Whole School Medium Plan- Subject Music

State if it is not a lead subect: but standalone/ ongoing	Week: teachers to date	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
EYFS	1	**ELG**: Being imaginative and expressive- Pupils will be able to sing a range of well-known nursery rhymes and songs: perform songs, rhymes and stories with others; and move in time to the music. Advent 2: practise Nativity songs for performance Pentecost ½: practise song for end of year music performance. Continuous music provision: use stage area and have a set of musical instruments for children to improvise. Will begin to name some instruments					
	2						
	3						
	4						
	5						
Y1	1	**Penguins/ Possums and Pigs** Thematic songs to perform in music lessons. Continent songs Music and music making- use percussion and tuned instruments for different places in the world. Listen to different pieces of music from the different continents- compare and contrast.	**Fire Fire topic** London's Burning Lancashire lead music Subject **Listening** **Identify how fire is used as a starting point for music. Chariots of fire/ Firework by Katie Perry.**	**Growth and Green Fingers** Thematic songs to perform in music lessons about plants, flowers, nature Music and music making- use percussion and tuned instruments for plant/ gardening music. Listen to pieces of music/ songs about plants/ flowers/ gardening	**Robots** Pupils understand musical notation in the form of lines and other mark making/ any form of instrument to explore different sound textures. Pupils can describe different sound textures.	**The Great outdoors**	**Family album Orchestra families** Lancashire lead music Subject **The string family** Pupils understand which instruments make up the string family and that the sound is made by playing the string. They explain that it can be played by plucking, strumming or bowed. Pitch is changed by the

							length of the string, tension and thickness.
	2		Music from the Royal Fireworks by George Frederic Handel (1749) **Children can identify the instruments in the piece and know what dynamics are in it.**			Local environment and sound walk – play various materials and structures	**The String Family** Pupils can recall how stringed instruments make sound and change pitch. When listening to Samuel Barber's 'Adagio for Strings'. They can describe duration, tempo and timbre. Through art work- they will show how the music makes them feel and how the musicians hold the instruments. Pupils can make comparisons to Banjamin Britten's: 'Playful Pizzicato'. Pupils know this piece of music is made by being plucked and not use of bows.
	3		Madrigali: Six Fire Songs on Italian (1987) Renaissance Poems by Morten Lauridesen Pupils can explain what a choir is and know the voice is an instrument. **Explain the emotions in the piece.**				**The Brass Family** Pupils know that brass instruments are metal tubes that is played with the lips and that some are coiled to make it easier to hold. Know other brass instruments have valves or other mechanisms to extend the range of notes. They will explain how sound is made on brass instruments and how pitch is changed by

							the length of tubing. Pupils identify the brass instruments and name them when watching and listening to 'Fanfare for the Common Man'.
	4		Ritual Fire Dance by Manuel de Falla (1915) Pupils can compare and describe the different parts of the music using dynamics, pitch and tempo and compare it to parts of fire. **describe different states of a fire e.g. flickers, roaring and share during parts of the piece.**				**The Woodwind Family** Children can explain the size comparisons of different woodwind instruments and that they were made of wood which is why they are given that name, but now can be made from a variety of materials. Pupils will know how sound is made on woodwind instrument through covering the holes on the hollow tubes to change the pitch. Science link to vibrations. Watch flute and clarinet quartets- know the difference of how the sound is made.
	5		Infernal Dance from 'The Firebird Suite' by Igor Stravinsky (1910) Know what different percussion instruments are made from and the differences in sound they make.				**The Percussion Family** Pupils know that a percussion instrument makes it sound by being hit and can compare by size- naming percussion instruments. They will know compared to the other families that percussion instruments are **rhythmic** rather than **melodic, although a few**

			wood, metal, skin (drum) and 'shaker' sounds				**can play melodies, such as the glockenspiel and bells. Pupils will be able to name percussion instruments and how they are played-** **Quiz: orchestra and types of instrument**
	6		Chariots of Fire by Vangelis (1981) Pupils can say what an electronic instrument is and how it is different to a percussion instrument: explain using the vocabulary pitch, dynamics. Assessment: Play the above pieces, can the children recall the name of the piece and/or composer				**Overall assessment performance** **Music performance to school and parents: applying all learning** **Draw or write about the instrument families.** **In groups: be a family they have learnt from an orchestra- explain their group and show how to play it- invite families in for a performance or show to the school.**
	7		**Assessment** **After studying fire music – the children create their own 'Fire Song': they have referred to examples from their listening. Record and assess final versions- enable pupils to improve.**				
Y2	1	**The place where I live** To explore sounds around us Go around a sound walk around the school – Pupils	**Fighting Fit** Lancashire lead music Subject Listen to Latin American music:	**Explorers** Exploring sounds that can be made by Everyday Objects	**The Farm shop**	**Wind in the Willows** Lancashire lead music subject **Listening Activities** Pupils can explain why they have chosen a	**Buckets and Spades**

		can identify the sounds and what the sounds mean.	<u>To introduce the elements of Latin music Percussion</u> **Pupils can describe Latin terms in music relating to dynamics and rhythm. Know what instruments can be used to perform this.**	The children can describe the timbre of the sounds. They will be able to create a composition to a variety of tempos.		percussion instrument to represent the animal in the story- will use the vocabulary: pitch, duration, dynamics, tempo, material of the instrument.	
	<u>2</u>	<u>To explore the sounds of weather</u> Listen to recordings of weather sounds. Can these sounds be used to enhance a story?	**<u>Clave Rhythms</u>** Pupils will be able to show simple rhythms including repetitive clave rhythms. They will know what a clave rhythm is.	<u>Differing Materials</u> Pupils can explain how different beaters create a different timbre of sound. They will be able to use these for effect in their own compositions. The children apply the term dynamics for effect.		<u>Singing Activities</u> Pupils can sing together, starting and finishing together and keeping a steady pulse- will explain o show what that steady pulse is. See song suggestions on Lancashire- explain links to the book.	
	<u>3</u>	<u>Explore Animal Sounds</u> Pupils can listen to and discuss animal sounds using basic musical vocabulary	<u>Guajeo Melodies</u> Pupils will know what a Guajeo melody is- recall the word melody from year one- recall the clave rhythm. Similar to a clave rhythm – the children create melodic chants to a rhythm.	<u>Creating Pitched Instruments</u> Pupils can use glass bottles with water to create tuned pitch. Vangelis could be used again to c# and d. The children can create their own compositions (using the grid method).		<u>Experience of the musical ' Into the Woods'</u> Pupils can explain the links to Wind in the Willows- fairytale characters- singing characters. Pupils can sing some of the songs and identify the spoken and sung passages- being able to hold up signs on their whiteboards- when	

						they hear it. They can describe the voices of the characters and the emotions they convey- what it shows about the character.	
	4	Explore sounds we can make with our bodies Children represent different animals through music and dance.	Marching Quiz: to recap Clave and Guajeo melodies Pupils can explain how marching keeps people in time with the beat. They will Include positional language forwards, backwards, clockwise, anti-clockwise.	**Assessment: Ordering the Pitch of Sounds** **The children have a tuned percussion. They will be able to organise the pitches from low to high. High to Low.**		Mini- Assessment: Pupils show what they know about the wind in the willow characters- songs about woods and the musical into the woods. Create a river bank soundscape Pupils can show what sounds can be used for a riverbank, the wild woods and the wide world. They can explain how the sounds would be similar or different in these places. Children will use the sentences to create the sounds in groups to perform. Write it as lyrics and identify the instruments. How the characters feel is reflected through the music. Pupils show how they have used a water element. Pupils can record it on tablets to improve their performance. Plenary: evaluate their sound scapes.	

	5	Exploring sounds we can make using untuned instruments Exciting rhythms, fast rhythms. Does the way you play an instrument effect the sound it makes?	Finishing Project **PRACTISE** Pupils can combine the studied elements of percussion, clave, guajeo and marching to create a simple piece of salsa music. Quiz to explain what all those elements are.	**Assessment Finishing Project** **DESIGNING** **The children design a musical instrument (percussive) and describe its timbre in basic terms.**		Pupils listen to and compare the wind in the Willows to the other Kenneth Graham novel: The reluctant dragon. Pupils learn the melodies and identify specific instruments.	
	6	Choose between making a rhythmic instrument, an instrument for dance or a melodic instrument. **Assessment: Finishing Project: Making Junk Instruments**	**Assessment Using Lesson 5** **PEFORM & EVALUATE**	Finishing Project **CREATING & EVALUATING** The children create their musical instruments and evaluate their design. Timbre/Dynamics		**End of unit assessment task:** From their soundscape learning of the ind in the willows: create a soundscape for a sentence for the reluctant dragon. Assessment task: perform to parents or another class	
	7	**Assessment task: performance showing skills learnt on instrument made or on one used in the sequence**		Finishing Project Using the instruments created in the previous lesson, the children create a composition applying the musical techniques within KS1			
Y3	1	**Healthy Humans** **Lancashire Lead music subject** **Through Listening to some songs about health- eating vegetables/ exercise pupils understand the crotchet notation.** Crotchet	**Rock and Roll** **Additional subject** What is Rock & Roll? Pupils can explain what rock and roll is- the time line and some particular singers and bands, Children explore Rock and Roll. They explain how it makes them feel and the	**The Iron Man** **Lancashire lead subject** Elements of Music Pupils can listen to the music to film trailers and compare and contrast musical elements- pupils can use adjectives to describe a musical trailer, tempo and duration of	**There's No Place like Home** **Sound walk**	**What the Romans Did for Us**	**How Does your Garden Grow?**

		Children can identify the notation for crotchet through marching and listening and applying it in their compositions. (Grid Notation)	overall effect of making people feel good-	melodies & the instruments used.			
	2	**Minim** Children can identify and explain the notation for Minim through marching and applying it in their compositions. (Grid Notation)	**Who was Elvis Presley?** Pupil can explain who Elvis Presley was and when in 1956 Presley began to dominate the pop charts. Listen to Hound Dog and Jailhouse Rock They can describe his style and why he was so popular.	Comparing Elements Listening to Iron Man 3 the children compare different sections of the score. Pupils understand the isolation part. Pupils can create a storyboard to complement the music. Pupils can explain giving reasons why they prefer a piece of music: use the terms melody, instruments, voices, volume and tempo.	Listen to different music from the different cultures attended by children in the school		
	3	**Music Quiz: assess pupil's understanding of a crotchet and a minim.** Crotchet, Minim Pupils can apply both crotchet and minims in their own compositions – where a steady beat is present. (Grid Notation) Mini Assessment: compose a piece of music using crotchets and minims.	**Cliff Richard** Research some rock and roll music from Cliff Richard. Pupils can Compare and contrast with Elvis. They can also compare and contrast Chuck Berry's and Jerry-Lee Lewis.	Watch suitable trailers to films without the music. Pupils can explain how this affects the impact of the trailer. Using percussion, can children compose part of the soundtrack for the trailers.			
	4	Quaver Recap on a crotchet and minim. Pupils can identify and explain what a quaver is.	**Mini- Assessment Quiz- pupils can explain what rock and roll is- timelines and names of singers/ bands** **The Beatles & The Rolling Stones**	Sound Effects Recap: Mini quiz on trailers and why music is used in it.			

		As previous, they can add a quaver within their compositions. (Grid Notation)	Pupils can describe who the Beatles were/ timeline and location and describe what Beatlemania was. Pupils can compare this with other singers/ bands today. Pupils can listen to and describe Beatles music.	Pupils can describe the sound effects do they hear in films Footsteps etc. The children can recreate these using everyday objects.			
	5	Dynamics and Tempo Pupils can recap what dynamics and tempo is Using a previous composition or creating a new piece – children can make choices for effect with regard to dynamics and tempo and explain the reasons for their choices.	Social Protest I can discuss how Rock and Roll became a form of social protest. e.g. flower power	Film Music (Behind the Scenes) Watch behind the scenes music from films. Pupils can describe how the soundtracks created and effects.			
	6	Introducing Texture The children are guided to make informed choices with regard to the texture of sounds. What effect does this have? Why? Pupils explain what texture is in music. **Assessment unit piece Create a composition- using crotchets, minims and quavers: texture, dynamics and tempo- about their healthy eating topic. Perform to another class or parents- record for assessment.**	Creating Lyrics Create a lyric to a popular Beatles backing track on their popular theme of love and peace. Using KS2 musical terms/techniques **Assessment: Debate, who was a better rock'n'roll musician? Elvis, Richard, Rolling Stones, Beatles** Give reasons why. Create a rock and roll timeline and mini- museum- invite another class and present it to them.	**Assessment Composition and Evaluating** **Compose a piece of percussive music, including sound effects, for a trailer. Then evaluate. Use the descriptive phrases used in this unit- perform to another class or parents- record for assessment.**			
	7			**Assessment Combining Instruments with Singing**			

				The children now think about composing sung notes at differing pitches in their compositions. Focussing on minims, crotchets and quavers. The children could start by la'ing before singing words.			
Y4	1	**Sparks might Fly** Lancashire lead music Subject Singing Pupils learn a song about electricity. Listen to electro-pop music such as 'Oxygene'. Pupils describe the range of sounds made. Pupils understand the rhythm in these pieces of music- play rhythm games as a warm up	**The Great Plague**	**Water Water Everywhere**	**The Art of Food** Lancashire lead music Subject Explore Music Composed for Occasions Wedding March/X-Factor theme tune/ Funeral March/ Shine Jesus Shine Hymn / National Anthem Children respond to the mood and timbre within the pieces. They can describe this.	**Passport to Europe** Lancashire lead music Subject Maurice Ravel (1875-1937) – France Pupils describe about Ravel, time born and place. Listen to the Bolero. They describe the instruments used in the music and where it is played in Bolero.	**Hunted**
	2	Making 'Electrical' Sounds Pupils can describe how instruments can be used to make sounds pertaining to the topic of electricity.			Exploring music for different settings Pupils describe how customers feel in different settings. Talking about mood. e.g. French Café/ Spa They can explain how companies use different music. If possible walk into	Repeated Motif The children identify the repeated motif in the Bolero. They can recreate this on a percussive instrument. They know the Italian terms for dynamics (e.g. pianissimo) and apply this. They can use words to reflect the	

					Loughborough Town centre- to hear the different music in shops.	notation. Pupils can put the words pianissimo, mezzo forte, fortissimo in groups in order to the piece of music.	
	3	Identifying a Range of Sounds Recap some of the sounds from electronic music Pupils can identify a range of sounds from electrical appliances and can record this. (You could go on a sound walk around school) Assessment: To listen to electrical sounds with their eyes closed can they identify and give their reasons using musical terms (e.g. timbre)			Composition Project The children choose an event to compose for. It could be a liturgy/celebration Day. Musical Elements: Clear Diction Control Pitch Musical Expression Tempo Dynamics They can explain how effective their song/ music is for their event and why it is suitable. Rehearse. They can experiment with fast/ slow tempos and say which is better for the event.	Ludwig Van Beethown (1770-1827) – Germany Pupils can name this composer- when he was born and died and the style of music Introduce the children to his 5th Symphony. Pupils can explain how the theme is repeated – 'da, da, da, dum!' Then, compare and contrast variations upon this theme by other composers/players. Mini- Assessment Composers quiz	
	4	Thunderstorm! Linking to lightening – pupils can use instruments to recreate the sound of thunder. **Assessment task** **Produce a graphic score to illustrate the processes followed and represent this in a group percussion piece**			Perform The children perform their composition for the event. They can sing with clear diction, musical phrase & expression. They can play a selection of tuned and untuned instruments. Evaluate	Wolfgang Amadeus Mozart (1756-1791) – Vienna Recap on previous composers learnt They can explain who Mozart was and the time line. They can describe his life and compositions.	

					The children evaluate how well their piece matched the mood of the event. They can explain what musical elements achieved this. Assessment Task **Record and improve performances- perform for a school event. Assessment Task**	First, listen to Mozart's 40th Symphony (see 2014 Proms). Pupils can use the word symphony and explain what it is. They will use the word inspiration. Then, consider the difficulties in playing from memory. The children can create a composition to perform from memory.	
	5	<u>Exploring Electronic Music and Pop</u> Pupils can explore the structure of pop music that uses electronic sounds and describe these using musical vocabulary- pupils can compare it using the language of acoustic/ traditional.			**<u>Assessment: Listen to pieces of music played for different events, e.g. wedding</u>** **<u>Disco, musical – can the children identify the genre from a multiple choice quiz.</u>**	<u>Frederic Chopin (1810-1849) – Poland</u> <u>Recap on previous composers</u> Pupils can say who Chopin was and the timeline. Explore and describe him as pianist and his piano works. Listen to the Funeral March, describe the tone, tempo – describe how does this achieve the mood. Compare this to his Minute Waltz.	
	6	<u>Composing a Song or Rap</u> Pupils can compose a song or a rap using electronic sounds. **Use ipads- music programme to compose a piece of music to the theme of electricity.** **<u>Assessment task: this is performed and recorded-</u>**				<u>Bedrich Smetana (1824-1884) – Poland</u> Pupils can explain who he was and the time line- compare and contrast to the other composers learnt. Listen to 'Ma Vlast'. The opening music depicts a river which eventually reaches the city of	

		to another class or to parents. **Pupils explain electronic music to another class- timeline- what time in history.**				Prague. Pupils explain how the starting music reflecst a river, and at which stage? The opening music starts as a singular trickle, rather like a stream. The music then builds up in texture with more instruments as the river gathers pace and grows.	
	7					**Assessment: Quiz** **Play the music from the composers above, can the children tick which composer they think it is? (do as a multiple choice low stake quiz)** **Present to parents/ another class a presentation about the composers learnt and their favourite piece of music.**	
Y5	1	**Faster Higher Stronger**	**A Kingdom United** **Lancashire lead music subject** The National Anthem Pupils can explain and describe The National Anthem.	**Amazon Adventure** (Lancashire Additional subject) **Assessment Quiz: I can identify some famous film tracks** Pupils can explain what graphic notation is. Pupils identify and collect Amazonian sounds. Pupils	**Earthlings**	**Inventors and Inventions** **Lancashire lead music subject** Listen to and learn about woodwind instruments	**Food Glorious Food**

			They will be able to sing the first two verses of The National Anthem. **<u>Assessment: To Sing without words at the end of the unit</u>** **<u>Listen to the National Anthems from Scotland, Ireland and Wales. Link to Geography skills.</u>**	can vocalise the sounds and use instruments to 'mimic' the sound. Record sounds on tablets. Graphically write down these sounds using symbols or pictures. Ext: create symbols for tempo and pitch alteration.		How are pitch, dynamics, tempo changed?	
	<u>2</u>		<u>Composition</u> Pupils can add appropriate musical accompaniment to national songs?	<u>Compose</u> In groups- pupils can use the sounds from the previous weeks- piece 6 to 8 sounds and design it first as a graphic notation to create musical sentences. Practise and perform- pupils develop their musical memory where pupils can remember the symbols and the corresponding sounds.		Listen to and learn about brass instruments How are pitch, dynamics, tempo changed?	
	<u>3</u>		<u>Composition</u> Pupils can create a *School Anthem, put music to the school mission song.*	<u>Composing</u> Using instruments to create sound effects to accompany a film/ scene for a rainforest. Pupils can explain the tempo and dynamics.		Listen to and learn about stringed instruments How are pitch, dynamics, tempo changed?	
	<u>4</u>		<u>Composition</u> <u>Pupils watch/ read 'youtube: king Dunmail</u> Pupils can compose a fanfare. composing a piece of music to describe the story: Introduction.	<u>Key Listening</u> Listening to pieces from films and illustrating through drawing and expressing through dance.		Listen to and learn about percussion instruments How are pitch, dynamics, tempo changed?	

			Battle composition. Battle composition II. The sinking crown. The king's burial. Dunmail symphony.				
	5		Performance Can you perform your composition for a special event? **Overall Assessment task**	Notation Children apply crotchet, minim and quaver to record famous simple tunes from movies (such as jaws) on the stave.		Listen to different music from orchestras Mini assessment Identify the family of instruments and explain how the sound is made.	
	6		**Assessment: To sing the national anthem without words** **Complex Challenge: A National Anthem from a different country**	**Assessment: Compose** **Create own music to film – melody using crotchet, minim and quaver.**		Compose a piece of music in groups from a family of instruments learnt or from the class instrument	
	7						
Y6	1	**Survival** Listen to songs about survival Is there a theme/rhythm running through it? Destiny's child: Survivor	**Super Sleuth** **Lancashire key lead subject** Instruments and their families Listen to pieces of music and be a detective identifying the instruments. Listen to film compositions- can they identify the film/ the instruments in this.	**Heroes and Villains** **Lancashire key lead subject** Sing songs, speak chants and rhymes in unison and two parts with clear diction, control of pitch, a sense of phrase and musical expression. **Research**	**Brittens Got Talent** Who was Benjamin Britten Instruments of the Orch. The children need to research Benjamin Britten and popular music of that period – does he follow the trends of the time? Peter Grimes	**Oh! I do like to be beside the Seaside** Listen to seaside songs	

			Mini assessment: prior knowledge of instrument families from year 5 learning.	The children are going to learn about Wicked, a musical based on the Wizard of Oz. How are two characters of hero and villain are portrayed in music/song	<u>(1945)</u> To explore the style of opera – how is this different to an orchestral concert? <u>Four Sea Interludes (1945)</u> Children explore and record and reflect high-sustained melodies with long limes, Larger lower melodies towards with lower, thicker lines. Linking to Kandinsky – the children represent in his manner using colour. <u>The Little Sweep (1949)</u> In this lesson the children explore what makes an opera. Timbre and emotion in sung voice for mood. Children compose <u>War Requiem (1962)</u>		
	<u>2</u>		Listen to pieces of music and identify the dynamics and duration. How would you describe the dynamics of this piece? How would you describe the length of the notes? (can use the firebird suite)	<u>Telling a story through song</u> Elphaba & Glinda. Listen to the songs from Wicked- 2 parts. Compare voice qualities – what does this convey? Discuss how the dance routines complement and move in sync with the music and lyrics.			
	<u>3</u>		Listen to music with singers: How many singers> What instruments are used?	<u>Composing</u> Organise the structure of music into verses and choruses, also identifying introductions to songs and big finale endings.			

					Explore this piece for the consecration of Coventry Cathedral – Link to Remembrance. What images that have affected Britain – how is this expressed in the music. Guide children to use musical terms. <u>Young Person's Guide to the Orchestra</u> Benjamin Britten was a cover artist! Discuss and explore Rondo. How does Britten create variations on the theme by manipulating style, pitch, timbre, duration, dynamics, tempo, and structure. **<u>Assessment Project:</u>** **<u>I can create a guide to the orchestra using Henry</u>**		
	<u>4</u>		Melody: listen to songs and identify the melody.	<u>Compare Different Interpretations & Performances</u> Listen to differing performances from artists on YouTube – compare musical elements/techniques for effect.			
	<u>5</u>		Pitch: listen to the pitch of the songs: identify the instruments and the pitch.	<u>Learning Songs</u> Children choose songs that they would like to learn from Wicked or another musical – can they perform them in a particular way? Using musical elements/techniques to generate effect.			
	<u>6</u>		Genres of music: Identify the different genres of music- when listening to it. E.g: Jazz, classical, contemporary, musical theatre, opera, folk	**<u>Assessment Perform</u>** **I can perform a song from a musical and respond to my friends' constructive feedback to make improvements to my performance.**			
	<u>7</u>			**I can share the musical techniques I have used for effect**			

					Purcell's Rondo (arranged by Britten).		
Whole school							