Whole School Medium Plan- Subject Music  Academic Year 22-23

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| 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** |  |  |  |  |  |  |
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| **Y1** | 1 |  | London’s Burning  **Investigate pieces of music that use fire as a basis** |  |  |  |  |
|  | 2 |  | Music from the Royal Fireworks by George Frederic Handel (1749)  **What instruments can you hear? Explore dynamics od sound. Loud & Soft.** |  |  |
|  | 3 |  | Madrigali: Six Fire Songs on Italian (1987) Renaissance Poems by Morten Lauridesen  **What is a choir? The voice as an instrument. Explore and discuss emotions in the piece.** |  |  |
|  | 4 |  | Ritual Fire Dance by Manuel de Falla (1915)  **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.** |  |  |
|  | 5 |  | Infernal Dance from ‘The Firebird Suite’ by Igor Stravinsky (1910)  Experiment with any percussion you have in school, recognising the difference between wood, metal, skin (drum) and ‘shaker’ sounds |  |  |
|  | 6 |  | Chariots of Fire by Vangelis (1981)  To discuss how electronic instruments and how this contrasts with the previous listening.  Assessment: Play the above pieces, can the children recall the name of the piece and/or composer |  |  |
|  | 7 |  | **Assessment**  **After studying fire music – the children create their own ‘Fire Song’** |  |  |
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| **Y2** | 1 | To explore sounds around us  Go around a sound walk around the school – what do the sounds mean? | To introduce the elements of Latin music Percussion  **Using the instruments in the school – explore Latin terms in music relating to dynamics and rhythm** | Exploring sounds that can be made by Everyday Objects  The children can describe the timbre of the sounds.  Create a composition to a variety of tempos. |  |  |  |
|  | 2 | To explore the sounds of weather  Listen to recordings of weather sounds. Can these sounds be used to enhance a story? | Clave Rhythms  I can explore simple rhythms including repetitive clave rhythms. | Differing Materials  To explore how different beaters create a different timbre of sound. To use these for effect in their own compositions.  The children apply the term dynamics for effect. |  |  |
|  | 3 | Explore Animal Sounds  Listen to and discuss animal sounds using basic musical vocabulary | Guajeo Melodies  Similar to a clave rhythm – the children create melodic chants to a rhythm. | Creating Pitched Instruments  Use glass bottes 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). |  |  |
|  | 4 | Explore sounds we can make with our bodies  Children represent different animals through music and dance. | Marching  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?** |  |  |
|  | 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**  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.** |  |  |
|  | 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 |  |  |
|  | 7 |  |  | Finishing Project  Using the instruments created in the previous lesson, the children create a composition applying the musical techniques within KS1 |  |  |
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| **Y3** | 1 |  | What is Rock & Roll?  Children explore Rock and Roll. How does this make them feel? Why? Explore this feel good music. | Crotchet  Children explore the notation for crotchet through marching and applying in their compositions.  (Grid Notation) | Elements of Music  To listen to the music to film trailers and compare and contrast musical elements |  |  |
|  | 2 |  | Who was Elvis Presley  1956 Presley began to dominate the pop charts. Listen to Hound Dog and Jailhouse Rock  What was his style? | Minim  Children explore the notation for Minim through marching and applying in their compositions.  (Grid Notation) | Comparing Elements  Listening to Iron Man 3 the children compare different sections of the score. |  |  |
|  | 3 |  | Cliff Richard  Research some rock and roll music from Cliff Richard. Compare and contrast with Elvis. | Crotchet, Minim  Apply both crotchet and minims in their own compositions – where a steady beat is present.  (Grid Notation) | Watch suitable trailers to films without the music. How does this effect the impact of the trailer? Using percussion, can children compose part of the soundtrack. |  |  |
|  | 4 |  | The Beatles & The Rolling Stones  What is Beatle-mania? Does this happen today with other singers or groups? | Quaver  As previous, adding a quaver within the children’s compositions.  (Grid Notation) | Sound Effects  What sound effects do you hear in films? Footsteps etc.  Can the children recreate these using everyday objects? |  |  |
|  | 5 |  | Social Protest  I can discuss how Rock and Roll became a form of social protest.  e.g. flower power | Dynamics and Tempo  Using a previous composition or creating a new piece – children make choices for effect with regard to dynamics and tempo. | Film Music (Behind the Scenes)  Watch behind the scenes music from films. How are the soundtracks created? And effects? |  |  |
|  | 6 |  | 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** | Introducing Texture  The children are guided to make informed choices with regard to the texture of sounds. What effect does this have? Why? | **Assessment Composition and Evaluating**  **Compose a piece of percussive music, including sound effects, for a trailer.**  **Then evaluate.** |  |  |
|  | 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**. |  |  |  |
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| **Y4** | 1 | Singing  Can you learn a song about electricity? |  | 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. How are they catchy? Well known? | Maurice Ravel (1875-1937) – France  Who was he?  Listen to the Bolero. Can you recognise any of the instruments? |  |  |
|  | 2 | Making ‘Electrical’ Sounds  How can instruments be used to make sounds pertaining to the topic of electricity? | Exploring music for different settings  How should customers feel in different settings? Talking about mood.  e.g. French Café | Repeated Motif  The children listen to the repeated 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. |  |  |
|  | 3 | Identifying a Range of Sounds  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) | 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 | Ludwig Van Beethown (1770-1827) – Germany  Who was he?  Introduce the children to his 5th Symphony.  First, explore how the theme is repeated – ‘da, da, da, dum!’  Then, compare and contrast variations upon this theme by other composers/players. |  |  |
|  | 4 | Thunderstorm!  Linking to lightening – Can you use instruments to recreate the sound of thunder? | Wolfgang Amadeus Mozart (1756-1791) - Vienna  Who was he?  Explore his life and compositions.  First, listen to Mozart’s 40th 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? |  |  |
|  | 5 | Exploring Electronic Music and Pop  Can you explore the structure of pop music that uses electronic sounds? Can you discuss these using musical vocabulary? | Frederic Chopin (1810-1849) - Poland  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. |  |  |
|  | 6 | Composing a Song or Rap  Can you compose a song or a rap using electronic sounds? | Perform  The children perform their composition for the event. | Bedrich Smetana (1824-1884) – Poland  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. |  |  |
|  | 7 |  | Evaluate  The children evaluate how well their piece matched the mood of the event. What musical elements achieved this?  **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?** | **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)** |  |  |
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| **Y5** | 1 |  |  | I can recognise and name famous pieces  John Williams film music.  Can you name any instruments you hear?  Which instruments are playing the melody and the accompaniment?  **Assessment Quiz: I can identify some famous film tracks** |  |  | The National Anthem  What is The National Anthem?  Can you sing the first two verses of The National Anthem?  Assessment: To Sing without words at the end of the unit |
|  | 2 |  | Music Appreciation  How does the film music enhance film ideas. |  | Composition  Can you add appropriate musical accompaniment to national songs? |
|  | 3 |  | Composing  Using instruments to create sound effects to accompany a film. |  | Composition  Can you create a *School Anthem*? |
|  | 4 |  | Key Listening  Listening to pieces from films and illustrating through drawing and expressing through dance. |  | Composition  Can you compose a fanfare? |
|  | 5 |  | Composing  Using a range of instruments, the children experiment find notes to ‘Close Encounters’ |  | Performance  Can you perform your composition for a special event? |
|  | 6 |  | Notation  Children apply crotchet, minim and quaver to record famous simple tunes from movies (such as jaws) on the stave. |  | **Assessment: To sing the national anthem without words**  **Complex Challenge: A National Anthem from a different country** |
|  | 7 |  | **Assessment: Compose**  **Create own music to film – melody using crotchet, minim and quaver.** |  |  |
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| **Y6** | 1 |  |  | Research  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 | 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  (1945)  To explore the style of opera – how is this different to an orchestral concert?  Four Sea Interludes  (1945)  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.  The Little Sweep (1949)  In this lesson the children explore what makes an opera. Timbre and emotion in sung voice for mood. Children compose  War Requiem  (1962)  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.  Young Person’s Guide to the Orchestra  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.  **Assessment Project:**  **I can create a guide to the orchestra using Henry Purcell’s Rondo (arranged by Britten).** |  |  |
|  | 2 |  |  | Telling a story through song  Elphaba & Glinda.  Compare voice qualities – what does this convey?  Discuss how the dance routines complement and move in sync with the music and lyrics. |  |  |
|  | 3 |  |  | Composing  Organise the structure of music into verses and choruses, also identifying introductions to songs and big finale endings. |  |  |
|  | 4 |  |  | Compare Different Interpretations & Performances  Listen to differing performances from artists on YouTube – compare musical elements/techniques for effect. |  |  |
|  | 5 |  |  | Learning Songs  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. |  |  |
|  | 6 |  |  | **Assessment Perform**  **I can perform a song from a musical and respond to my friends’ constructive feedback to make improvements to my performance.**  **I can share the musical techniques I have used for effect** |  |  |
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| **Whole school** |  |  |  |  |  |  |  |