

Haslingfield Endowed Primary School - Medium term plan



Subject – Music

| <i>Cycle 1 - Overview</i> | | | |
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| <i>Class</i> | <i>Autumn</i> | <i>Spring</i> | <i>Summer</i> |
| <i>EYFS</i> | <i>Develop singing, hand/eye/ear coordination and rhythm work.</i> | <i>Encourage good listening. Using music and imagination/make believe to create.</i> | <i>Develop listening and simple composing with structure. Improve vocal skills.</i> |
| <i>Year 1</i> | <i>Alien Adventure Duration and natural sounds. Pulse and time. Songs related to topic and/or musical objectives.</i> | <i>Let's go Exploring Duration/natural sounds/Conduction (using signs/actions to conduct)/Timbre. Using stimulus for composition.</i> | <i>Seaside Pitch variety and dynamics. Listening/Analysis. Sound Pictures/Stories, based on the sea.</i> |
| <i>Year 2</i> | <i>Alien Adventure Duration and natural sounds. Pulse and time. Songs related to topic and/or musical objectives.</i> | <i>Let's go Exploring Duration/natural sounds/Conduction (using signs/actions to conduct)/Timbre. Using stimulus for composition.</i> | <i>Seaside Pitch variety and dynamics. Listening/Analysis. Sound Pictures/Stories, based on the sea.</i> |
| <i>Year 3</i> | <i>Stone Age to Iron Age Development of Duration, Pulse, Dynamics and adding Ostinato</i> | <i>Romans To learn how to create music using scales, in particular pentatonic</i> | <i>Extreme Earth To develop skills in accompaniment writing,</i> |
| <i>Year 4</i> | <i>Fashion through the Ages Using structure of a well-known piece, analysing to create own.</i> | <i>The Race for Space Look at the Planets, Space, spatial awareness, distance, silence in music. Create compositions using The Planets and words as catalyst.</i> | <i>Haslingfield Explorers Using animal characteristics to inform interrelated dimensions for composition.</i> |
| <i>Year 5</i> | <i>Crime and Punishment through History Look at types of instruments, their development and listen to examples. Learn to play from notation and compose in a simple style</i> | <i>Shang Dynasty To look at the music of china, stylistic traits, scales and instruments. To use and develop listening skills, to analyse and compose in the style of music from China</i> | <i>Europe Look at <i>Night on A Bald Mountain</i> as stimulus for composition</i> |

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| <p><u>Year 6</u></p> | <p><u>World War 2</u> To use topic songs to develop listening skills to analyse songs and use this and all inter-related dimensions to improve composition work.</p> | <p><u>Victorians</u> Compose music that reflects development of ideas (growth).</p> | <p><u>North America Road Trip</u> Blues, revisit 12 bar blues and Blues scale, C Jam Blues to play, improvise and compose. Arts Award</p> |
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Cycle 2 - Overview

| <i>Class</i> | <i>Autumn</i> | <i>Spring</i> | <i>Summer</i> |
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| <i>EYFS</i> | <i>Develop singing, hand/eye/ear coordination and rhythm work.</i> | <i>Encourage good listening. Using music and imagination/make believe to create.</i> | <i>Develop listening and simple composing with structure. Improve vocal skills.</i> |
| <i>Year 1</i> | <i>Great Fire of London</i> <i>Duration and natural sounds. Pulse and time. Songs related to topic and/or musical objectives.</i> | <i>Grab your passport (Transport)</i> <i>Duration/natural sounds/Conduction (using signs/actions to conduct)/Timbre. Using stimulus for composition</i> | <i>Castles</i> <i>Pitch variety and dynamics. Listening/Analysis. Sound Pictures/Stories.</i> |
| <i>Year 2</i> | <i>Great Fire of London</i> <i>Duration and natural sounds. Pulse and time. Songs related to topic and/or musical objectives.</i> | <i>Grab your passport (Transport)</i> <i>Duration, natural sounds, Conduction (using signs/actions to conduct)/Timbre. Using stimulus for composition.</i> | <i>Castles</i> <i>Pitch variety and dynamics. Listening/Analysis. Sound Pictures/Stories.</i> |
| <i>Year 3</i> | <i>Anglo Saxons</i> <i>Developing sight reading and listening skills using notation.</i> | <i>Ancient Egyptians</i> <i>Look at the music of Egypt, stylistic traits, scales and instruments, performing in groups.</i> | <i>The British Isles</i> <i>Pitch variety, timbre and dynamics. Sound Pictures/Stories</i> |
| <i>Year 4</i> | <i>Life in Tudor Times</i> <i>Look at types of instruments of the time, their development and listen to examples. Compose/play music of time.</i> | <i>Anglo Saxons</i> <i>Developing sight reading and listening skills using notation.</i> | <i>Our Blue Planet - World of Water</i> <i>Looking at development of a musical idea, using a river and its journey as an image.</i> |
| <i>Year 5</i> | <i>Shang Dynasty</i> <i>To look at the music of china, stylistic traits, scales and instruments. To use and develop listening skills, to analyse and compose in the style of music from China</i> | <i>Crime and Punishment through History</i> <i>Look at types of instruments, their development and listen to examples. Learn to play from notation and compose in a simple style</i> | <i>Europe</i> <i>Using pictures as stimulus for composition</i> |

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| <i>Year 6</i> | <i>World War I</i> <i>Look at songs/music of the time, composition styles leading to composing WWI songs.</i> | <i>Inlanders and Settlers</i> <i>Compose music that reflects development of ideas (growth). How to write a good melody.</i> | <i>South America and Rainforests</i> <i>Unit on Samba and percussive music</i> |
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| <u>Cycle 1</u> | | | |
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| <u>Class</u> | <u>Autumn</u> | <u>Spring</u> | <u>Summer</u> |
| EYFS | <p>Develop singing with counting songs and topic related songs. Develop hand/eye/ear coordination and rhythm work. Listen to music that has a story (film music is good, also Saint-Saens <i>Carnival of the Animals</i>) To understand the simple elements in music and be able to describe what is going on in basic terms, to be able to repeat and keep a simple rhythm.</p> <p>NC Objectives: 1. use their voices expressively and creatively by singing songs and speaking chants and rhymes 3. listen with concentration and understanding to a range of high-quality live and recorded music 4. experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> | <p>To understand the simple elements in music and describe what is going on (continue listening). To be able to create a simple pattern to represent character in a story. To understand basic musical vocabulary and describe instrument sound. Song <i>The Mouse and the Lion</i> by Julia Donaldson</p> <p>NC Objectives: 1. use their voices expressively and creatively by singing songs and speaking chants and rhymes 3. listen with concentration and understanding to a range of high-quality live and recorded music 4. experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> | <p>To understand the simple elements in music and be able to describe what is going on (continue listening). To create a simple pattern to represent action in a story and so develop structure. To understand basic musical vocabulary and describe instruments. Develop vocal skills and pronunciation</p> <p>NC Objectives: 1. use their voices expressively and creatively by singing songs and speaking chants and rhymes 3. listen with concentration and understanding to a range of high-quality live and recorded music 4. experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> |
| Year 1 | <p>Alien Adventure</p> <p>Topic Song (e.g. <i>Four Little Aliens</i> Adapted by Jolanda Garcia, KidsSoup, Inc. Tune: <i>Three Little Ducks Went Out to Play</i> or <i>I'm a Little Alien</i> from Twinkl</p> | <p>Let's go Exploring</p> <p>Use <i>Planet Earth II</i> music (the CD has such a variety of music from all over the world and Hans Zimmer's music is very accessible to listen to) to understand differences in duration and</p> | <p>Seaside</p> <p>Topic songs (e.g. <i>Down there under the Sea, under the Sea, Sea Shanties</i>) Listening (e.g. Debussy's <i>La Mer-Dialogue of the Wind and Sea</i>, Britten's <i>Four Sea Interludes, Planet Earth</i>) To understand differences in pitch,</p> |



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| | <p>to <i>I'm a little Teapot</i> tune). Play <i>Also Sprach Zarathustra</i> by R Strauss (2001 Space Odyssey)/<i>Mars</i> from <i>The Planets</i> by Holst, (opening only) to discuss and model Duration (long/short notes). Relate to sounds in the classroom/home. Basic composition with mixture of durations. Use <i>Aliens Love Underpants</i> by Claire Freedman also as story but also using the rhymes to suggest rhythmic patterns illustrating mix of duration</p> <p>NC Objectives:</p> <ol style="list-style-type: none"> 1.use their voices expressively and creatively by singing songs and speaking chants and rhymes 2.play tuned and untuned instruments musically 3.listen with concentration and understanding to a range of high-quality live and recorded music 4.experiment with, create, select and combine sounds using the inter-related dimensions of music. | <p>pitch, using these terms correctly in discussion. To use this in composition, thinking about the sound of the instrument (untuned percussion, voices and body percussion) and how it relates to the 'story'. Use conduction as a means of children directing their small groups. To look at simple pictures to record composition as a form of notation</p> <p>NC Objectives:</p> <ol style="list-style-type: none"> 1.use their voices expressively and creatively by singing songs and speaking chants and rhymes 2.play tuned and untuned instruments musically 3.listen with concentration and understanding to a range of high-quality live and recorded music 4.experiment with, create, select and combine sounds using the inter-related dimensions of music. | <p>dynamics. To improve listening skills with music based on topic and choice of instruments/musical patterns. Create a short composition based on sound of the sea (think about pitch, duration and dynamics).</p> <p>NC Objectives:</p> <ol style="list-style-type: none"> 1.use their voices expressively and creatively by singing songs and speaking chants and rhymes 2.play tuned and untuned instruments musically 3.listen with concentration and understanding to a range of high-quality live and recorded music 4.experiment with, create, select and combine sounds using the inter-related dimensions of music |
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| <p>Year 2</p> | <p>Alien Adventure Topic Song (e.g. <i>Four Little Aliens</i> Adapted by Jalanda Garcia, KidsSoup, Inc. Tune: <i>Three Little Ducks Went Out to Play</i> or <i>I'm a Little Alien</i> from <i>Twinkl to I'm a little Teapot</i> tune). Play <i>Also Sprach Zarathustra</i> by R Strauss (2001 Space Odyssey)/<i>Mars</i> from <i>The Planets</i> by Holst, (opening only) to discuss and model Duration (long/short notes). 30 seconds of silence to listen to natural sounds and describe them as long/short. Talk about home sounds and describe too. Basic composition with mixture of durations. Ask children to direct a small group, bringing each if their group in and controlling the order and structure of piece. Use <i>Aliens Love Underpants</i> by Claire Freedman also as story but also using the rhymes to suggest rhythmic patterns illustrating mix of duration</p> <p>NC Objectives: 1.use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> | <p>Let's go Exploring Use <i>Planet Earth II</i> music (the CD has such a variety of music from all over the world and Hans Zimmer's music is very accessible to listen to) to understand differences in duration and pitch, using these terms correctly in discussion. To use this in composition, thinking about the sound of the instrument (untuned and body percussion, voices and recorders if anyone plays) and how it relates to the 'story', understanding how to put sounds together to create thicker textures. Use conduction as a means of children directing their small groups. To look at simple graphic score notation (picture/symbols plotted in a graph to show the order and length of sound)</p> <p>NC Objectives: 1.use their voices expressively and creatively by singing songs and speaking chants and rhymes 2.play tuned and untuned instruments musically</p> | <p>Seaside Topic songs (e.g. <i>Down there under the Sea, under the Sea, Sea Shanties</i>) Listening (e.g. Debussy's <i>La Mer- Dialogue of the Wind and Sea</i>, Britten's <i>Four Sea Interludes, Planet Earth</i>) To understand differences in pitch, dynamics, both gradual and sudden changes (use <i>crescendo</i> and <i>diminuendo</i>). To improve listening skills with music based on topic and choice of instruments/musical patterns. Use own instruments as well as untuned percussion. Create a short composition based on sound of the sea (think about pitch, duration and dynamics).</p> <p>NC Objectives: 1.use their voices expressively and creatively by singing songs and speaking chants and rhymes 2.play tuned and untuned instruments musically</p> |
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| | <p>2.play tuned and untuned instruments musically 3.listen with concentration and understanding to a range of high-quality live and recorded music 4.experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> | <p>3.listen with concentration and understanding to a range of high-quality live and recorded music 4.experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> | <p>3.listen with concentration and understanding to a range of high-quality live and recorded music 4.experiment with, create, select and combine sounds using the inter-related dimensions of music</p> |
| <u>Year 3</u> | <p>Stone Age to Iron Age Topic Songs. Development of Duration, Pulse, Dynamics and adding Ostinato. Looking at music and basic pulse through movement. Layers of sounds and rhythms to create simple composition, with texture and using notation and simple pentatonic scales. Small and large groupwork</p> <p>NC Objectives: 1.play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 2.improvise and compose music for a range of purposes using the inter-related dimensions of music</p> | <p>Romans Topic Song. To learn how to create music using scales, in particular pentatonic -still being aware of how we can build composition using interrelated dimensions of texture, rhythm, duration and dynamics. Being comfortable working in small groups and improving listening skills. To use more musical vocabulary.</p> <p>NC Objectives: 1.play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 2.improvise and compose music for a range of purposes using the inter-related dimensions of music</p> | <p>Extreme Earth Topic song. To develop skills in accompaniment writing, using pentatonic melodies from last term. To learn how to play/sing simple melodies from notation and add simple accompaniments. Being comfortable working in small groups and improve listening skills. Starting to use more musical vocabulary</p> <p>NC Objectives: 1.play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 2.improvise and compose music for a range of purposes using the inter-related dimensions of music</p> |

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| | | <p>3. listen with attention to detail and recall sounds with increasing aural memory</p> <p>5. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>6. develop an understanding of the history of music.</p> | |
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| <p>Year 4</p> | <p>Fashion through the ages <i>Night on A Bald Mountain</i> as stimulus for composition. To perform and compose more complex music, breaking down ideas for composition - using structure of a well-known piece, analysing to create own. Using interrelated dimensions. To perform without stopping and understand better how to improve. To add harmony. To use more musical vocabulary.</p> <p>NC Objectives:</p> | <p>The Race for Space Topic songs. Look at the Planets, Space, spatial awareness, distance, silence in music. Create compositions using The Planets and words as catalyst</p> <p>NC Objectives: 1. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing</p> | <p>Haslingfield Explorers Topic song. To learn how to work out simple rhythms within a time structure through animal characteristics (Saint-Saens) Notate rhythms. Using animal characteristics to inform interrelated dimensions as appropriate. Being comfortable working in small groups and improving listening skills. Use musical vocabulary correctly</p> <p>NC Objectives: 1. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with</p> |
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| | <p>1.play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>2.improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>3.listen with attention to detail and recall sounds with increasing aural memory</p> <p>4.use and understand staff and other musical notations</p> <p>5.appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>6.develop an understanding of the history of music.</p> | <p>accuracy, fluency, control and expression</p> <p>2.improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>3.listen with attention to detail and recall sounds with increasing aural memory</p> <p>5.appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>6.develop an understanding of the history of music.</p> | <p>increasing accuracy, fluency, control and expression</p> <p>2.improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>3.listen with attention to detail and recall sounds with increasing aural memory</p> <p>4.use and understand staff and other musical notations</p> <p>5.appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>6.develop an understanding of the history of music.</p> |
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| <p><u>Year 5</u></p> | <p><u>Crime and Punishment through History</u> <i>To use and develop listening skills to analyse music and use this to improve composition work, using basic information from listening. To perform more complex music in parts. To be able to perform without stopping and understand better how to improve this. Be confident working in small groups</i></p> <p>NC Objectives: <i>1.play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 2.improvise and compose music for a range of purposes using the inter-related dimensions of music 3.listen with attention to detail and recall sounds with increasing aural memory 4.use and understand staff and other musical notations 5.appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i></p> | <p><u>Shang Dynasty</u> <i>Topic Song. To look at the music of China, stylistic traits, scales and instruments. To use and develop listening skills to analyse music from China and be able to describe using musical vocabulary. To use all of this to compose music in the style of music from China. To perform more complex music in parts and without stopping, understanding better how to improve this.</i></p> <p>NC Objectives: <i>1.play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 2.improvise and compose music for a range of purposes using the inter-related dimensions of music 3.listen with attention to detail and recall sounds with increasing aural memory 4.use and understand staff and other musical notations 5.appreciate and understand a wide range of high-quality live and recorded</i></p> | <p><u>Europe</u> <i>To perform and compose more complex music, breaking down ideas for composition - using structure of a well-known piece, analysing to create own. Using interrelated dimensions. To perform without stopping and understand better how to improve. To add harmony. To use more musical vocabulary.</i></p> <p>NC Objectives: <i>1.play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 2.improvise and compose music for a range of purposes using the inter-related dimensions of music 3.listen with attention to detail and recall sounds with increasing aural memory 4.use and understand staff and other musical notations 5.appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i></p> |
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| | <i>6..develop an understanding of the history of music.</i> | <i>music drawn from different traditions and from great composers and musicians 6..develop an understanding of the history of music.</i> | <i>6..develop an understanding of the history of music.</i> |
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| <p><u>Year 6</u></p> | <p>World War 2 <i>Topic songs. To use and develop listening skills to analyse songs and use this and all inter-related dimensions to improve composition work. To use artwork as a stimulus also. Arts Award Bronze</i></p> <p>NC Objectives: <i>1.play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 2.improvise and compose music for a range of purposes using the inter-related dimensions of music 3.listen with attention to detail and recall sounds with increasing aural memory 5.appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 6.develop an understanding of the history of music..</i></p> | <p>Victorians <i>To use & develop listening skills to analyse music, using this and all inter-related dimensions to improve composition work. History of music development. Compose music that reflects development of ideas (growth). Notation. More complex rhythms, time signatures (5 beats in a bar)</i></p> <p>NC Objectives: <i>1.play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 2.improvise and compose music for a range of purposes using the inter-related dimensions of music 3.listen with attention to detail and recall sounds with increasing aural memory 5.appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 6.develop an understanding of the history of music..</i></p> | <p>North America Road Trip <i>Topic Songs. To use & develop listening skills to analyse Blues music, using this and all inter-related dimensions to improve composition work. To be able to perform and improvise without stopping and understand better how to improve this. Notation.</i></p> <p>NC Objectives: <i>1.play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 2.improvise and compose music for a range of purposes using the inter-related dimensions of music 3.listen with attention to detail and recall sounds with increasing aural memory 4.use and understand staff and other musical notations 5.appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i></p> |
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| | | | <i>6..develop an understanding of the history of music..</i> |
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| <u>Cycle 2</u> | | | |
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| <u>Class</u> | <u>Autumn</u> | <u>Spring</u> | <u>Summer</u> |
| EYES | <p>Develop singing with counting songs and topic related songs. Develop hand/eye/ear coordination and rhythm work. Listen to music that has a story (film music is good, also Saint-Saens <i>Carnival of the Animals</i>) To understand the simple elements in music and be able to describe what is going on in basic terms, to be able to repeat and keep a simple rhythm.</p> <p>NC Objectives: 1.use their voices expressively and creatively by singing songs and speaking chants and rhymes 3.listen with concentration and understanding to a range of high-quality live and recorded music 4.experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> | <p>To understand the simple elements in music and describe what is going on (continue listening). To be able to create a simple pattern to represent character in a story. To understand basic musical vocabulary and describe instrument sound. Song <i>The Mouse and the Lion</i> by Julia Donaldson</p> <p>NC Objectives: 1.use their voices expressively and creatively by singing songs and speaking chants and rhymes 3.listen with concentration and understanding to a range of high-quality live and recorded music 4.experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> | <p>To understand the simple elements in music and be able to describe what is going on (continue listening). To create a simple pattern to represent action in a story and so develop structure. To understand basic musical vocabulary and describe instruments. Develop vocal skills and pronunciation</p> <p>NC Objectives: 1.use their voices expressively and creatively by singing songs and speaking chants and rhymes 3.listen with concentration and understanding to a range of high-quality live and recorded music 4.experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> |
| <u>Year 1</u> | <p>Great Fire of London Topic song (can use <i>London's Burning</i> as a round to develop part singing) To understand differences in Duration and Pitch - talk about the</p> | <p>Grab Your Passport (Transport) Topic song (<i>Train Ride, Let's Go Fly a Kite, Let's Go for a Ride, Magnificent Men etc</i>). Development of Duration, Pulse, Dynamics. To understand the</p> | <p>Castles Topic Song (<i>Sir Eglamare</i>). To understand differences in pitch, dynamics. To improve listening skills with music based on topic (e.g. use</p> |



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| | <p>sounds of fire. To begin basic composition with untuned percussion, voices and body percussion and understand how to put sounds together (layering not just all together or one by one).</p> <p>NC Objectives:</p> <ol style="list-style-type: none"> 1.use their voices expressively and creatively by singing songs and speaking chants and rhymes 2.play tuned and untuned instruments musically 3.listen with concentration and understanding to a range of high-quality live and recorded music 4.experiment with, create, select and combine sounds using the inter-related dimensions of music. | <p>differences, using these terms correctly in discussion. To improve listening skills and understanding of pulse and time (through movement). Working comfortably in small groups, composing music for a train journey (discuss and create a train journey as a class first with different layers of vocal sounds. Basic notation, picture scores</p> <p>NC Objectives:</p> <ol style="list-style-type: none"> 1.use their voices expressively and creatively by singing songs and speaking chants and rhymes 2.play tuned and untuned instruments musically 3.listen with concentration and understanding to a range of high-quality live and recorded music 4.experiment with, create, select and combine sounds using the inter-related dimensions of music. | <p>music from <i>Braveheart</i> or <i>Tangled</i> and discuss duration, pitch and dynamics and why those choices are made by the composer (e.g. high pitches represent the heroine, loud music represents victory, short durations of notes represent chase). Composition - use story of <i>George and the Dragon</i> and develop music to reflect the characters and basic story, think about the choice of interrelated dimensions (pitch, duration and dynamics) and choice of instruments/musical patterns.</p> <p>NC Objectives:</p> <ol style="list-style-type: none"> 1.use their voices expressively and creatively by singing songs and speaking chants and rhymes 2.play tuned and untuned instruments musically 3.listen with concentration and understanding to a range of high-quality live and recorded music 4.experiment with, create, select and combine sounds using the inter-related dimensions of music. |
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| <p><u>Year 2</u></p> | <p>Great Fire of London Topic song (can use <i>London's Burning</i> as a round to develop part singing, can involve those who play recorder or other instruments) To understand differences in Duration and Pitch. Also looking at timbre and differences in instrumental sound (sound of a burning fire - discuss duration, pitch and suitable instruments to use to replicate/reflect sounds). To begin basic composition with the topic of fire and understand how to put sounds together. To improve listening skills and learn to work in large groups and small, emphasising layering not just all together or one by one</p> <p>NC Objectives: 1.use their voices expressively and creatively by singing songs and speaking chants and rhymes 2.play tuned and untuned instruments musically 3.listen with concentration and understanding to a range of high-quality live and recorded music</p> | <p>Grab Your Passport (Transport) Topic song (<i>Train Ride, Let's Go Fly a Kite, Let's Go for a Ride, Magnificent Men etc</i>). Development of Duration, Pulse, Dynamics. To understand the differences, using these terms correctly in discussion. To use this in composition and understand how to put sounds together to create thicker textures, layering of sounds and rhythms. To improve listening skills and understanding of pulse and time (through movement). Working comfortably in small groups, composing music for a train journey (discuss and create a train journey as a class first with different layers of vocal sounds and own instruments if available). Notate as a graphic score. Can they show dynamics?</p> <p>NC Objectives: 1.use their voices expressively and creatively by singing songs and speaking chants and rhymes 2.play tuned and untuned instruments musically 3.listen with concentration and understanding to a range of high-quality live and recorded music</p> | <p>Castles Topic Song (<i>Sir Eglamare</i>). To understand differences in pitch, dynamics, both gradual and sudden changes (use <i>crescendo</i> and <i>diminuendo</i>). To improve listening skills with music based on topic (e.g. use music from <i>Braveheart</i> or <i>Tangled</i> and discuss duration, pitch and dynamics and why those choices are made by the composer (e.g. high pitches represent the heroine, loud music represents victory, short durations of notes represent chase). Composition - use story of <i>George and the Dragon</i> and develop music to reflect the characters and basic story, think about the choice of interrelated dimensions (pitch, duration and dynamics) and choice of instruments/musical patterns.</p> <p>NC Objectives: 1.use their voices expressively and creatively by singing songs and speaking chants and rhymes 2.play tuned and untuned instruments musically</p> |
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| | <p>4.experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> | <p>4.experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> | <p>3.listen with concentration and understanding to a range of high-quality live and recorded music 4.experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> |
| <p><u>Year 3</u></p> | <p>Anglo Saxons Topic song. To learn how to play/sing simple melodies from notation and add simple accompaniments. Being comfortable working in small groups and improve listening skills. Starting to use more musical vocabulary</p> <p>NC Objectives: 1.play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 2.improvise and compose music for a range of purposes using the inter-related dimensions of music 4.use and understand staff and other musical notations</p> | <p>Ancient Egyptians Look at the music of Egypt, stylistic traits, scales and instruments, performing in groups. Songs related to subject and to use and develop listening skills to analyse music and use this to improve composition. Be confident working in small groups. Development of Duration, Pulse, Dynamics etc.</p> <p>NC Objectives: 1.play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 2.improvise and compose music for a range of purposes using the inter-related dimensions of music 3.listen with attention to detail and recall sounds with increasing aural memory 5.appreciate and understand a wide range of high-quality live and recorded</p> | <p>Out and about in the British Isles Basic information from listening of selection of music from British Isles to create soundscapes from pictures and pick out melody. T</p> <p>NC Objectives: 1.play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 2.improvise and compose music for a range of purposes using the inter-related dimensions of music 3.listen with attention to detail and recall sounds with increasing aural memory 5.appreciate and understand a wide range of high-quality live and recorded music drawn from different</p> |

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| | <p>5..appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>6..develop an understanding of the history of music.</p> | <p>music drawn from different traditions and from great composers and musicians</p> <p>6..develop an understanding of the history of music.</p> | <p>traditions and from great composers and musicians</p> <p>6..develop an understanding of the history of music..</p> |
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| <p><u>Year 4</u></p> | <p><i>Life in Tudor Times</i> <i>Topic song. To use and develop listening skills to analyse music and use this to improve composition work, using basic information from listening. To perform without stopping and understand better how to improve this. Be confident working in small groups</i></p> <p><i>NC Objectives:</i> <i>1. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i> <i>2. improvise and compose music for a range of purposes using the inter-related dimensions of music</i> <i>3. listen with attention to detail and recall sounds with increasing aural memory</i> <i>4. use and understand staff and other musical notations</i> <i>5. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i></p> | <p><i>Anglo Saxons</i> <i>Topic song. To learn how to play/sing simple melodies from notation and add simple accompaniments. Being comfortable working in small groups and improve listening skills. Starting to use more musical vocabulary</i></p> <p><i>NC Objectives:</i> <i>1. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i> <i>2. improvise and compose music for a range of purposes using the inter-related dimensions of music</i> <i>4. use and understand staff and other musical notations</i> <i>5. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i> <i>6. develop an understanding of the history of music.</i></p> | <p><i>Our Blue Planet – World of Water</i> <i>Topic Song. Being aware of how we can build composition, growth and development using interrelated dimensions of texture, rhythm, duration and dynamics. Use of dance also – from simple to complex movement. Also, good melody writing.. Starting to use more musical vocabulary.</i></p> <p><i>NC Objectives:</i> <i>1. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i> <i>2. improvise and compose music for a range of purposes using the inter-related dimensions of music</i> <i>3. listen with attention to detail and recall sounds with increasing aural memory</i> <i>5. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i></p> |
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| | <i>6..develop an understanding of the history of music..</i> | | <i>6..develop an understanding of the history of music..</i> |
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| <p><u>Willow</u></p> | <p>Shang Dynasty <i>Topic Song. To look at the music of China, stylistic traits, scales and instruments. To use and develop listening skills to analyse music from China and be able to describe using musical vocabulary. To use all of this to compose music in the style of music from China. To perform more complex music in parts and without stopping, understanding better how to improve this.</i></p> <p>NC Objectives: <i>1.play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 2.improvise and compose music for a range of purposes using the inter-related dimensions of music 3.listen with attention to detail and recall sounds with increasing aural memory 4.use and understand staff and other musical notations 5.appreciate and understand a wide range of high-quality live and</i></p> | <p>Crime and Punishment through History <i>To use and develop listening skills to analyse music and use this to improve composition work, using basic information from listening. To perform more complex music in parts. To be able to perform without stopping and understand better how to improve this. Be confident working in small groups</i></p> <p>NC Objectives: <i>1.play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 2.improvise and compose music for a range of purposes using the inter-related dimensions of music 3.listen with attention to detail and recall sounds with increasing aural memory 4.use and understand staff and other musical notations 5.appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i></p> | <p>Europe <i>To perform and compose more complex music, breaking down ideas for composition - using structure of a well-known piece, analysing to create own. Using interrelated dimensions. To perform without stopping and understand better how to improve. To add harmony. To use more musical vocabulary.</i></p> <p>NC Objectives: <i>1.play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 2.improvise and compose music for a range of purposes using the inter-related dimensions of music 3.listen with attention to detail and recall sounds with increasing aural memory 4.use and understand staff and other musical notations 5.appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i></p> |
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| | <p><i>recorded music drawn from different traditions and from great composers and musicians</i></p> <p><i>6..develop an understanding of the history of music.</i></p> | <p><i>6..develop an understanding of the history of music.</i></p> | <p><i>6..develop an understanding of the history of music.</i></p> |
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| <p>Beech</p> | <p>World War I <i>Topic Songs. To use and develop listening skills to analyse songs and use this and all inter-related dimensions to improve song writing work, including melody writing. To look at instruments we can use, but break down ideas for composition i.e. Pentatonic scale, ostinato patterns etc. Arts Award</i></p> <p>NC Objectives: <i>1.play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 2.improvise and compose music for a range of purposes using the inter-related dimensions of music 3.listen with attention to detail and recall sounds with increasing aural memory 4.use and understand staff and other musical notations 5.appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i></p> | <p>Invaders & Settlers <i>Topic song. Compose music that reflects development of ideas (growth). To develop from last term's good melody writing and understand better how to improve. Develop accompaniment according to strength of the group. Continue Arts Award</i></p> <p>NC Objectives: <i>1.play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 2.improvise and compose music for a range of purposes using the inter-related dimensions of music 3.listen with attention to detail and recall sounds with increasing aural memory 4.use and understand staff and other musical notations 5.appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i></p> | <p>South America & Rainforests <i>Topic song/music. Analyse music and use this to improve composition work. To compose music that reflects work done on Samba and free composition, using musical elements with confidence. Use song composition as part of Radio project with Samba-based jingles and adverts.</i></p> <p>NC Objectives: <i>1.play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 2.improvise and compose music for a range of purposes using the inter-related dimensions of music 3.listen with attention to detail and recall sounds with increasing aural memory 4.use and understand staff and other musical notations 5.appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i></p> |
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| | <i>6..develop an understanding of the history of music.</i> | <i>6..develop an understanding of the history of music.</i> | <i>6..develop an understanding of the history of music.</i> |
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