuss what instruments you can hear                      What similarities and differences can you hear between two songs?                      Find out what features are in this style of music i.e. type of instruments used</p>	<p><b>Explorers: Scheme of Work resources: Charanga-Freestyle KS1 Topics – Space,</b></p> <p><b>Christopher Columbus song:</b>  <a href="https://www.youtube.com/watch?v=-yzzCYJDPrQ">https://www.youtube.com/watch?v=-yzzCYJDPrQ</a></p> <p><b>Neil Armstrong:</b>  <a href="https://www.bbc.co.uk/teach/school-radio/primary-school-songs-space-the-planets-and-apollo-11/z4mfpg8">https://www.bbc.co.uk/teach/school-radio/primary-school-songs-space-the-planets-and-apollo-11/z4mfpg8</a></p>	<p>Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.</p>
	<p><b>Controlling Pulse and Rhythm</b></p>	<ul style="list-style-type: none"> <li>&gt;To find the pulse when listening to music</li> <li>&gt;To find the pulse in different pieces of music</li> <li>&gt;To listen to the rhythm and copy</li> <li>&gt;To know that we can create rhythms</li> </ul>	<p>Children to find the pulse in a song and to know that it is like a musical heartbeat                      March/move in time with the pulse, listen to the music and play games like follow the leader                      Copy and clap back rhythms                      Clap the rhythm of your name or favourite animal/food/game</p>	<p>Listen to tracks, which instruments would make similar atmospheric sounds?                      Create loud and quiet sounds for launching rockets and then travelling through space quietly link these activities to the dynamics learned in the music scheme.</p>	
	<p><b>Singing and Playing (tuned and untuned instruments)</b></p> <p><b>Improvisation and composition</b></p>	<ul style="list-style-type: none"> <li>&gt;Learn to start and stop singing when following a leader.</li> <li>&gt;Learn to pitch their voice – high/low</li> <li>&gt;Play accurately in time with the music</li> <li>&gt;Learn the names of the notes taught</li> <li>&gt;Learn the names of the instruments they are playing</li> <li>&gt;To improvise using up to 3 notes</li> </ul>	<p>Listen and learn the Unit song – rap and sing                      Use the on line resources vocally warm up voice ready to sing by completing short exercises                      Through the games provided learn about pitch and how to make singing voices go higher and lower                      Learn to use the notes C, G,E with guidance                      Listen, play and sing back, then improvise their own answer using two notes C,D                      Using the composition tool, make a melody to a backing track                      Children start to learn about note value – semibreve (4 beats)</p>		
	<p><b>Perform and Share</b></p>	<ul style="list-style-type: none"> <li>&gt;To respond to music physically when performing, composing and appraising through dance, marching and acting</li> </ul>	<p>To rehearse and perform the unit song to any type of audience, can be within class or as part of an assembly.                      Use the instruments in a performance.</p>		

**Music Medium Term Planning - Year Two - Autumn**

<b>Autumn – Hands, Feet, Heart/Ho Ho Ho</b> <i>Unit Theme: South African Music/ Christmas, Big Band, Motown, Elvis, Freedom Songs</i>	Concepts	Content	Contextual Application	Contextual Links	Key Vocabulary
	<b>Listening and appraising</b>	> To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. >To learn how songs can tell a story or describe an idea >To know 5 songs off by heart >To identify different sound sources >To identify well-defined musical features >To understand that most songs tell a story	<b>Learning 5 simple songs off by heart so children get better at recall and rhythm.</b> Listen to the songs in this unit – Hands, Feet, Heart, The Click Song, The Lion Sleeps Tonight, Bring Him Back, Charanga, You Can Call Me Al, Hiokoloza Listen and discuss the songs- use the set of on line questions to support the task i.e. the features, what story is it telling us? Is there a moral to the story? Share with the children the information about the singer/writer Find the pulse in your movement! What similarities and differences can you hear between two songs?	<b>Egyptians Scheme of Work resources: Charanga-Freestyle KS1 Topics – Egyptians</b>  Listen to ancient Egyptian music on the YouTube clip: <a href="https://www.youtube.com/watch?v=Gl6dOS5ncFc">https://www.youtube.com/watch?v=Gl6dOS5ncFc</a>	Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, perform, audience, rap, improvise, dynamics,
	<b>Controlling Pulse and Rhythm</b>	>To identify the pulse in different pieces of music >To identify the pulse and join in getting faster and slower together >To identify long and short sounds in music >To know the rhythm and pulse are different >To know that we can create rhythms from words, our names, favourite food, colours and animals.	Children to find the pulse in a song and to know that it is like a musical heartbeat Use the on line games to march/move in time with the pulse, listen to the music. Play games like follow the leader Copy and clap back rhythms Clap the rhythm of your name or favourite animal/food/game	Discuss what instruments you can hear? Can you make similar sounds with some percussion instruments? Walk Like an Ancient Egyptian <a href="https://www.youtube.com/watch?v=P Uyk4VNzUMc">https://www.youtube.com/watch?v=P Uyk4VNzUMc</a> –	
	<b>Singing and Playing (tuned and untuned instruments)</b>  <b>Improvisation and composition</b>	> To learn about voices singing notes of different pitches (high and low). >To learn that they can make different types of sounds with their voices >Learn to start and stop singing when following a leader. >To know that unison is everyone singing at the same time >Learn to play a tuned instrumental part, using one of the differentiated parts (a one-note, simple or medium part). >Compose a simple melody	Listen and learn the Unit song – rap and sing, children to practise singing at the right pitch and understand that pitch is high or low Use the on line games to vocally warm up voices ready to sing by completing short exercises Uses voices to accompany or improvise during the unit song Learn to play the easy part to use the notes G,A,C with guidance and then some children will be able to do G,A,B,C Listen, play and sing back, then improvise their own rhythm using two notes or more	Great Bangles song adapted for learning	

			Using the composition tool, make a melody to a backing track		
	<b>Perform and Share</b>	>To respond to music physically when performing, composing and appraising through dance, marching and acting	To rehearse and perform the unit song to any type of audience, can be within class or as part of an assembly. Use the instruments in a performance.		

**Music Medium Term Planning - Year Two - Spring**

	<b>Concepts</b>	<b>Content</b>	<b>Contextual Application</b>	<b>Contextual Links</b>	<b>Key Vocabulary</b>
<p align="center"><b>Spring – I Wanna Play in a Band/Zootime Rock/Reggae</b></p>	<p><b>Listening and appraising</b></p>	<p>&gt; To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.                      &gt;To learn how songs can tell a story or describe an idea                      &gt;To know 5 songs off by heart                      &gt;To identify different sound sources                      &gt;To identify well-defined musical features                      &gt;To understand that most songs tell a story                      &gt;To start to look at dynamics in music – loud, soft or inbetween</p>	<p><b>Learning 5 simple songs off by heart so children get better at recall and rhythm.</b>                      Listen to the songs - I Wanna Play In A Band, We Will Rock You, Smoke On The Water, Rockin’ All Over The World, Johnny B.Goode, I Saw Her Standing There (Sping 1) see Zootime (Spring 2) for unit song                      Listen and discuss the songs- use the set of on line questions to support the task i.e. the features, what story is it telling us? Is there a moral to the story?                      Share with the children the information about the singer/writer                      Look at the song structure i.e 2 verses one chorus and teach children the difference talk about dynamics                      What similarities and differences can you hear between two songs?</p>	<p><b>Locality: UK/Local Area</b>  <b>Scheme of Work resources:</b>  <b>Charanga-Freestyle</b>  <b>KS1 Topics – Songs from Scotland</b>  <b>Rivers and Oceans</b>  <b>Different Places – Launch lesson 3</b>  <b>Castles</b></p> <p><b>The National Anthem</b>  <a href="https://www.youtube.com/watch?v=G9eK9fWUb3s">https://www.youtube.com/watch?v=G9eK9fWUb3s</a></p> <p>Children to learn first verse</p>	<p>Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, perform, audience, rap, improvise, dynamics,</p>
	<p><b>Controlling Pulse and Rhythm</b></p>	<p>&gt;To identify the pulse in different pieces of music                      &gt;To identify the pulse and join in getting faster and slower together                      &gt;To identify long and short sounds in music                      &gt;To know the rhythm and pulse are different                      &gt;To know that we can create rhythms from words, our names, favourite food, colours and animals.</p>	<p>Children to find the pulse in a song and to know that it is like a musical heartbeat                      Use the on line games to march/move in time with the pulse, listen to the music. Play games like follow the leader                      Copy and clap back rhythms                      Clap the rhythm of your name or favourite animal/food/game</p>		
	<p><b>Singing and Playing (tuned and untuned instruments)</b>   <b>Improvisation and composition</b></p>	<p>&gt; To learn about voices singing notes of different pitches (high and low).                      &gt;To learn that they can make different types of sounds with their voices                      &gt;Learn to start and stop singing when following a leader.                      &gt;To know that unison is everyone singing at the same time                      &gt;Learn to play a tuned instrumental part, using one of the differentiated</p>	<p>Listen and learn the Unit song – rap and sing, children to practise singing at the right pitch and understand that pitch is high or low                      Use the on line games to vocally warm up voices ready to sing by completing short exercises                      Uses voices to accompany or improvise during the unit song                      Learn to play the easy part to use the notes C,D with guidance                      (the medium part on the Zootime unit is for recorders only)</p>		

		parts (a one-note, simple or medium part). >Compose a simple melody	Listen, play and sing back, then improvise their own rhythm using two notes C,D Using the composition tool, make a more complex rhythm		
	<b>Perform and Share</b>	>To respond to music physically when performing, composing and appraising through dance, marching and acting	To rehearse and perform the unit song to any type of audience, can be within class or as part of an assembly. Use the instruments in a performance.		

**Music Medium Term Planning - Year Two - Summer**


<p align="center"><b>Summer – Friendship Song/Reflect, Rewind, Replay About being Friends/The History of Music</b></p>	Concepts	Content	Contextual Application	Contextual Links	Key Vocabulary
	<p><b>Listening and appraising</b></p>	<p>&gt;To know five songs off by heart. &gt;To know some songs have a chorus or a response/answer part. &gt;To know that songs have a musical style &gt;To learn how songs can tell a story or describe an idea. &gt;To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p>	<p><b>Learning 5 simple songs off by heart so children get better at recall and rhythm.</b> Listen to the songs - Friendship Song, Count On Me, We Go Together, You Give A Little Love, That's What Friends Are For, You've Got A Friend In Me Listen and discuss the songs- use the set of on line questions to support the task i.e. the features, what story is it telling us? Is there a moral to the story? Share with the children the information about the singer/writer Look at the song structure i.e 2 verses one chorus and teach children the difference talk about dynamics What similarities and differences can you hear between two songs?</p>	<p><b>Summer?</b></p>	<p>Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, perform, audience, rap, improvise, dynamics,</p>
	<p><b>Controlling Pulse and Rhythm</b></p>	<p>&gt; To know that music has a steady pulse, like a heartbeat. &gt; To know that we can create rhythms from words, our names, favourite food, colours and animals. &gt;Rhythms are different from the steady pulse. &gt;We add high and low sounds, pitch, when we sing and play our instruments.</p>	<p>Children to find the pulse in a song and to know that it is like a musical heartbeat Use the on line games to march/move in time with the pulse, listen to the music. Play games like follow the leader Copy and clap back rhythms, then have a go at clapping back rhythmic phrases gradually getting more complex Clap the rhythm of your name or favourite animal/food/game</p>		
	<p><b>Singing and Playing (tuned and untuned instruments)</b>  <b>Improvisation and composition</b></p>	<p>&gt; To confidently know and sing five songs from memory. &gt;To know that unison is everyone singing at the same time. &gt; Songs include other ways of using the voice e.g. rapping (spoken word). &gt; To know why we need to warm up our voices &gt;Learn about voices singing notes of different pitches (high and low). &gt;Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).</p>	<p>Listen and learn the Unit song – rap and sing, children to practise singing at the right pitch and understand that pitch is high or low Use the on line games to vocally warm up voices ready to sing by completing short exercises Listen and sing back Use voices to improvise during an instrumental part in a piece of music. Learn to play the easy part to use the notes G and E then some may go onto play the medium part E,G,A and B  Listen, play and sing back, then improvise their own rhythm using two notes C,D</p>		



		<p>&gt;Learn to find a comfortable singing position.</p> <p>&gt; Learn to start and stop singing when following a leader</p>	Using the composition tool, make a more complex rhythm – using upto 5 notes		
	<b>Perform and Share</b>	>To respond to music physically when performing, composing and appraising through dance, marching and acting	To rehearse and perform the unit song to any type of audience, can be within class or as part of an assembly. Use the instruments in a performance.		


**Music Medium Term Planning - Year Three - Autumn**

Autumn – Let Your Spirit Fly/Glockenspiel Stage 1 RnB and other styles/Exploring and Developing Playing Skills	Concepts	Content	Contextual Application	Contextual Links	Key Vocabulary
	<p><b>Listening and appraising</b></p>	<p>&gt; To know five songs from memory and who sang them or wrote them.                      &gt;To know the style of the five songs. To choose one song and be able to talk about:                      &gt;Its lyrics: what the song is about                      Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)                      Identify the main sections of the song (introduction, verse, chorus etc.)                      &gt;Name some of the instruments they heard in the song                      &gt;To confidently identify and move to the pulse                      &gt;Listen carefully and respectfully to other people’s thoughts about the music.</p>	<p><b>Learning 5 simple songs off by heart so children get better at recall and rhythm.</b>                      Let Your Spirit Fly, Colonel Bogey March, Consider Yourself, Ain’t No Mountain High Enough, You’re The First, The Last, My Everything                      From the ‘unit overview’ children can find out important information about each song/songwriter                      Use the online questions to discuss with the children what they can hear i.e. voices, instruments etc.                      Talk about the style of music and what features make a song a certain style. Look at the texture, dynamics and tempo.                      Discuss the structure – how the song is put together</p>	<p><b>Locality: France</b>  <b>Scheme of Work resources:</b>  <b>Charanga-Freestyle</b>  <b>KS2 Topics –</b>  <b>Around the World</b>  <b>Rivers and Oceans</b>  <b>Different Places –</b>  <b>Launch lesson 3</b>  <b>Frere Jacques</b>  <b>French National Anthem</b></p> <p>Learn simple greeting in French by singing along with the video on YouTube – link:</p>	<p>Revisit and review vocabulary taught to date                      Improve, compose, pulse, rhythm, pitch, tempo, dynamics, texture structure, melody,</p>
	<p><b>Controlling Pulse and Rhythm</b></p>	<p>&gt; To recognise rhythmic patterns                      &gt;To perform a repeated pattern to a steady pulse                      &gt;To identify and recall rhythmic and melodic patterns                      &gt;To identify repeated in a range of music</p>	<p>Using the online resources children dance, move, use instruments to find the pulse                      Rhythm Copy Back: a. Bronze: Clap and say back rhythms b. Silver: Create your own simple rhythm patterns c. Gold: Perhaps lead the class using their simple rhythms</p>	<p><a href="https://www.youtube.com/watch?v=NxkJ88ygPY0">https://www.youtube.com/watch?v=NxkJ88ygPY0</a></p>	
	<p><b>Singing and Playing (tuned and untuned instruments)</b>   <b>Improvisation and composition</b></p>	<p>&gt;To sing in unison and simple two-parts becoming aware of pulse and pitch                      &gt;To sing with awareness of being ‘in tune’.                      &gt;To recognise simple structures                      &gt;To sing expressively having an awareness of the inter-related skills*                      &gt;To play simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes</p>	<p>Use the on line games to vocally warm up voices ready to sing by completing short exercises                      Listen and learn the Unit song –children to practise singing at the right pitch and understand that pitch is high or low. Children can have the option to sing the unit song in two parts, only optional                      Listen and sing back                      Use voices to improvise parts of the unit song</p>		

		<p>&gt;Play any one, or all of four, differentiated parts on a tuned instrument</p> <p>&gt;To understand that music is in written form</p> <p>&gt;To know what a minim is and its value</p> <p style="text-align: center;">  </p> <p>in terms of beats</p> <p>&gt;To create at least one simple melody using one, three or five different notes.</p>	<p><b>Aut 2 – Glockenspiel Stage 1</b></p> <p>Learn to play and read the notes on the Glockenspiel: Using the glockenspiel and the on line tool start to play the notes E and D Children will then learn to play other notes learn to play and read the notes C and F. Use the on line tool to support children with playing and understanding that value of the note – Semibreve worth 2 beats or 2 counts. Children to create a composition using the notes they have learnt and use it within the unit song Talk about the pulse, rhythm, pitch, dynamics and tempo of the composition</p>		
	<p><b>Perform and Share</b></p>	<p>&gt; To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p> <p>&gt;Performing is sharing music with other people, an audience</p> <p>&gt;A performance can be a special occasion and involve an audience including of people you don't know</p> <p>&gt;It is planned and different for each occasion</p> <p>&gt;It involves communicating feelings, thoughts and ideas about the music</p>	<p>To choose what to perform and create a programme.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the best place to be when performing and how to stand or sit.</p> <p>To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>		


**Music Medium Term Planning - Year Three - Spring**

Spring – Three Little Birds/The Dragon Song Reggae and Animals/Music from around the World	Concepts	Content	Contextual Application	Contextual Links	Key Vocabulary
	<b>Listening and appraising</b>	> To know five songs from memory and who sang them or wrote them. >To know the style of the five songs. To choose one song and be able to talk about: >Its lyrics: what the song is about Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the song (introduction, verse, chorus etc.) >Name some of the instruments they heard in the song >To confidently identify and move to the pulse >Listen carefully and respectfully to other people’s thoughts about the music.	<b>Learning 5 simple songs off by heart so children get better at recall and rhythm.</b> >Three Little Birds > Jamming >Small People >54 - 46 Was My Number > Ram Goat Liver > Our Day Will Come From the ‘unit overview’ children can find out important information about each song/songwriter Use the online questions to discuss with the children what they can hear i.e voices, instruments etc Talk about the style of music and what features make a song a certain style. Look at the texture, dynamics and tempo. Discuss the structure – how the song is put together and does it have story to tell? <b>Spr 2: The Dragon Song</b> -Listen to 5 folk melodies from around the world	<b>The Romans Scheme of Work resources: Charanga-Freestyle KS2 Topics – Celts and Romans–</b>  The Celts were a real nuisance to the Romans! This collection of songs tries to tell the story from both sides.  Watch and learn the song Just Like a Roman YouTube <a href="https://www.youtube.com/watch?v=Lks-zgk4dlg">https://www.youtube.com/watch?v=Lks-zgk4dlg</a>	Keyboard, drums, bass, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, melody
	<b>Controlling Pulse and Rhythm</b>	> To recognise rhythmic patterns >To perform a repeated pattern to a steady pulse >To identify and recall rhythmic and melodic patterns >To identify repeated in a range of music	Using the online resources children dance, move, use instruments to find the pulse Rhythm Copy Back: a. Bronze: Clap and say back rhythms b. Silver: Create your own simple rhythm patterns c. Gold: Perhaps lead the class using their simple rhythms	Listen to Ancient Rome music – what instruments can you hear?	
	<b>Singing and Playing (tuned and untuned instruments)  Improvisation and composition</b>	>To sing in unison and simple two-parts becoming aware of pulse and pitch >To sing with awareness of being ‘in tune’. >To recognise simple structures >To sing expressively having an awareness of the inter-related skills*	Use the on line games to vocally warm up voices ready to sing by completing short exercises Listen and learn the Unit song –children to practise singing at the right pitch and understand that pitch is high or low. Children can have the option to sing the unit song in two parts, only optional Listen and sing back Use voices to improvise parts of the unit song	<a href="https://www.youtube.com/watch?v=WJKkt-V7D0o">https://www.youtube.com/watch?v=WJKkt-V7D0o</a>	

		<p>&gt;To play simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes</p> <p>&gt;Play any one, or all of four, differentiated parts on a tuned instrument</p> <p>&gt;To understand that music is in written form</p> <p>&gt;To know what a minim is and its value</p> <p style="text-align: center;">  </p> <p>in terms of beats</p> <p>&gt;To create at least one simple melody using one, three or five different notes.</p>	<p>Musical Activities using glocks and/or recorders:</p> <p>Warm-up games play and copy back using up to 3 notes – G + A.</p> <p>Choose an on line challenge:</p> <p>Bronze: no notes</p> <p>Silver: G, sometimes A</p> <p>Gold: G + A challenge.</p> <p>Improvise using up to 3 notes – G, A + B. Complete a challenge</p> <p>Bronze: G</p> <p>Silver: G + A</p> <p>Gold: G, A + B .</p> <p>Compose a simple melody using simple rhythms choosing from the notes G, A + B or D, E, G, A + B.</p>		
	<p><b>Perform and Share</b></p>	<p>&gt; To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p> <p>&gt;Performing is sharing music with other people, an audience</p> <p>&gt;A performance can be a special occasion and involve an audience including of people you don't know</p> <p>&gt;It is planned and different for each occasion</p> <p>&gt;It involves communicating feelings, thoughts and ideas about the music</p>	<p>Decide how you going to perform this song. It tells an important story. Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards. The performance will include one or more of the following:</p> <p>Improvisations • Instrumental performances • Compositions</p>		

**Music Medium Term Planning - Year Three - Summer**

<b>Summer – Bringing us Together/Reflect, Rewind, Replay Friendship, Hope , Peace and Unity</b>	Concepts	Content	Contextual Application	Contextual Links	Key Vocabulary
	<b>Listening and appraising</b>	> To know five songs from memory and who sang them or wrote them. >To know the style of the five songs. To choose one song and be able to talk about: >Its lyrics: what the song is about Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the song (introduction, verse, chorus etc.) >Name some of the instruments they heard in the song >To confidently identify and move to the pulse >Listen carefully and respectfully to other people’s thoughts about the music.	<b>Learning 5 simple songs off by heart so children get better at recall and rhythm.</b> > Bringing Us Together > Good Times > Ain’t Nobody by Chaka Khan > We Are Family by Sister Sledge >Ain’t No Stopping Us Now >Car Wash From the ‘unit overview’ children can find out important information about each song/songwriter Use the online questions to discuss with the children what they can hear i.e voices, instruments etc. Ask children to close their eyes, what do they imagine when listening to the music? Talk about the style of music and what features make a song a certain style. Look at the texture, dynamics and tempo. Discuss the structure – how the song is put together and does it have story to tell?	?	Keyboard, drums, bass, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, melody
	<b>Controlling Pulse and Rhythm</b>	> To recognise rhythmic patterns >To perform a repeated pattern to a steady pulse >To identify and recall rhythmic and melodic patterns >To identify repeated in a range of music	Use your body, hands, instruments to find the Pulse Play the on line warm up games and challenges to support learning: Rhythm Copy Back: a. Bronze: Clap and say back rhythms b. Silver: Create your own simple rhythm patterns c. Gold: Perhaps lead the class using their simple rhythms		
	<b>Singing and Playing (tuned and untuned instruments)</b>	>To sing in unison and simple two-parts becoming aware of pulse and pitch >To sing with awareness of being ‘in tune’. >To recognise simple structures	Use the on line games to vocally warm up voices ready to sing by completing short exercises a. Bronze: Copy back – ‘Listen and sing back’ (no notation)		

<p><b>Improvisation and composition</b></p>	<p>&gt;To sing expressively having an awareness of the inter-related skills*          &gt;To demonstrate a good singing posture.          &gt;To sing with awareness of being 'in tune'.          &gt;To play simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes          &gt;Play any one, or all of four, differentiated parts on a tuned instrument          &gt;To understand that music is in written form          &gt;To know what a minim is and its value</p> <p style="text-align: center;">           in terms of beats       </p> <p>&gt;To create at least one simple melody using one, three or five different notes.</p>	<p>b. Silver: Copy back with instruments, without then with notation          c. Gold: Copy back with instruments, without and then with notation          Listen and learn the Unit song –children to practise singing at the right pitch and understand that pitch is high or low. Children can have the option to sing the unit song in two parts, only optional          Listen and sing back          Use voices to improvise parts of the unit song  <b>Musical Activities using glocks and/or recorders:</b>          Play instrumental parts with the song by ear and/or from notation using the easy or medium part.          Children can use up to 3 notes – C, A + G.          Improvise using up to 2 notes – C + A.          Bronze: C          Silver: C, and sometimes A          Gold: C + A challenge.          Compose a simple melody using simple rhythms choosing from the notes C, A + G or C, D, E, G + A.          (Pentatonic scale)</p>			
<p><b>Perform and Share</b></p>	<p>&gt; To record the performance and say how they were feeling, what they were pleased with what they would change and why.          &gt;Performing is sharing music with other people, an audience          &gt;A performance can be a special occasion and involve an audience including of people you don't know          &gt;It is planned and different for each occasion          &gt;It involves communicating feelings, thoughts and ideas about the music</p>	<p>Decide how you going to perform this song. It tells an important story. Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards. The performance will include one or more of the following:          Improvisations • Instrumental performances •          Compositions</p>			

**Music Medium Term Planning - Year Four - Autumn**

Autumn – Mamma Mia/Glockenspiel Stage 2 Music by Abba/Exploring and Developing Playing skills (Glock)	Concepts	Content	Contextual Application	Contextual Links	Key Vocabulary
	<b>Listening and appraising</b>	<p>&gt; To know five songs from memory and who sang them or wrote them.</p> <p>&gt;To know the style of the five songs. To choose one song and be able to talk about:</p> <p>Some of the style indicators of that song (musical characteristics that give the song its style).</p> <p>&gt;To know that songs have meanings</p> <p>&gt;To know musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). *</p> <p>&gt;To know the structure of the song</p>	<p>Songs to Listen and Appraise over the next half term are:</p> <p>Mamma Mia</p> <p>Dancing Queen</p> <p>The Winner Takes It All</p> <p>Waterloo</p> <p>Super Trouper by Abba</p> <p>Thank You For The Music by Abba</p> <p>From the ‘unit overview’ children can find out important information about each song/songwriter</p> <p>Use the online questions to discuss with the children what they can hear i.e voices, instruments etc</p> <p>Discuss the structure: Intro, verse, bridge, chorus, introduction, verse, bridge, chorus.</p> <p>Find the pulse as you are listening.</p> <p>Talk about the style of music and what features make a song a certain style. Look at the texture, dynamics and tempo.</p>	<p><b>Geography – Pacific Ocean</b></p> <p><b>Scheme of Work resources:</b></p> <p><b>Charanga-Freestyle</b></p> <p><b>KS2 Topics – Oceans, Seas, Rivers</b></p> <p>Watch Kensuke’s Kingdom trailer, listen to the instruments used in this part of the world. What instruments can you hear:</p> <p><a href="https://www.youtube.com/watch?v=N8y-5JcoKKc">https://www.youtube.com/watch?v=N8y-5JcoKKc</a></p>	<p>Keyboard, electric guitar, bass, drums.</p> <p>improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture</p> <p>structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison</p>
	<b>Controlling Pulse and Rhythm</b>	<p>&gt;To know how pulse, rhythm and pitch work together</p> <p>&gt;To find the pulse – the heartbeat of the music</p> <p>&gt;To recognise the long and short patterns over the pulse To know the difference between pulse and rhythm</p> <p>&gt;To learn how to keep the internal pulse</p> <p>&gt;To create your own simple rhythm patterns</p>	<p>Children to find the pulse using their body, hands or instruments</p> <p>Using the on line resources listen to the rhythm and copy back:</p> <p>Work through a set of challenges:</p> <p>a. Bronze: Clap and say back rhythms</p> <p>b. Silver: Create your own simple rhythm patterns</p> <p>c. Gold: Perhaps lead the class using their simple rhythms</p>		
	<b>Singing and Playing (tuned and untuned instruments)</b>	<p>&gt;To know why you must warm up your voice</p> <p>&gt;To sing in unison and in simple two-parts.</p> <p>&gt;To demonstrate a good singing posture.</p>	<p>Use the on line games to vocally warm up voices ready to sing by completing short exercises:</p> <p>Pitch Copy Back Using 2 Notes</p> <p>a. Bronze: Copy back – ‘Listen and sing back’ (no notation)</p>		



<p><b>Improvisation and composition</b></p>	<p>&gt;To listen to the group when singing.          &gt;Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation.          &gt;To rehearse and perform their part within the context of the Unit song.          &gt;To listen to and follow musical instructions from a leader.          &gt;To know the names of the instruments used in class (a glockenspiel, recorder or xylophone).          &gt;To know the value of notation –          crochet (1 beat), minim (2 beats), semibreve (4 beats)          &gt;To play and Improvise – Using your instruments, listen and play your own answer using one or two notes.          &gt;To take turns to improvise using one or two notes          &gt;To create at least one simple melody using one, three or all five different notes.</p>	<p>b. Silver: Copy back with instruments, without then with notation          c. Gold: Copy back with instruments, without and then with notation          4. Pitch Copy Back and Vocal Warm-ups          Listen and learn the Unit song –children to practise singing at the right pitch and understand that pitch is high or low. Children can have the option to sing the unit song in two parts, only optional          Listen and sing back          Play instrumental parts with the unit song by ear and/or from notation using the easy or medium part.          You will be using up to 3 notes – G, A + B.          Improvise using up to 3 notes – G, A + B.          Bronze: G          Silver: G, sometimes A          Gold: G, A + B challenge          Children to have a go at composing a simple melody using simple rhythms choosing from the notes G, A + B or G, A, B, D + E use the on line tool for support  <u><b>Aut 2 – Glockenspiel Stage 2</b></u>          Children will revise and revisit playing the glockenspiel to songs already learnt and introduce new songs using the notes C,D,E,F G</p>		
<p><b>Perform and Share</b></p>	<p>&gt; To record the performance and say how they were feeling, what they were pleased with what they would change and why.          &gt;Performing is sharing music with other people, an audience          &gt;A performance can be a special occasion and involve an audience including of people you don't know          &gt;It is planned and different for each occasion          &gt;It involves communicating feelings, thoughts and ideas about the music</p>	<p>Decide how you going to perform this song. It tells an important story. Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards. The performance will include one or more of the following:          Improvisations • Instrumental performances •          Compositions</p>		

**Music Medium Term Planning - Year Four - Spring**

<b>Spring – Stop/Lean on Me Song about Bullying/Gospel Singing</b>	<b>Concepts</b>	<b>Content</b>	<b>Contextual Application</b>	<b>Contextual Links</b>	<b>Key Vocabulary</b>
	<b>Listening and appraising</b>	<p>&gt; To know five songs from memory and who sang them or wrote them.</p> <p>&gt;To know the style of the five songs. To choose one song and be able to talk about:</p> <p>Some of the style indicators of that song (musical characteristics that give the song its style).</p> <p>&gt;To know that songs have meanings</p> <p>&gt;To know musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). *</p> <p>&gt;To know the structure of the song</p>	<p>Song to listen and appraise over the next half term are: Stop!</p> <p>Gotta Be Me Skidoo Can't Stop The Feeling! Libertango Mas Que Nada Lean On Me (Spr 2 Unit Song)</p> <p>From the 'unit overview' children can find out important information about each song/songwriter</p> <p>Use the online questions to discuss with the children what they can hear i.e voices, instruments etc</p> <p>Discuss the structure: Intro, verse, bridge, chorus, introduction, verse, bridge, chorus.</p> <p>Find the pulse as you are listening.</p> <p>Talk about the style of music and what features make a song a certain style. Look at the texture, dynamics and tempo. Children should be able to choose one song and talk about in with some musical terms</p>	<p><b>Vikings Scheme of Work resources: Charanga-Freestyle KS2 Topics –Vikings Learn a series of songs to teach the children more about Vikings.</b></p> <p>Learn the Viking song on youtube: <a href="https://www.youtube.com/watch?v=CvkhUx2k5Qs">https://www.youtube.com/watch?v=CvkhUx2k5Qs</a></p> <p>Nordic Chant:The Frozen Call <a href="https://www.youtube.com/watch?v=RNjrUz1sgxQ">https://www.youtube.com/watch?v=RNjrUz1sgxQ</a></p>	<p>Unison, by ear, notation, improvise, melody, pitch, rhythm, pulse, composition, backing vocal, piano, bass, drums, organ, pulse, rhythm, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo</p>
	<b>Controlling Pulse and Rhythm</b>	<p>&gt;To know how pulse, rhythm and pitch work together</p> <p>&gt;To find the pulse – the heartbeat of the music</p> <p>&gt;To recognise the long and short patterns over the pulse To know the difference between pulse and rhythm</p> <p>&gt;To learn how to keep the internal pulse</p> <p>&gt;To create your own simple rhythm patterns</p>	<p>Children to find the pulse using their body, hands or instruments</p> <p>Explain to the children that the rhythm is the long and short sounds over the pulse</p> <p>Using the on line resources listen to the rhythm and copy back:</p> <p>Work through a set of challenges:</p> <p>a. Bronze: Clap and say back rhythms b. Silver: use the glockenspiel to copy back a rhythm c. Gold: Perhaps lead the class using their simple rhythms</p>	<p>Ask the children where have they heard that melody before (Frozen 2)</p>	
	<b>Singing and Playing (tuned and untuned instruments)</b>	<p>&gt;To know why you must warm up your voice</p> <p>&gt;To sing in unison and in simple two-parts.</p>	<p>Use the on line games to vocally warm up voices ready to sing by completing short exercises:</p> <p>Warm-up games play and copy back using up to 2 notes – F + G.</p>		

	<p><b>Improvisation and composition</b></p>	<p>&gt;To demonstrate a good singing posture.          &gt;To listen to the group when singing.          &gt;Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation.          &gt;To rehearse and perform their part within the context of the Unit song.          &gt;To listen to and follow musical instructions from a leader.          &gt;To know the names of the instruments used in class (a glockenspiel, recorder or xylophone).          &gt;To know the value of notation – crochet (1 beat), minim (2 beats), semibreve (4 beats)          &gt;To play and improvise – Using your instruments, listen and play your own answer using one or two notes.          &gt;To take turns to improvise using one or two notes          &gt;To create at least one simple melody using one, three or all five different notes.</p>	<p>Complete a set challenge at any level suitable:          Bronze: no notes – just clap back          Silver: F, sometimes G          Gold: F + G challenge.          Singing in unison.          Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 4 notes – C, E, F + G.          Improvise using up to 3 notes – F, G + A.          Bronze: F          Silver: F + G          Gold: F, G + A challenge.          Compose a simple melody using simple rhythms choosing from the notes F, G + A or D, E, F, G + A.</p>		
	<p><b>Perform and Share</b></p>	<p>&gt; To record the performance and say how they were feeling, what they were pleased with what they would change and why.          &gt;Performing is sharing music with other people, an audience          &gt;A performance can be a special occasion and involve an audience including of people you don't know          &gt;It is planned and different for each occasion          &gt;It involves communicating feelings, thoughts and ideas about the music</p>	<p>Decide how you going to perform this song. It tells an important story. Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards. The performance will include one or more of the following:          Improvisations • Instrumental performances • Compositions</p>		

**Music Medium Term Planning - Year Four - Summer**

	Concepts	Content	Contextual Application	Contextual Links	Key Vocabulary
<p align="center"><b>Summer– Blackbird/Reflect, Rewind, Replay The Beatles, Equality and Civil Rights/The History of Music</b></p>	<p><b>Listening and appraising</b></p>	<p>&gt; To know five songs from memory and who sang them or wrote them. &gt;To know the style of the five songs. To choose one song and be able to talk about: Some of the style indicators of that song (musical characteristics that give the song its style). &gt;To know that songs have meanings &gt;To know musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). * &gt;To know the structure of the song</p>	<p>The Blackbird – The Beatles Yellow Submarine Hey Jude Can't Buy Me Love by The Beatles Yesterday by The Beatles Let It Be by The Beatles <b>New Listen and Appraise App -</b> From the 'unit overview' children can find out important information about each song/songwriter Use the online questions to discuss with the children what they can hear, how old they think the song is, does the song have meaning? Children to be able to say whether the tempo changes throughout the song Learn about a riff, hook or a solo Talk about the style of music and what features make a song a certain style. Look at the texture, dynamics and tempo. Children can now look at Fast Facts about the singer/songwriter</p>	<p><b>WW1 Scheme of Work. Freestyle KS2 Topic resources: National Anthem</b></p> <p><b>WW1 war time songs: It's a Long Way to Tipperary</b> <a href="https://www.youtube.com/watch?v=FsYnSgeo_Uo">https://www.youtube.com/watch?v=FsYnSgeo_Uo</a></p> <p>Last Post – British Army <a href="https://www.youtube.com/watch?v=EDS3TtGaQ0">https://www.youtube.com/watch?v=EDS3TtGaQ0</a></p> <p>WW1- mud, blood and music <a href="https://www.shoeman.eu/ww1-trenches-mud-blood-and-music/">https://www.shoeman.eu/ww1-trenches-mud-blood-and-music/</a></p> <p>BBC Teach A-Z of WW1 including music <a href="https://www.bbc.co.uk/programmes/articles/50BpWH7kmrWIXMzL1ntj7LG/a-z-of-ww1">https://www.bbc.co.uk/programmes/articles/50BpWH7kmrWIXMzL1ntj7LG/a-z-of-ww1</a></p>	<p>Unison, by ear, notation, improvise, melody, pitch, rhythm, pulse, composition, backing vocal, piano, bass, drums, organ, pulse, rhythm, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo</p>
	<p><b>Controlling Pulse and Rhythm</b></p>	<p>&gt;To know how pulse, rhythm and pitch work together &gt;To find the pulse – the heartbeat of the music &gt;To recognise the long and short patterns over the pulse To know the difference between pulse and rhythm &gt;To learn how to keep the internal pulse &gt;To create your own simple rhythm patterns</p>	<p>Children to find the pulse using their body, hands or instruments Explain to the children that the rhythm is the long and short sounds over the pulse Using the on line resources listen to the rhythm and copy back: Work through a set of challenges: Game 1 - Find the pulse, use your imagination. Game 2 - Rhythm Copy Back: Bronze - 'Clap and say back the rhythms you hear. Use the on-screen words to help you' Silver - 'Your teacher will clap the first 4 rhythms for you to copy back. Your teacher will then choose 1 of you to clap the next 4 rhythms for the class to copy back' Gold - 'Choose 4 leaders to clap rhythms for the rest of the class to copy back'</p>		

<p><b>Singing and Playing (tuned and untuned instruments)</b></p> <p><b>Improvisation and composition</b></p>	<p>&gt;To know why you must warm up your voice</p> <p>&gt;To sing in unison and in simple two-parts.</p> <p>&gt;To demonstrate a good singing posture.</p> <p>&gt;To listen to the group when singing.</p> <p>&gt;Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation.</p> <p>&gt;To rehearse and perform their part within the context of the Unit song.</p> <p>&gt;To listen to and follow musical instructions from a leader.</p> <p>&gt;To know the names of the instruments used in class (a glockenspiel, recorder or xylophone).</p> <p>&gt;To know the value of notation – quaver (half a beat) crochet (1 beat), minim (2 beats), semibreve (4 beats)</p> <p>&gt;To play and Improvise – Using your instruments, listen and play your own answer using one or two notes.</p> <p>&gt;To take turns to improvise using one or two notes</p> <p>&gt;To create at least one simple melody using one, three or all five different notes.</p>	<p>Please note that whilst playing with the on line tool you can slow the tempo so children can practise at a slower pace first. Always choose the easiest option – Bronze first</p> <p>Play instrumental parts with the song by ear and/or from notation using the easy or medium part.</p> <p>You will be using up to 3 notes – C, D + E.</p> <p>Improvise using up to 3 notes – C, D + E.</p> <p>Bronze: C</p> <p>Silver: C, and sometimes D</p> <p>Gold: C, D + E challenge.</p> <p>Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, G + A</p>			
<p><b>Perform and Share</b></p>	<p>&gt; To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p> <p>&gt;Performing is sharing music with other people, an audience</p> <p>&gt;A performance can be a special occasion and involve an audience including of people you don't know</p> <p>&gt;It involves communicating feelings, thoughts and ideas about the music</p>	<p>Decide how you going to perform this song. It tells an important story. Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards. The performance will include one or more of the following:</p> <ul style="list-style-type: none"> <li>• Improvisations</li> <li>• Instrumental performances</li> <li>• Compositions</li> </ul>			

Music Medium Term Planning - Year Five - Autumn

	Concepts	Content	Contextual Application	Contextual Links	Key Vocabulary
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Autumn – Livin’ on a Prayer/Classroom Jazz 1 Rock Anthems/Jazz and Improvisation</p>	<p><b>Listening and appraising</b></p>	<p>&gt;To identify and move to the pulse with ease. &gt; To think about the message of songs. &gt;To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. &gt;Listen carefully and respectfully to other people’s thoughts about the music. &gt;When you talk try to use musical words. &gt;To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel.</p>	<p>Listen, learn and appraise the unit song – Livin’ on a Prayer along with other songs in the unit: We Will Rock You Smoke On The Water Rockin’ All Over The World Johnny B.Goode by Chuck I Saw Her Standing There <b>New Listen and Appraise App -</b> From the ‘unit overview’ children can find out important information about each song/songwriter Use the online questions to discuss with the children what they can hear, how old they think the song is, does the song have meaning? Children to be able to say whether the tempo changes throughout the song Learn about a riff, hook or a solo To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people’s thoughts about the music. (P4C Link) Talk about the style of music and what features make a song a certain style. Look at the texture, dynamics and tempo. Children can now look at Fast Facts about the singer/songwriter</p>	<p><b>Our Extreme Earth Scheme of Work , Freestyle KS2 Topics resources: Around the World</b></p> <p>The most northerly concert held in the artic by Greenpeace. All instruments are made out of ice <a href="https://www.youtube.com/watch?v=YvXiSGbfXUI">https://www.youtube.com/watch?v=YvXiSGbfXUI</a></p> <p>Amazon Tribe – pipe music and drums <a href="https://www.youtube.com/watch?v=z7K7yjdmE3U">https://www.youtube.com/watch?v=z7K7yjdmE3U</a></p>	<p>Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose</p>
	<p><b>Controlling Pulse and Rhythm</b></p>	<p>&gt;To know how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song &gt;To keep the internal pulse &gt;To create musical ideas for the group to copy or respond to &gt;To create a rhythm for the class to copy</p>	<p>Can children find the pulse as you are listening? Is the tempo fast, slow or inbetween? Dynamics? Texture? Explain to the children that the rhythm is the long and short sounds over the pulse Using the on line resources listen to the rhythm and copy back: Work through a set of challenges: <b>Bronze Challenge:</b> Find the pulse, Copy back rhythms based on the words of the main song that include syncopation/off beat Copy back one-note riffs using simple and syncopated rhythm patterns</p>	<p>Music of the desert <a href="https://www.youtube.com/watch?v=ZzKg-bBtyUc">https://www.youtube.com/watch?v=ZzKg-bBtyUc</a> What instruments can you hear?</p>	

			<p><b>Silver Challenge:</b> Find the pulse, Lead the class by inventing rhythms for others to copy back, Copy back two-note riffs by ear and with notation Question and answer using two different notes</p> <p><b>Gold Challenge:</b> Find the pulse, Lead the class by inventing rhythms for them to copy back Copy back three-note riffs by ear and with notation Question and answer using three different notes</p>		
<p><b>Singing and Playing (tuned and untuned instruments)</b></p> <p><b>Improvisation and composition</b></p>	<p>&gt;To sing in unison and to sing backing vocals.</p> <p>&gt; To listen to the group when singing.</p> <p>&gt;&gt;To listen to each other and be aware of how you fit into the group.</p> <p>To sing with awareness of being ‘in tune’.</p> <p>&gt;Different ways of writing music down – e.g. staff notation, symbols •</p> <p>To know the notes C, D, E, F, G, A, B + C on the treble stave</p> <p>&gt;The instruments they might play or be played in a band or orchestra or by their friends</p> <p>&gt;To know the value of notation – quaver (half a beat) crochet (1 beat), minim (2 beats), semibreve (4 beats)</p> <p>&gt;To play and Improvise – Using your instruments, listen and play your own answer using one or two notes.</p> <p>&gt;Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</p>	<p>Please note that whilst playing with the on line tool you can slow the tempo so children can practise at a slower pace first. Always choose the easiest option – Bronze first</p> <p>Using the on- line challenges to support playing: Play and Copy Back</p> <p><b>Bronze</b> – Copy back using instruments. Use one note.</p> <p><b>Silver</b> – Copy back using instruments. Use the two notes.</p> <p><b>Gold</b> – Copy back using instruments. Use the three notes.</p> <p>Play and Improvise <b>You will be using up to three notes:</b></p> <p><b>Bronze</b> – Question and Answer using instruments. Use one note in your answer.</p> <p><b>Silver</b> – Question and Answer using instruments. Use two notes in your answer. Always start on a G.</p> <p><b>Gold</b> – Question and Answer using instruments. Use three notes in your answer. Always start on a G.</p> <p>Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:</p> <p><b>Bronze</b> – Improvise using one note.</p> <p><b>Silver</b> – Improvise using two notes.</p> <p><b>Gold</b> – Improvise using three notes.</p> <p>Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</p>			
<p><b>Perform and Share</b></p>	<p>&gt; To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p> <p>&gt;Performing is sharing music with other people, an audience</p>	<p>Decide how you going to perform this song. It tells an important story. Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards. The performance will include one or more of the following:</p> <p>Improvisations • Instrumental performances • Compositions</p>			

		<ul style="list-style-type: none"><li>&gt;A performance can be a special occasion and involve an audience including of people you don't know</li><li>&gt;It is planned and different for each occasion</li><li>&gt;It involves communicating feelings, thoughts and ideas about the song/music</li></ul>			
--	--	--	--	--	--



Music Medium Term Planning - Year Five - Spring

Spring – Make you Feel my Love/The Fresh Prince of Bel Air Pop Ballads/Old School Hip Hop	Concepts	Content	Contextual Application	Contextual Links	Key Vocabulary
	<b>Listening and appraising</b>	<p>&gt;To identify and move to the pulse with ease.</p> <p>&gt; To think about the message of songs.</p> <p>&gt;To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>&gt;Listen carefully and respectfully to other people’s thoughts about the music.</p> <p>&gt;When you talk try to use musical words.</p> <p>&gt;To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel.</p>	<p>Listen, learn and appraise the unit song – Make you Feel my Love (Adele) and appraise the following songs:            Make You Feel My Love by Bob Dylan            So Amazing by Luther Vandross            Hello by Lionel Ritchie            The Way You Look Tonight by Tony Bennett</p> <p><b>New Listen and Appraise App -</b>            From the ‘unit overview’ children can find out important information about each song/songwriter            Use the online questions to discuss with the children what they can hear, how old they think the song is, does the song have meaning?            Children to be able to say whether the tempo changes throughout the song            Learn about a riff, hook or a solo            To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.            Listen carefully and respectfully to other people’s thoughts about the music. (P4C Link)            Talk about the style of music and what features make a song a certain style. Look at the texture, dynamics and tempo.            Children can now look at Fast Facts about the singer/songwriter</p>	<p><b>Tudors/ Shakespeare Scheme of Work, Freestyle KS2 Topics resources: English Folk Songs Charanga-Freestyle KS2 Topics</b></p> <p><b>Horrible Histories :The Tudor Song</b>  <a href="https://www.youtube.com/watch?v=PCmogoGpnxg">https://www.youtube.com/watch?v=PCmogoGpnxg</a></p> <p>Sample some music from medieval times:            Lute Guitar  <a href="https://www.youtube.com/watch?v=WJUBWj6Rw">https://www.youtube.com/watch?v=WJUBWj6Rw</a></p>	<p>Ballad, verse, chorus, interlude, tag ending, strings, piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure</p>
	<b>Controlling Pulse and Rhythm</b>	<p>&gt;To know how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song</p> <p>&gt;To keep the internal pulse</p> <p>&gt;To create musical ideas for the group to copy or respond to</p> <p>&gt;To create a rhythm for the class to copy</p>	<p>Can children find the pulse as you are listening? Is the tempo fast, slow or inbetween? Dynamics? Texture? Explain to the children that the rhythm is the long and short sounds over the pulse</p> <p>Using the on line resources listen to the rhythm and copy back:</p> <p>Work through a set of challenges: <b>Bronze Challenge:</b>            Find the pulse, Copy back rhythms based on the words of the main song that include syncopation/off beat            Copy back one-note riffs using simple and syncopated rhythm patterns</p>		

			<p><b>Silver Challenge:</b> Find the pulse, Lead the class by inventing rhythms for others to copy back, Copy back two-note riffs by ear and with notation Question and answer using two different notes</p> <p><b>Gold Challenge:</b> Find the pulse, Lead the class by inventing rhythms for them to copy back – using the notes C,D and E</p> <p>Copy back three-note riffs by ear and with notation</p> <p>Question and answer using three different notes</p>		
	<p><b>Singing and Playing (tuned and untuned instruments)</b></p> <p><b>Improvisation and composition</b></p>	<p>&gt;To sing in unison and to sing backing vocals.</p> <p>&gt; To listen to the group when singing.</p> <p>&gt;&gt;To listen to each other and be aware of how you fit into the group.</p> <p>To sing with awareness of being ‘in tune’.</p> <p>&gt;Different ways of writing music down – e.g. staff notation, symbols ●</p> <p>To know the notes C, D, E, F, G, A, B + C on the treble stave</p> <p>&gt;The instruments they might play or be played in a band or orchestra or by their friends</p> <p>&gt;To know the value of notation – quaver (half a beat) crochet (1 beat), minim (2 beats), semibreve (4 beats)</p> <p>&gt;To play and Improvise – Using your instruments, listen and play your own answer using one or two notes.</p> <p>&gt;Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</p>	<p>Please note that whilst playing with the on line tool you can slow the tempo so children can practise at a slower pace first. Always choose the easiest option – Bronze first</p> <p>Using the on- line challenges to support playing:</p> <p>Play and Copy Back</p> <p><b>Bronze</b> – Copy back using instruments. Use one note.</p> <p><b>Silver</b> – Copy back using instruments. Use the two notes.</p> <p><b>Gold</b> – Copy back using instruments. Use the three notes.</p> <p>Play and Improvise <b>You will be using up to three notes:</b> C,D and E. Just C is the easy option</p> <p><b>Bronze</b> – Question and Answer using instruments. Use one note in your answer.</p> <p><b>Silver</b> – Question and Answer using instruments. Use two notes in your answer. Always start on a G.</p> <p><b>Gold</b> – Question and Answer using instruments. Use three notes in your answer. Always start on a G.</p> <p>Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:</p> <p><b>Bronze</b> – Improvise using one note.</p> <p><b>Silver</b> – Improvise using two notes.</p> <p><b>Gold</b> – Improvise using three notes.</p>		
	<p><b>Perform and Share</b></p>	<p>&gt; To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p> <p>&gt;Performing is sharing music with other people, an audience</p>	<p>Decide how you going to perform this song. It tells an important story. Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards. The performance will include one or more of the following:</p>		

		<p>&gt;A performance can be a special occasion and involve an audience including of people you don't know</p> <p>&gt;It is planned and different for each occasion</p> <p>&gt;It involves communicating feelings, thoughts and ideas about the song/music</p>	<p>Improvisations • Instrumental performances • Compositions</p>		
--	--	---	--	--	--

Music Medium Term Planning - Year Five - Summer

	Concepts	Content	Contextual Application	Contextual Links	Key Vocabulary
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer – Dancing in the Street/Reflect, Rewind, Replay Motown/The History of Music</p>	<p><b>Listening and appraising</b></p>	<p>&gt;To identify and move to the pulse with ease. &gt; To think about the message of songs. &gt;To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. &gt;Listen carefully and respectfully to other people’s thoughts about the music. &gt;When you talk try to use musical words. &gt;To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel.</p>	<p>Listen, learn and appraise the unit song – I can’t Help Myself I Heard it Through the Grapevine Ain’t No Mountain High Enough You Are the Sunshine of My Life by Stevie Wonder <b>New Listen and Appraise App -</b> From the ‘unit overview’ children can find out important information about each song/songwriter Use the online questions to discuss with the children what they can hear, how old they think the song is, does the song have meaning? Children to be able to say whether the tempo changes throughout the song Learn about a riff, hook or a solo To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people’s thoughts about the music. (P4C Link) Talk about the style of music and what features make a song a certain style. Look at the texture, dynamics and tempo. Children can now look at Fast Facts about the singer/songwriter</p>	<p>Ancient Greece and the Trojan War <i>Heroes of Troy</i> targets objectives from the Music curriculum at Key Stage 2. Vocal coach David Grant has seven exciting songs to learn, each one linking to an episode of the story of the <i>Trojan War</i>.  <a href="https://www.bbc.co.uk/teach/school-radio/music-ks2-heroes-of-troy-index/zn4d8xs">https://www.bbc.co.uk/teach/school-radio/music-ks2-heroes-of-troy-index/zn4d8xs</a></p>	<p>Soul, groove, riff, bass line, backbeat, brass section, harmony, hook, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure</p>
	<p><b>Controlling Pulse and Rhythm</b></p>	<p>&gt;To know how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song &gt;To keep the internal pulse &gt;To create musical ideas for the group to copy or respond to &gt;To create a rhythm for the class to copy</p>	<p>Can children find the pulse as you are listening? Is the tempo fast, slow or inbetween? Dynamics? Texture? Explain to the children that the rhythm is the long and short sounds over the pulse Using the on line resources listen to the rhythm and copy back: Work through a set of challenges: <b>Bronze Challenge:</b> Find the pulse, Copy back rhythms based on the words of the main song that include syncopation/off beat Copy back one-note(F) riffs using simple and syncopated rhythm patterns <b>Silver Challenge:</b> Find the pulse,Lead the class by inventing rhythms for others to copy back, Copy back</p>		

		<p>two-note riffs by ear and with notation Question and answer using two different notes (F,G)</p> <p><b>Gold Challenge:</b> Find the pulse, Lead the class by inventing rhythms for them to copy back – using the notes F, G and A</p> <p>Copy back three-note riffs by ear and with notation</p> <p>Question and answer using three different notes</p>		
<p><b>Singing and Playing (tuned and untuned instruments)</b></p> <p><b>Improvisation and composition</b></p>	<p>&gt;To sing in unison and to sing backing vocals.</p> <p>&gt; To listen to the group when singing.</p> <p>&gt;&gt;To listen to each other and be aware of how you fit into the group.</p> <p>To sing with awareness of being ‘in tune’.</p> <p>&gt;Different ways of writing music down – e.g. staff notation, symbols •</p> <p>To know the notes C, D, E, F, G, A, B + C on the treble stave</p> <p>&gt;The instruments they might play or be played in a band or orchestra or by their friends</p> <p>&gt;To know the value of notation – quaver (half a beat) crochet (1 beat), minim (2 beats), semibreve (4 beats)</p> <p>&gt;To play and Improvise – Using your instruments, listen and play your own answer using one or two notes.</p> <p>&gt;Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</p>	<p>Please note that whilst playing with the on line tool you can slow the tempo so children can practise at a slower pace first. Always choose the easiest option – Bronze first</p> <p>Using the on- line challenges to support playing: Play and Copy Back</p> <p><b>Bronze</b> – Copy back using instruments. Use one note.</p> <p><b>Silver</b> – Copy back using instruments. Use the two notes.</p> <p><b>Gold</b> – Copy back using instruments. Use the three notes.</p> <p>Play and Improvise <b>You will be using up to three notes:</b> D,E and F. Just D is the easy option</p> <p><b>Bronze</b> – Question and Answer using instruments. Use one note in your answer.</p> <p><b>Silver</b> – Question and Answer using instruments. Use two notes in your answer. Always start on a G.</p> <p><b>Gold</b> – Question and Answer using instruments. Use three notes in your answer. Always start on a G.</p> <p>Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:</p> <p><b>Bronze</b> – Improvise using one note.</p> <p><b>Silver</b> – Improvise using two notes.</p> <p><b>Gold</b> – Improvise using three notes.</p> <p>Compose using a range of notes: C, D, E, F and G</p>		
<p><b>Perform and Share</b></p>	<p>&gt; To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p> <p>&gt;Performing is sharing music with other people, an audience</p>	<p>Decide how you going to perform this song. It tells an important story. Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards. The performance will include one or more of the following:</p> <p>Improvisations • Instrumental performances • Compositions</p>		

		<ul style="list-style-type: none"><li>&gt;A performance can be a special occasion and involve an audience including of people you don't know</li><li>&gt;It is planned and different for each occasion</li><li>&gt;It involves communicating feelings, thoughts and ideas about the song/music</li></ul>			
--	--	--	--	--	--

**Music Medium Term Planning - Year Six - Autumn**

	Concepts	Content	Contextual Application	Contextual Links	Key Vocabulary
<p align="center"><b>Autumn – Happy/Classroom Jazz 2</b> <b>Being Happy/Jazz, improvisation and composition</b></p>	<p><b>Listening and appraising</b></p>	<p>&gt; To know five songs from memory, who sang or wrote them, when they were written and why?                      &gt; To know the style of the songs and to name other songs from the Units in those styles.                      &gt;To choose three or four other songs and be able to talk their features in detail i.e. style, lyrics, dimensions, structure.                      &gt;Name some of the instruments used in the songs                      &gt;The historical context of the songs. What else was going on at this time, musically and historically?</p>	<p>Listen, learn and appraise the unit song – <b>Happy</b>                      Appraise other songs as part of this unit:                      Top Of The World                      Don't Worry, Be Happy                      Walking On Sunshine                      When You're Smiling                      Love Will Save The Day  <b>Classroom Jazz 2</b> - Bacharach Anorak and Meet The Blues  <b>New Listen and Appraise App-</b>                      Identify the pulse and move with ease                      From the 'unit overview' children can find out important information about each song/songwriter                      Use the online questions to discuss with the children what they can hear, how old they think the song is, does the song have meaning?                      Children to be able to say whether the tempo changes throughout the song                      Learn about a riff, hook or a solo                      To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.                      Listen carefully and respectfully to other people's thoughts about the music. (P4C Link)                      Talk about the style of music and what features make a song a certain style. Look at the texture, dynamics and tempo.                      Children can now look at Fast Facts about the singer/songwriter</p>	<p><b>Rivers/Brazil Scheme of Work, Freestyle KS2 Topics resources: The Ocean, Seas and Rivers Around the World</b></p> <p>Samba – watch samba percussion being used:  <a href="https://www.youtube.com/watch?v=XC0yHAw3-8w">https://www.youtube.com/watch?v=XC0yHAw3-8w</a></p> <p>Brazilian National Anthem:  <a href="https://www.youtube.com/watch?v=Sy0ahYXhUQ">https://www.youtube.com/watch?v=Sy0ahYXhUQ</a></p> <p>Look at carnivals in Brazil and listen to some carnival music</p> <p>Use the samba drums in school to create a rhythm together as a class</p>	<p>style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, neo soul, producer, groove, Motown, hook, riff, solo</p>
	<p><b>Controlling Pulse and Rhythm</b></p>	<p>&gt; How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music                      &gt;How to keep the internal pulse                      &gt;Musical Leadership: creating musical ideas for the group to copy or respond to</p>	<p>Can children find the pulse as you are listening? Is the tempo fast, slow or in between? Dynamics? Texture? Explain to the children that the rhythm is the long and short sounds over the pulse                      Using the on line resources listen to the rhythm and copy back:                      Work through a set of challenges:</p>		

			<p><b>Bronze Challenge:</b> Find the pulse, copy back rhythms based on the words of the main song, that include syncopation/off beat Copy back one-note riffs using simple and syncopated rhythm patterns</p> <p><b>Silver Challenge:</b> Find the pulse, lead the class by inventing rhythms for others to copy back, copy back two-note riffs by ear and with notation, question and answer using two different notes</p> <p><b>Gold Challenge:</b> Find the pulse, lead the class by inventing rhythms for them to copy back, copy back three-note riffs by ear and with notation, question and answer using three different notes</p> <p>Copy back three-note riffs by ear and with notation</p> <p>Question and answer using three different notes</p>		
	<p><b>Singing and Playing (tuned and untuned instruments)</b></p> <p><b>Improvisation and composition</b></p>	<p>&gt; To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</p> <p>&gt; To sing in unison and to sing backing vocals</p> <p>&gt; To follow a leader when singing.</p> <p>&gt;To sing with awareness of being ‘in tune’.</p> <p>&gt; To know different ways of writing music down – e.g. staff notation, symbols</p> <p>&gt;To know the notes C, D, E, F, G, A, B + C on the treble stave</p> <p>&gt;To select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</p>	<p>Please note that whilst playing with the on line tool you can slow the tempo so children can practise at a slower pace first. Always choose the easiest option – Bronze first</p> <p>Using the on- line challenges to support playing: Play and Copy Back</p> <p>Warm-up games play and copy back using up to 3 notes – A, G + B. Bronze: A Silver: A + G Gold: A, G + B challenge</p> <p>Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – A, G + B. Children will listen to and copy riffs using up to 3 notes, please note the tempo can be altered to make copying the pattern easier. Always start with the bronze option</p> <p>Improvise using up to 3 notes – A, G + B. Bronze: A Silver: A + G Gold: A, G + B challenge.</p> <p>Compose a simple melody using simple rhythms choosing from the notes A, G + B or C, E, G, A + B.</p>		
	<p><b>Perform and Share</b></p>	<p>&gt; To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>	<p>Decide how you going to perform this song. It tells an important story. Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards. The performance will include one or more of the following:</p>		



		<p>&gt;Performing is sharing music with other people, an audience</p> <p>&gt;A performance can be a special occasion and involve an audience including of people you don't know</p> <p>&gt;It is planned and different for each occasion</p> <p>&gt;It involves communicating feelings, thoughts and ideas about the song/music</p>	<p>Improvisations • Instrumental performances • Compositions</p>		
--	--	---	--	--	--

Music Medium Term Planning - Year Six - Spring

Spring - A New Carol/You 've Got a Friend Classical or Urban Gospel/70s Ballad Pop	Concepts	Content	Contextual Application	Contextual Links	Key Vocabulary
	<p><b>Listening and appraising</b></p>	<p>&gt; To know five songs from memory, who sang or wrote them, when they were written and why?                      &gt; To know the style of the songs and to name other songs from the Units in those styles.                      &gt;To choose three or four other songs and be able to talk their features in detail i.e. style, lyrics, dimensions, structure.                      &gt;Name some of the instruments used in the songs                      &gt;The historical context of the songs. What else was going on at this time, musically and historically?</p>	<p>Listen, learn and appraise the unit song – Happy                      Appraise other songs as part of this unit:                      I Mun Be Married on Sunday                      Fishing Song  <b>Spr 2</b>                      The Loco-Motion                      Fine Day                      Up On The Roof                      Will You Still Love Me Tomorrow                      A Natural Woman  <b>New Listen and Appraise App-</b>                      Identify the pulse and move with ease                      From the ‘unit overview’ children can find out important information about each song/songwriter                      Use the online questions to discuss with the children what they can hear, how old they think the song is, does the song have meaning?                      Children to be able to say whether the tempo changes throughout the song                      Learn about a riff, hook or a solo                      To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.                      Listen carefully and respectfully to other people’s thoughts about the music. (P4C Link)                      Talk about the style of music and what features make a song a certain style. Look at the texture, dynamics and tempo.                      Children can now look at Fast Facts about the singer/songwriter</p>	<p><b>World War II Scheme of Work.</b>  <b>Freestyle KS2 Topic resources: National Anthem</b></p> <p><b>War time songs:</b>  <b>Vera Lyn – We’ll Meet Again,</b>  <a href="https://www.youtube.com/watch?v=T5C4meGkNyc">https://www.youtube.com/watch?v=T5C4meGkNyc</a>                      White Cliffs of Dover  <a href="https://www.youtube.com/watch?v=YUx3MU9iM6c">https://www.youtube.com/watch?v=YUx3MU9iM6c</a></p> <p>Boogie Woogie                      Bugal Boy swing:  <a href="https://www.youtube.com/watch?v=1tVCKtDDCbK">https://www.youtube.com/watch?v=1tVCKtDDCbK</a></p>	<p>Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, ostinato, phrases, unison, urban gospel</p>
<p><b>Controlling Pulse and Rhythm</b></p>	<p>&gt; How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music                      &gt;How to keep the internal pulse                      &gt;Musical Leadership: creating musical</p>	<p>Can children find the pulse as you are listening? Is the tempo fast, slow or in between? Dynamics? Texture?                      Explain to the children that the rhythm is the long and short sounds over the pulse                      Warm-up games pulse, rhythm and pitch games:</p>			

		ideas for the group to copy or respond to	Learn to clap some of the the rhythms used in the song Learn some musical phrases that you will sing in the song Spr 2 Warm up games: Play and copy back using up to 3 notes – A, G + E. Bronze: A Silver: A + G Gold: A, G + E Listen to the patterns played and copy back, slow the tempo to support the children.		
	<b>Singing and Playing (tuned and untuned instruments)</b>  <b>Improvisation and composition</b>	<p>&gt; To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</p> <p>&gt; To sing in unison and to sing backing vocals</p> <p>&gt; To follow a leader when singing.</p> <p>&gt;To sing with awareness of being ‘in tune’.</p> <p>&gt; To know different ways of writing music down – e.g. staff notation, symbols</p> <p>&gt;To know the notes C, D, E, F, G, A, B + C on the treble stave</p> <p>&gt;To select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</p>	<p>Please note that whilst playing with the on line tool you can slow the tempo so children can practise at a slower pace first. Always choose the easiest option – Bronze first</p> <p>Using the on- line challenges to support playing: Play and Copy Back Warm-up games play and copy back using up to 3 notes – A, G + B. Bronze: A Silver: A + G Gold: A, G + B challenge. Children will listen to and copy riffs using up to 3 notes, please note the tempo can be altered to make copying the pattern easier. Always start with the bronze option</p> <p>Use the on-line tool to: Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 4 notes – B, A + G and C, D, E + F.</p> <p>Improvise using up to 3 notes – A, G + E. Bronze: A Silver: A + G Gold: A, G + E challenge</p> <p>Compose a simple melody using simple rhythms choosing from the notes E, G + A or E, G, A, C + D.</p>		
	<b>Perform and Share</b>	<p>&gt; To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p> <p>&gt;Performing is sharing music with other people, an audience</p>	<p>Decide how you going to perform this song. It tells an important story. Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards. The performance will include one or more of the following:</p> <p>Improvisations • Instrumental performances • Compositions</p>		

		<p>&gt;A performance can be a special occasion and involve an audience including of people you don't know</p> <p>&gt;It is planned and different for each occasion</p> <p>&gt;It involves communicating feelings, thoughts and ideas about the song/music</p>			
--	--	---	--	--	--

**Music Medium Term Planning - Year Six - Summer**

	Concepts	Content	Contextual Application	Contextual Links	Key Vocabulary
<p align="center"><b>Summer – Music in Me/Reflect, Rewind, Replay Create your own music/History of Music (consolidation)</b></p>	<p><b>Listening and appraising</b></p>	<p>&gt; To know the style of the songs and to name other songs from the Units in those styles. &gt;To choose three or four other songs and be able to talk their features in detail i.e. style, lyrics, dimensions, structure. &gt;Name some of the instruments used in the songs &gt;The historical context of the songs. What else was going on at this time, musically and historically?</p>	<p>Listen and appraise the unit song – Something Helpful by Anna Meredith O by Shiva Feshareki V-A-C Moscow by Shiva Feshareki Heroes &amp; Villains by Eska Shades Of Blue by Eska And! by Afrodeutsche The Middle Middle by Afrodeutsche</p> <p>Listen &amp; Appraise music from four different inspirational female artists. As you listen to each of the featured artists, think about: What could you hear? Did you recognise any instrumental sounds or voices? Did you like the music? Why? Or why not? Did anything stand out to you about any of the pieces you listened to?</p> <p>About the Artists: The scheme videos will introduce each artist, who will talk about themselves and their work. You will hear key words and phrases that will tell about their identity and how they express it through their music. Learning about the artists will the children to create their own music.</p> <p>Ask the children to think about: How do they each go about creating music? How has creating music helped them to build their confidence? How do you know that making music and performing makes them happy? What do they say about themselves through their music</p>	<p><b>Mayans Scheme of Work Freestyle KS2 Topics: Around the World</b></p> <p><b>Ancient Mayan Music:</b> <a href="https://www.youtube.com/watch?v=S UfTo2pZsPY">https://www.youtube.com/watch?v=S UfTo2pZsPY</a></p> <p>Can children say which instruments they think are being played. Could they make a similar sound with some untuned percussion using a similar rhythm?</p>	<p>Gender, racism, rap, lyrics, turntablist, DJing, producer, Electronic and Acoustic music.</p>
	<p><b>Create</b></p>		<p>Using the on line support children to write their own music using 'Music and Me' ('Identity') as your theme. Children will create their own beats in different styles, compose and write raps. Children will learn to create their own lyrics and arrangements</p>		
	<p><b>Perform and Share</b></p>	<p>&gt; To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>	<p>Decide how your group will introduce your composition and how much you will tell your audience about it. How did you put your identity into the music and the performance? Record the performance and talk about it afterwards.</p>		

		<ul style="list-style-type: none"><li>&gt;Performing is sharing music with other people, an audience</li><li>&gt;A performance can be a special occasion and involve an audience including of people you don't know</li><li>&gt;It is planned and different for each occasion</li><li>&gt;It involves communicating feelings, thoughts and ideas about the song/music</li></ul>			
--	--	---	--	--	--

