



Whole School Medium Plan- Subject Music

Academic Year 23-24

State if it is not a lead subject: but standalone/ongoing	Week: teachers to date	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
EYFS	<u>1</u>	ELG: Being imaginative and expressive- Sing a range of well-known nursery rhymes and songs: perform songs, rhymes and stories with others; try to 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.					
	<u>2</u>						
	<u>3</u>						
	<u>4</u>						
	<u>5</u>						
Y1	<u>1</u>	<u>Penguins/ Possums and Pigs</u> Thematic songs to perform in music lessons. Continent songs Music and music making- use percussion and tuned instruments for different places in the world.	<u>Fire Fire topic</u> <u>London's Burning</u> <u>Lancashire lead music subject</u> Investigate pieces of music that use fire as a basis: Chariots of fire/ Firework by Katie Perry	<u>Growth and Green Fingers</u> Thematic songs to perform in music lessons about plants, flowers, nature Music and music making- use percussion and tuned instruments for plant/ gardening music.	<u>Robots</u> Musical notation in the form of lines and other mark making/ any form of instrument to explore different sound textures.	<u>The Great outdoors</u>	<u>Family album</u> <u>Lancashire lead music subject</u>
	<u>2</u>	Listen to different pieces of music from the different continents- compare and contrast.	<u>Music from the Royal Fireworks by George Frederic Handel (1749)</u> What instruments can you hear? Explore dynamics of sound. Loud & Soft.	Listen to pieces of music/ songs about plants/ flowers/ gardening		<u>Local environment and sound walk – play various materials and structures</u>	<u>Thematic songs, music and music making</u> <u>Performance at end of year music celebration</u>

	<u>3</u>		<u>Madrigali: Six Fire Songs on Italian (1987) Renaissance Poems by Morten Lauridesen</u> What is a choir? The voice as an instrument. Explore and discuss emotions in the piece.				
	<u>4</u>		<u>Ritual Fire Dance by Manuel de Falla (1915)</u> To explore contrasting parts of the music – children create words to describe different states of a fire e.g. flickers, roaring and share during parts of the piece.				
	<u>5</u>		<u>Infernal Dance from 'The Firebird Suite' by Igor Stravinsky (1910)</u> Experiment with any percussion you have in school, recognising the difference between wood,				

			metal, skin (drum) and 'shaker' sounds				
	<u>6</u>		<u>Chariots of Fire by Vangelis (1981)</u> To discuss how electronic instruments and how this contrasts with the previous listening. <u>Assessment: Play the above pieces, can the children recall the name of the piece and/or composer</u>				
	<u>7</u>		<u>Assessment</u> After studying fire music – the children create their own 'Fire Song': refer to examples from their listening. Record and assess final versions- enable pupils to improve.				<u>Overall assessment performance</u> <u>Music performance to school and parents: applying all learning</u>
Y2	<u>1</u>	<u>The place where I live</u> To explore sounds around us	<u>Fighting Fit</u> Lancashire lead music Subject Listen to Latin American music:	<u>Explorers</u> Exploring sounds that can be made by Everyday Objects	<u>The Farm shop</u>	<u>Wind in the Willows</u> Lancashire lead music subject	<u>Buckets and Spades</u>

		Go around a sound walk around the school – what do the sounds mean?	<p><u>To introduce the elements of Latin music Percussion</u></p> <p>Using the instruments in the school – explore Latin terms in music relating to dynamics and rhythm</p>	<p>The children can describe the timbre of the sounds.</p> <p>Create a composition to a variety of tempos.</p>			
	<u>2</u>	<p><u>To explore the sounds of weather</u></p> <p>Listen to recordings of weather sounds. Can these sounds be used to enhance a story?</p>	<p><u>Clave Rhythms</u></p> <p>I can explore simple rhythms including repetitive clave rhythms.</p>	<p><u>Differing Materials</u></p> <p>To explore how different beaters create a different timbre of sound. To use these for effect in their own compositions.</p> <p>The children apply the term dynamics for effect.</p>			
	<u>3</u>	<p><u>Explore Animal Sounds</u></p> <p>Listen to and discuss animal sounds using basic musical vocabulary</p>	<p><u>Guajeo Melodies</u></p> <p>Similar to a clave rhythm – the children create melodic chants to a rhythm.</p>	<p><u>Creating Pitched Instruments</u></p> <p>Use glass bottles with water to create tuned pitch. Vangelis could be used again to c# and d. The children can create</p>			

				their own compositions (using the grid method).		
	<u>4</u>	<u>Explore sounds we can make with our bodies</u> Children represent different animals through music and dance.	<u>Marching</u> Explore how marching keeps people in time with the beat. Include positional language forwards, backwards, clockwise, anti-clockwise.	Assessment: Ordering the Pitch of Sounds The children have a tuned percussion. Can they organise the pitches from low to high? High to Low?		
	<u>5</u>	<u>Exploring sounds we can make using untuned instruments</u> Exciting rhythms, fast rhythms. Does the way you play an instrument effect the sound it makes?	<u>Finishing Project</u> PRACTISE Combining the studied elements of percussion, clave, guajeo and marching to create a simple piece of salsa music.	Assessment Finishing Project DESIGNING The children design a musical instrument (percussive) and describe its timbre in basic terms.		
	<u>6</u>	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	<u>Finishing Project</u> CREATING & EVALUATING The children create their musical instruments and evaluate their design. Timbre/Dynamics		

	<u>7</u>	<u>Assessment task:</u> <u>performance showing</u> <u>skills learnt on</u> <u>instrument made or</u> <u>on one used in the</u> <u>sequence</u>		<u>Finishing Project</u> Using the instruments created in the previous lesson, the children create a composition applying the musical techniques within KS1			
Y3	<u>1</u>	<u>Healthy Humans</u> <u>Lancashire Lead music</u> <u>subject</u> Listen to some songs about health- eating vegetables/ exercise <u>Crotchet</u> Children explore the notation for crotchet through marching and applying in their compositions. (Grid Notation)	<u>Rock and Roll</u> <u>What is Rock & Roll?</u> Children explore Rock and Roll. How does this make them feel? Why? Explore this feel good music.	<u>The Iron Man</u> <u>Elements of Music</u> To listen to the music to film trailers and compare and contrast musical elements	<u>There's No Place like Home</u> <u>Sound walk</u>	<u>What the Romans Did for Us</u>	<u>How Does your Garden Grow?</u>
	<u>2</u>	<u>Minim</u> Children explore the notation for Minim through marching and applying in their compositions. (Grid Notation)	<u>Who was Elvis Presley</u> 1956 Presley began to dominate the pop charts. Listen to Hound Dog and Jailhouse Rock What was his style?	<u>Comparing Elements</u> Listening to Iron Man 3 the children compare different sections of the score.	Listen to different music from the different cultures attended by children in the school		
	<u>3</u>	<u>Crotchet, Minim</u>	<u>Cliff Richard</u>	Watch suitable trailers to films			

		<p>Apply both crotchet and minims in their own compositions – where a steady beat is present. (Grid Notation) Mini Assessment: compose a s</p>	<p>Research some rock and roll music from Cliff Richard. Compare and contrast with Elvis.</p>	<p>without the music. How does this effect the impact of the trailer? Using percussion, can children compose part of the soundtrack.</p>			
	<u>4</u>	<p><u>Quaver</u> As previous, adding a quaver within the children's compositions. (Grid Notation)</p>	<p><u>The Beatles & The Rolling Stones</u> What is Beatlemania? Does this happen today with other singers or groups?</p>	<p><u>Sound Effects</u> What sound effects do you hear in films? Footsteps etc. Can the children recreate these using everyday objects?</p>			
	<u>5</u>	<p><u>Dynamics and Tempo</u> Using a previous composition or creating a new piece – children make choices for effect with regard to dynamics and tempo.</p>	<p><u>Social Protest</u> I can discuss how Rock and Roll became a form of social protest. e.g. flower power</p>	<p><u>Film Music (Behind the Scenes)</u> Watch behind the scenes music from films. How are the soundtracks created? And effects?</p>			
	<u>6</u>	<p><u>Introducing Texture</u> The children are guided to make informed choices with regard to the texture of sounds. What effect does this have? Why?</p>	<p><u>Creating Lyrics</u> Create a lyric to a popular Beatles backing track on their popular theme of love and peace. Using KS2 musical terms/techniques</p>	<p><u>Assessment Composition and Evaluating</u> <u>Compose a piece of percussive music, including sound effects, for a trailer. Then evaluate.</u></p>			

			<u>Assessment: Debate, who was a better rock'n'roll musician? Elvis, Richard, Rolling Stones, Beatles</u>				
	<u>7</u>			<u>Assessment Combining Instruments with Singing</u> 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	<u>1</u>	<u>Sparks might Fly</u> <u>Lancashire lead music subject</u> <u>Singing</u> Can you learn a song about electricity? <u>Listen to electro-pop music such as 'Oxygene'</u>	<u>The Great Plague</u> <u>Explore Music Composed for Occasions</u> Wedding March/X-Factor theme tune/ Funeral March/ Shine Jesus Shine Hymn / National Anthem Children respond to the mood and timbre within the pieces.	<u>Water Water Everywhere</u>	<u>The Art of Food</u> Investigate and create own music for an occasion/event	<u>Passport to Europe</u> <u>Maurice Ravel (1875-1937) – France</u> Who was he? Listen to the Bolero. Can you recognise any of the instruments?	<u>Hunted</u>
	<u>2</u>	<u>Making 'Electrical' Sounds</u>				<u>Repeated Motif</u> The children listen to the repeated	

		How can instruments be used to make sounds pertaining to the topic of electricity?	How are they catchy? Well known? <u>Exploring music for different settings</u> How should customers feel in different settings? Talking about mood. e.g. French Café			motif in the Bolero. Can they recreate this on a percussive instrument, or create their own? To learn the Italian terms for dynamics (e.g. pianissimo) and apply this.	
	<u>3</u>	<u>Identifying a Range of Sounds</u> Can you identify a range of sounds from electrical appliances? (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)	<u>Composition Project</u> 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 <u>Perform</u> The children perform their composition for the event.			<u>Ludwig Van Beethoven (1770-1827) – Germany</u> Who was he? Introduce the children to his 5 th Symphony. First, explore how the theme is repeated – ‘da, da, da, dum!’ Then, compare and contrast variations upon this theme by other composers/players.	
	<u>4</u>	<u>Thunderstorm!</u> Linking to lightening – Can you use instruments to	<u>Evaluate</u> The children evaluate how well their piece matched the mood of the event. What			<u>Wolfgang Amadeus Mozart (1756-1791) - Vienna</u> Who was he? Explore his life and compositions.	

		recreate the sound of thunder? Assessment task <u>Produce a graphic score to illustrate the processes followed and represent this in a group percussion piece</u>	musical elements achieved this? <u>Assessment: Listen to pieces of music played for different events, e.g. wedding Disco, musical – can the children identify the genre from a multiple choice quiz?</u>			First, listen to Mozart's 40 th Symphony (see 2014 Proms). What is a symphony? Then, consider the difficulties in playing from memory. Can the children create a composition to perform from memory?	
	<u>5</u>	<u>Exploring Electronic Music and Pop</u> Can you explore the structure of pop music that uses electronic sounds? Can you discuss these using musical vocabulary? Use ipads- music programme to compose a piece of music				<u>Frederic Chopin (1810-1849) - Poland</u> Who was he? Explore him as pianist and his piano works. Listen to the Funeral March, explore the tone, tempo – how does this achieve the mood. Compare this to his Minute Waltz.	
	<u>6</u>	<u>Composing a Song or Rap</u> Can you compose a song or a rap using electronic sounds?				<u>Bedrich Smetana (1824-1884) – Poland</u> Who was he? Listen to 'Ma Vlast'. The opening music	

						depicts a river which eventually reaches the city of Prague. How does the starting music reflect 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.	
	<u>7</u>					<u>Assessment: Quiz</u> <u>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)</u>	
Y5	<u>1</u>	<u>Faster Higher Stronger</u>	<u>A Kingdom United</u> <u>Lancashire lead music subject</u>	<u>Amazon Adventure</u> I can recognise and name famous pieces	<u>Earthlings</u>	<u>Inventors and Inventions</u> <u>Lancashire lead music subject</u>	<u>Food Glorious Food</u>

			<u>The National Anthem</u> What is The National Anthem? Can you 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.</u>	John Williams film music. Can you name any instruments you hear? Which instruments are playing the melody and the accompaniment? <u>Assessment Quiz: I can identify some famous film tracks</u>		Listen to and learn about woodwind instruments How are pitch, dynamics, tempo changed?	
	<u>2</u>		<u>Composition</u> Can you add appropriate musical accompaniment to national songs?	<u>Music Appreciation</u> How does the film music enhance film ideas.		Listen to and learn about brass instruments How are pitch, dynamics, tempo changed?	
	<u>3</u>		<u>Composition</u> Can you create a <i>School Anthem</i> ?	<u>Composing</u> Using instruments to create sound effects to accompany a film.		Listen to and learn about stringed instruments How are pitch, dynamics, tempo changed?	
	<u>4</u>		<u>Composition</u> Can you compose a fanfare?	<u>Key Listening</u> Listening to pieces from films and illustrating through		Listen to and learn about percussion instruments	

				drawing and expressing through dance.		How are pitch, dynamics, tempo changed?	
	<u>5</u>		<u>Performance</u> Can you perform your composition for a special event? Overall Assessment task	<u>Composing</u> Using a range of instruments, the children experiment find notes to 'Close Encounters'		Listen to different music from orchestras Mini assessment Identify the family of instruments and explain how the sound is made.	
	<u>6</u>		<u>Assessment: To sing the national anthem without words</u> <u>Complex Challenge: A National Anthem from a different country</u>	<u>Notation</u> Children apply crotchet, minim and quaver to record famous simple tunes from movies (such as jaws) on the stave.		<u>Compose a piece of music in groups from a family of instruments learnt or from the class instrument</u>	
	<u>7</u>			<u>Assessment: Compose</u> Create own music to film – melody using crotchet, minim and quaver.			
Y6	<u>1</u>	<u>Survival</u> Listen to songs about survival	<u>Super Sleuth</u> <u>Lancashire key lead subject</u> Instruments and their families	<u>Heroes and Villains</u> <u>Lancashire key lead subject</u> Sing songs, speak chants and rhymes in unison and two parts	<u>Brittens Got Talent</u> <u>Who was Benjamin Britten</u> Instruments of the Orch.	<u>Oh! I do like to be beside the Seaside</u> Listen to seaside songs	

		Is there a theme/rhythm running through it? Destiny's child: Survivor	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. Mini assessment: prior knowledge of instrument families from year 5 learning.	with clear diction, control of pitch, a sense of phrase and musical expression. <u>Research</u> 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	The children need to research Benjamin Britten and popular music of that period – does he follow the trends of the time? <u>Peter Grimes (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-		
	<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.	sustained melodies with long lines, 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>		
	<u>3</u>		Listen to music with singers:	<u>Composing</u>	In this lesson the children explore		

			How many singers> What instruments are used?	Organise the structure of music into verses and choruses, also identifying introductions to songs and big finale endings.	what makes an opera. Timbre and emotion in sung voice for mood. Children compose <u>War Requiem (1962)</u> 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,		
	<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.	<u>Assessment Perform</u> I can perform a song from a musical and respond to my			

			E.g: Jazz, classical, contemporary, musical theatre, opera, folk	friends' constructive feedback to make improvements to my performance.	dynamics, tempo, and structure. <u>Assessment Project:</u>		
	<u>7</u>			I can share the musical techniques I have used for effect	<u>I can create a guide to the orchestra using Henry Purcell's Rondo (arranged by Britten).</u>		
Whole school							