Music Progression Overview 2022/23

Early Years	Curric..	Year 1	Year 2	Year 3		Year 4	Year 5	Year 6
Listen to pieces of music and songs. Respond to what they have heard, expressing their thoughts and feelings. Explore the different sounds that a selection of instruments make. Remember and sing entire songs/ nursery rhymes. Speed up and slow down the pace of the song/ nursery rhyme. Listen and respond to instructions when using instruments. Changing the dynamics (loud/ quiet) and tempo (fast/slow). Explore how music connects with different parts of a story or feeling and emotions.	**Pulse**	Keep a steady pulse in a group and be able to pick out two different tempos in a piece music. **Djembe drums**	Keep a steady pulse in a group and solo with musical accompaniment; demonstrate at least two different time signatures (3/4 and 4/4)	Keep a steady pulse in a group and solo without musical accompaniment; demonstrate 2/4, 3/4 and 4/4 using at least 3 different tempos.	**Introducing ukulele instrumental class sessions (From Y4)**	On a tuned instrument, keep a steady pulse in: 2/4, 3/4 and 4/4 time signatures and using different tempos with other pupils playing another obstinate to accompany.	On a tuned instrument, regularly and accurately perform pieces using at least three contrasting tempos and time signatures.	Independently perform 2/4, 3/4, 4/4 at varied tempos Solo and in ensemble.
	Rhythm	Recognise and demonstrate one bar repetition using crotchets and quavers.	Follow, respond and play two bar repetition using crotchets, quavers and minims.	Follow, respond and play crotchets, quavers, minims, semi-breves, rests.		Follow, respond and play syncopation, dotted rhythms 2/4, 3/4, 4/4 tempo	On an instrument: Play syncopation and dotted rhythms in 2/4, 3/4, 4/4 tempo.	Perform on beat and syncopated rhythms within 2/4, 3/4 and 4/4 time signatures. Perform 4 bar phrases using crotchets, quavers, minims, dotted notes and related rests.
	Melody	Sing back short melodies that use two pitched notes and develop the concept of pattern work in music using rhythm grids.	Sing back short melodies that use three pitched notes. Perform from rhythmic notation including crotchets and minims.	Perform (sing/play) three notes from notation. Simple rhythms and rests.		Perform (sing/play) five notes from a pentatonic scale and up to four major/minor chords.	Perform (sing/play) 5-8 notes (or 4 chords). Capture in different formats for recreation.	Perform using an octave fluently. Perform (sing/play) a piece using repetition, mainly stepwise
	Active Listening & Appraising	Identify features of a range of high quality live and recorded music. Replicate basic rhythms *(Assembly/ Classroom listening opportunity)*	Identify where musical elements change and can replicate change in performance.*(Assembly/ Classroom listening opportunity)*	Identify and describe musical features from different traditions. Sing/ play back heard melodies.		Compare pieces of music from different traditions that contain two or more different parts	Identify and perform syncopated rhythms. Understand why music uses syncopation.	Recognise three different tempos, key melody, instrument/typical genre and instruments. Styles of music. Mood and emotion.
	Performing	Play basic rhythms on un-tuned and tuned instruments and using body percussion, **Djembe drums** and repetition.	Play at least two bar phrases on un-tuned percussion and body percussion/ **Djembe drums** making use of simple dynamics.	Use tuned percussion. Melodic instruments **Glockenspiel/keyboards/ GarageBand** and the voice to perform three note melodies and simple rhythms.		Perform five note melodies (or up to 4 chords) and more complex rhythms.	Perform 5-8 notes or chord progressions (up to 2 chords per bar) and more complex rhythms on **ukulele/ glockenspiel/keyboards/ GarageBand**.	Perform an octave range. Perform with accuracy and expression. Solo and as an ensemble Response to conductor. Different performance opportunities including a **drum kit**
	Singing	Sing simple folk tunes using pentatonic scales in unison both with and without accompaniment or backing tracks. Respond to simple, visual cues/directions.	Sing simple song and folk songs in rounds accurately with expression and following direction.	Sing songs and folk rounds whilst accompanied by ostinatos from the group.		Sing pieces in two parts that have contrasting melodies and counter melodies with a range of five notes	Sing 5-8 note ranges. Follow the contour of the melody and react to changes in pitch. To perform in turn, accurately and with expression. Perform in 2 part harmony in contrasting parts.	Sing musically within an octave and include extended harmony. Response to the performance direction of the piece e.g. phrasing.
	Composition	Improvise and understand the difference between simple rhythms and a pitch pattern on given stimuli e.g. rhythm/pitch grids.	Repeat basic longer rhythms from memory. At least 2 bars. Add imitations and rhythms.	Create basic three note tunes, simple rhythms using crotchets, quavers, minims and rests.		Create five notes tunes with more developed rhythmic patterns up to 4 bars.	Create a composition using between 5-8 notes. Up to a 4 bar melody using different tempos and time signatures. Include syncopation. Record compositions using **GarageBand**.	Create extended pieces of music using 8 notes and a variety of rhythms, tempos and time signatures.

Music - Medium Term Plan - Year 1 - Autumn Term



Curriculum areas of study:

Pulse: Keep a steady pulse in a group and be able to pick out two different tempos in a piece of music. Djembe drums

Rhythm: Recognise and demonstrate one bar repetition using crotchets and quavers.

Melody: Sing back short melodies that use two pitched notes and develop the concept of pattern work in music using rhythm grids.

Active Listening & Appraising: Identify features of a range of high quality live and recorded music. Replicate basic rhythms (Supported in assemblies/classroom)

Performing: Play basic rhythms on untuned and tuned instruments and using body percussion, Djembe drums and repetition.

Singing: Sing simple folk tunes using pentatonic scales in unison both with and without accompaniment or backing tracks. Respond to simple, visual cues/directions.

Composition: Improvise and understand the difference between simple rhythms and a pitch pattern on given stimuli e.g. rhythm/pitch grids.

Resources

Sammy the Snake notation programme
Tardis Education rhythm grids
Solfége pitch grid
Charanga rhythm and pitch grids
Chime bells
Glockenspiels
Untuned percussion instruments including egg shakers, jingle bells.
West African Djémbe drums

Songs/Repertoire

(Possible choir material)

Here I Come (Solfege) 'So' & 'Mi'
The Penguin Song (action song)
Cobbler Cobbler Mend My Show (ti-ti, ti-ti, ti-ti, ta)
Snowflake Christmas song
Boom Chikka Boom (Call and response)
Magic Fingers
Skip To My Lou
Mary Anne
Red Liama (rap)
Can You Sing High/Low (pitch/dynamics/tempo)
Other seasonal songs

Listening & Appraising

(Possible Assembly/Class Listening)

Rondo alla Turca – Mozart
Winter (The Four Seasons) – Vivaldi
In The Hall of the Mountain King (Peer Gynt) - Grieg

Musical Vocabulary

Beat/Pulse – the pulse is a series of uniformly spaced beats – either audible or implied that sets the tempo and is the scaffolding for the rhythm.
Tempo – the fastness or slowness of the music.
Andante – Italian term for 'walking pace' approx. 80bpm
Allegro – Italian term for 'marching pace' approx. 120bpm
Crotchet – duration is one beat (rhythm grid 'ta')
Quaver – duration is half a beat (rhythm grid 'ti-ti')
Piano – Dynamic volume term for soft (p)
Forte – Dynamic volume term for loud (f)
Rap (Rhythm and Poetry) – a musical form of vocal delivery that incorporates rhyme, rhythmic speech, and street

Rhythm games

Ti-ti
Ta
Rest (1 beat) – BSL sign
Don't clap this one back
Pulse game – slap, slap, click, click – pass numbers/colours/names.

Dynamics

Piano - *p*
Forte - *f*

Music - Medium Term Plan - Year 1 - Spring Term



Curriculum areas of study:

Pulse - Keep a steady pulse in a group and be able to pick out two different tempos in music
Rhythm - 1 bar repetition using crotchets and quavers and minims.
Melody - Sing back short melodies that use 2 pitched notes and develop the concept of pattern work in music using rhythm grids
Listening- Identify features of a range of high quality and recorded music. Replicate basic rhythms heard.
Performing - Play basic rhythms on untuned percussion instruments and using body percussion. Begin to use repetition.
Singing - Sing simple folk tunes in unison both with and without accompaniment or backing tracks
Composition - Improvise Simple rhythms based on given stimuli (e.g. rhythm grids)

Resources

Sammy the Snake rhythm programme
Tardis rhythm grids
Solfege pitch grid
Chanranga rhythm grids
Charanga pitch grids
Chime bells
Glockenspiels
Untuned percussion instruments including egg shakers, jingle bells.
Silk scarves (pulse movement)
Djembe drums

Songs/Repertoire

(Possible choir material)

Doctor Knickerbocker
Bounce High, Bounce Low (with Kodaly actions)
Kye Kye Kule – Call and response
Elephants Have Wrinkles
Old Mr Woodpecker
One, Two, Buckle My Shoe
Serra, Serra, Serrador

Listening & Appraising

(Possible Assembly/Class Listening)

Colonel Hathi – Elephant March
Fanfarra – Sergio Mendes (Brazil)
Run Away Blues – Ma Raney (Mother of the Blues)

Musical Vocabulary

Beat/Pulse
Tempo – the fastness or slowness of the music.
Andante – Italian term for 'walking pace' approx. 80bpm
Allegro – Italian term for 'marching pace' approx. 120bpm
Crotchet – duration is one beat (rhythm grid 'ta')
Quaver – duration is half a beat (rhythm grid 'ti-ti')
Minim – Duration is two beats (Ta-a)
Piano – Dynamic volume term for soft (p)
Forte – Dynamic volume term for loud (f)
Rap (Rhythm and Poetry) – a musical form of vocal delivery that incorporates rhyme, rhythmic speech, and street vernacular.

Rhythm games

Notation fruit bowl
Pulse game
Charanga live rhythm grids (as needed)

Dynamics

Piano - *p*
Forte - *f*

Music - Medium Term Plan - Year 2 - Autumn Term



Curriculum areas of study:

Pulse - Keep a steady pulse in a group and solo with musical accompaniment; demonstrate at least 2 different time signatures (3/4 and 4/4)

Rhythm - 2 bar repetition using crotchets, quavers and minims.

Melody - Sing back short melodies that use around 3 pitched notes; perform from rhythmic notation including crotchets and minims.

Listening - Identify where elements change. Replicate change in performance.

Performing - Play basic rhythms on untuned percussion instruments and using body percussion. Continue using repetition.

Singing - Sing simple song and folk songs in rounds accurately.

Composition - Repeat basic longer rhythms from memory. At least 2 bars and add imitations of rhythms.(e.g. rhythm grids)

Resources

Tardis rhythm grids
Solfege pitch grid
Charanga rhythm grids
Charanga pitch grids
Chime bells
Glockenspiels
Un-tuned percussion instruments

Songs/Repertoire

(Possible choir material)

My Bonny Lies Over the Ocean (Folk song 3/4)
London's Burning (Round)
O Re Mi Jekajo (Nigerian round)
Evenin' Star (Round, 3/4)
Sweet Bells – Kate Rushby (English Folk Musician)

Listening & Appraising

(Possible Assembly/Class Listening)

Waltz – Shostakovich Waltz 2
Hound dog – Elvis Presley
Sleigh Ride – Prokofiev

Musical Vocabulary

Tempo – the fastness or slowness of the music.
Andante – Italian term for 'walking pace' approx. 80bpm
Allegro – Italian term for 'marching pace' approx. 120bpm
Crotchet – duration is one beat (rhythm grid 'ta')
Quaver – duration is half a beat (rhythm grid 'ti-ti')
Minim – duration is two bears (rhythm grid 'ta-a')
Piano – Dynamic volume term for soft (p)
Forte – Dynamic volume term for loud (f)v
Time signature – A system of two numbers at the start of a piece of music to indicate how many beats (and of what type) are I each bar. Also called metre. (3/4, 4/4)
Round – A piece of music where two or more groups of people sing the same tune but start at different times.

Rhythm games

Ti-ti, Ta, Ta-a, Rest (1 beat) – BSL sign
Don't clap this one back
Pulse game – slap, slap, click, click – pass numbers/ colours/names.
Rhythm grid warm ups
Solfége pitch warm ups
Call and response

Dynamics

Piano - *p*
Forte - *f*

Music - Medium Term Plan - Year 2 - Spring Term



Curriculum areas of study:

Pulse - Keep a steady pulse in a group and solo with musical accompaniment; demonstrate at least 2 different time signatures (3/4 and 4/4)
Rhythm - 2 bar repetition using crotchets, quavers and minims.
Melody - Sing back short melodies that use around 3 pitched notes; perform from rhythmic notation including crotchets and minims.
Listening - Identify where elements change. Replicate change in performance.
Performing - Play basic rhythms on untuned percussion instruments and using body percussion. Repetition.
Singing - Sing simple song and folk songs in rounds accurately.
Composition - Repeat basic longer rhythms from memory. At least 2 bars and add imitations of rhythms. *(e.g. rhythm grids)*

Resources

Tardis rhythm grids
Solfege pitch grid
Chanranga rhythm grids
Charanga pitch grids
Glockenspiels
Untuned percussion instruments
Djembe drums

Songs/Repertoire

(Possible choir material)

Rap (Rhythm and Poetry)
Clap, stamp, slap, click.
I Like the Mountains (2, 3, 4 Round)
Rad Llama (Round)

Listening & Appraising

(Possible Assembly/Class Listening)

Javanese Gamelan ensemble
Waka Waka – Shakira
Como Ves
Night Ferry – Anna Clyne (21st century)
Bolero - Piano - p
Forte - f

Musical Vocabulary

Tempo – the fastness or slowness of the music.
Andante – Italian term for 'walking pace' approx. 80bpm
Allegro – Italian term for 'marching pace' approx. 120bpm
Crotchet – duration is one beat (rhythm grid 'ta')
Quaver – duration is half a beat (rhythm grid 'ti-ti')
Minim – duration is two bears (rhythm grid 'ta-a')
Piano – Dynamic volume term for soft (p)
Forte – Dynamic volume term for loud (f)
Time signature – A system of two numbers at the start of a piece of music to indicate how many beats (and of what type) are I each bar. Also called metre. (3/4, 4/4)

Rhythm games

Notation fruit bowl
Pulse game
Charanga live rhythm grids (as needed)

Dynamics

Piano - *p*
Forte - *f*

Music - Medium Term Plan - Year 3 - Autumn Term



Curriculum areas of study:

Pulse - Pupils will be taught how to keep a steady pulse in a group and solo without musical accompaniment; demonstrate 4/4 and ¾ using two different tempos.
Rhythm - Pupils will recap crotchets, quavers, minims and will be introduced to the equivalent rests focusing on crotchet rests.
Melody - Pupils will perform three notes from notation including simple rhythms and rests.
Listening - Pupils will identify and describe musical features from different traditions (focusing on folk) and sing heard melodies.
Performance - Pupils will use tuned percussion and the voice to perform three note melodies (C,E and G) and simple rhythms.
Singing - Pupils will sing folk songs and will focus on rounds.
Composition - Pupils create a basic 3 note tune using simple rhythms and crotchet, quavers, minims and crotchet rests.

Resources

Tardis rhythm grids
Solfege pitch grid
Charanga rhythm grids
Charanga pitch grids
Glockenspiels
Un-tuned percussion instruments
George meets the orchestra

Songs/Repertoire

(Possible choir material)

Si, si, si (Congolese Round)
O Re Mi Jekajo (Nigerian Round)
Iris – Goo Goo Dolls
Dinah

Listening & Appraising

(Possible Assembly/Class Listening)

Ode To Joy – Beethoven (Orchestra)
Ode To Joy – Beethoven (Brass band)
Ode To Joy – Beethoven (Rock band)
Riverdance - Bill Whelan
The young peoples guide to the orchestra – Benjamin Britten

Musical Vocabulary

Andante – Italian term for 'walking pace' approx. 80bpm
Allegro – Italian term for 'marching pace' approx. 120bpm
Round – A piece of music where two or more groups of people sing the same tune but start at different times.
Metronome – Device for keeping the pulse
BPM – Beats per minute
f (Forte) – Loud
ff (Fortissimo) – Very Loud
p (Piano) – soft
pp (pianissimo) – very soft
Semi-quaver – Duration ¼ beat
Orchestra – Families: strings, brass, woodwind, percussion
Conductor – Leader of the orchestra

Rhythm games

Ti-ti, Ta, Ta-a, Rest (1 beat) – BSL sign
Don't clap this one back
Pulse game – slap, slap, click, click – pass numbers/colours/names.
Rhythm grid warm ups
Solfege pitch warm ups
Call and response

Dynamics

Piano
Forte
Fortissimo
Pianissimo

Music - Medium Term Plan - Year 3 - Spring Term



Curriculum areas of study:

Pulse - Pupils will be taught how to keep a steady pulse in a group and solo without musical accompaniment; demonstrate 4/4 and ¾ using three different tempos.
Rhythm - Pupils will recap crotchets, quavers, minims and will be introduced to the equivalent rests focusing on crotchet and minim rests. Pupils will use and improvise with body percussion.
Melody - Pupils will perform and improvise three notes from notation including simple rhythms and rests.
Listening - Pupils will identify and describe musical features from different traditions (focusing on folk) and sing heard melodies.
Performance - Pupils will use tuned percussion and the voice to perform and improvise three note melodies and simple rhythms.
Singing - Pupils will sing folk songs and will focus on rounds accompanied by ostinatos
Composition - Pupils create a basic 3 note tune using simple rhythms and crotchet, quavers, minims and crotchet rests.

Resources

Tardis rhythm grids
Solfege pitch grid
Chanranga rhythm grids
Charanga pitch grids
Glockenspiels
Untuned percussion instruments
Djembe drums

Songs/Repertoire

(Possible choir material)

Little Green Frog
Boom, Snap, Clap
Kookabura

Listening & Appraising

(Possible Assembly/Class Listening)

Pachelbel Canon
Avicii's Cannon mix
I'll See You When You Get There - Coolio
Maroon 5 - Memories
The Farm - Altogether Now

Musical Vocabulary

Canon - A canon is piece (of voices or instruments) that sing or play the same music starting at different times.
Largo - The word largo is a musical tempo meaning relatively slowly (40-60 bpm).
Moderato - Play at a moderate pace (105 bpm).
Ostinato - An ostinato is a melodic phrase that is repeated throughout a musical piece.
Pedal - A pedal is a single note that is held while the music continues.
Round - A round is a piece where each instrumentalist or singer carries the same melody but begins and ends at different points.

Rhythm games

Notation fruit bowl
Pulse game
Charanga live rhythm grids (as needed)

Dynamics

Piano
Forte
Fortissimo
Pianissimo

Music - Medium Term Plan - Year 4 - Autumn Term



Curriculum areas of study:

Pulse - Pupils will be taught how to keep a steady pulse in a group and solo without musical accompaniment; demonstrate 4/4 and ¾ using different tempos with other pupils playing ostinato.
Rhythm - Pupils will recap crotchets, quavers, minims and the equivalent rests; they will be introduced to syncopation and dotted rhythms.
Melody - Pupils will perform five notes from notation including simple rhythms and rests.
Listening - Pupils will compare pieces of music from different traditions that contain two or more different parts.
Performance - Pupils will use tuned percussion and the voice to perform up to five note melodies and more complex rhythms.
Singing - Pupils will sing pieces in two parts that have different melodies
Composition - Pupils create a basic five note tune using simple rhythms and crotchet, quavers, minims and crotchet rests. Pupils will develop rhythmic patterns up to four bars.

Resources

Ti-ti, Ta, Ta-a, Rest (1 beat) – BSL sign
Don't clap this one back
Pulse game – slap, slap, click, click – pass numbers/colours/names.
Rhythm grid warm ups
Solfege pitch warm ups
Call and response

Songs/Repertoire

(Possible choir material)

The Orchestra Song - 4 parts
Lean On Me - Bill Withers
The Carol of the Bells

Listening & Appraising

(Possible Assembly/Class Listening)

Short Ride in a fast machine - John Adams
Under Pressure - Queen
Harry's Wondrous World - John Williams

Musical Vocabulary

Bassline - the lowest line of a piece of music, played by a bass instrument or other instruments playing low pitch
Riff - a short repeated phrase in pop music and jazz often used as an introduction to the piece
Syncopation - Rhythms that fall between the main beat or push ahead of the main beat - common in Latin American. African and jazz music
Texture - How the melody, harmony, tempo and dynamics are combined in a musical composition

Rhythm games

Ukulele
Tardis rhythm grids
Solfege pitch grid
Charanga rhythm grids
Charanga pitch grids
Glockenspiels
Un-tuned percussion instruments

Dynamics

Piano
Forte
Fortissimo
Pianissimo

Music - Medium Term Plan - Year 4 - Spring Term



Curriculum areas of study:

Pulse - Pupils will be taught how to keep a steady pulse in a group and solo without musical accompaniment; demonstrate 4/4, 3/4 and 2/4 using different tempos with other pupils playing ostinato.
Rhythm - Pupils will recap crotchets, quavers, minims and the equivalent rests; they will be introduced to syncopation and dotted rhythms in different tempi.
Melody - Pupils will perform five notes from notation including simple rhythms and rests.
Listening - Pupils will compare pieces of music from different traditions that contain two or more different parts.
Performance - Pupils will use tuned percussion and the voice to perform up to five note melodies and more complex rhythms.
Singing - Pupils will sing pieces in two parts that have different melodies
Composition - Pupils create a basic five note tune using simple rhythms and crotchet, quavers, minims and crotchet rests. Pupils will develop rhythmic patterns up to four bars.

Resources

Samba Drums
Ukulele
Tardis rhythm grids
Solfege pitch grid
Chanranga rhythm grids
Charanga pitch grids
Glockenspiels
Untuned percussion instruments

Songs/Repertoire

(Possible choir material)

De Encanto La Fantastique Famille
Madrigal - Lin-Manuel Miranda

Listening & Appraising

(Possible Assembly/Class Listening)

De Encanto La Fantastique Famille
Madrigal - Lin-Manuel Miranda
Ove Como Va - Santana
Conga - Gloria Estefan

Musical Vocabulary

Clave rhythm - a set of repeating rhythmic accents that are emphasised on top of a song.
Ensemble - the group performing the piece.
Ostinato / Riff - a repeated musical idea.
Samba music - rhythmic music from South America.
Improvisation - Spontaneously create a melody based on given notes and sometimes to a given rhythm.
Syncopation - Rhythms where the emphasis is not on the main beat – common in samba music
Samba instrumentation - Repinque, Caixa, Surdo, Tambourim and Agogo

Rhythm games

Notation fruit bowl -
Follow the leader
Pulse game - Call & Response
Charanga live advanced rhythm grids (as needed)

Dynamics

Piano
Forte
Fortissimo
Pianissimo
Mezzoforte

Music - Medium Term Plan - Year 5 - Autumn Term



Curriculum areas of study:

Pulse - The pupils will explore the time signatures of 2/4 and 4/4 using three contrasting tempos with syncopation within the piece.
Rhythm - Pupils will explore the concept of syncopation further by using dotted rhythms within the time signature is 2/4 & 4/4 exploring tempi too.
Melody - Pupils will explore and perform melodies with 5-8 note ranges captured in different formats for recreation.
Active listening and appraising - Pupils will pick and perform syncopated rhythms from a range of genres.
Performing - Pupils will perform 5-8 note melodies with more complex rhythms incorporated.
Singing - Pupils will sing melodies with a 5-8 note range in two part harmony performed in time with accuracy and expression.
Composition - Pupils will compose with 5 notes up to 4 bar melodies with different tempos focusing on how to use syncopation.

Resources

Ukulele
Glockenspiels
Keyboards
Charanga rhythm grids
Charanga pitch grids
Glockenspiels
Un-tuned percussion instruments

Songs/Repertoire

(Possible choir material)

Do Ron Ron - The Crystals
My Paddles Clean and Bright - (Canadian Folk Song) Margret Embers McGee
Calypso Carol - Michael Perry
Four White Horses - West Indies

Listening & Appraising

(Possible Assembly/Class Listening)

He's A Pirate - Badelt/Zimmer
English Folk Song - Vaughan Williams

Musical Vocabulary

Syncopation - Rhythms where the emphasis is not on the main beat – common in jazz music
Adagio - is a musical tempo meaning play slow 70 bpm.
Allegro - is a musical tempo meaning play quickly 120 bpm.
Presto - is a musical tempo meaning at a rapid tempo 140-150 bpm.
Calypso - is a style of music as well as a style of dance and song which originated in the Caribbean. It is a descendant of African and West Indian folk music and resembles the samba of Latin America.
Call and response - is a performance style with a singing/instrumentalist lead who is imitated by a chorus/ensemble of followers.
Ostinato – is a pattern of rhythms or pitches that are repeated in a cycle

Rhythm games

Ti-ti, Ta, Ta-a, Rest (1 beat) – BSL sign
Spot the syncopated pattern - African Djembe drums
Don't clap this one back
Syncopated rhythm grids
Dotted note rhythm bingo
Call and response

Dynamics

Piano
Forte
Fortissimo
Pianissimo
Mezzoforte

Music - Medium Term Plan - Year 5 - Spring Term



Curriculum areas of study:

Pulse - The pupils will explore the time signatures of 2/4 and 4/4 using three contrasting tempos with syncopation within the piece.
Rhythm - Pupils will explore the concept of syncopation further by using dotted rhythms within the time signature is 2/4 & 4/4 exploring tempi too.
Melody - Pupils will explore and perform melodies with 5-8 note ranges captured in different formats for recreation (or 4 chords).
Active listening and appraising - Pupils will pick and perform syncopated rhythms from a range of genres.
Performing - Pupils will perform 5-8 note melodies with more complex rhythms incorporated.
Singing - Pupils will sing melodies with a 5-8 note range in two part harmony performed in time with accuracy and expression.
Composition - Pupils will compose with 5 notes up to 4 bar melodies with different tempos focusing on how to use syncopation.

Resources

Ukulele
Keyboards
GarageBand
Tardis rhythm grids
Pentatonic/Major Scales Chart
Charanga rhythm grids
Glockenspiels
Untuned percussion instruments

Songs/Repertoire

(Possible choir material)

Oh When The Saints/Swing Low/I Wanna' Sing (Mash up)
Don't Stop Believing/Can You Feel The Love Tonight/Paparazzi (Mash up)

Listening & Appraising

(Possible Assembly/Class Listening)

How Long Will I Love You - Strictly Waltz Arr.
Liberty Bell March - Sousa
Fallin' - Alicia Keys
'Naughty' from Matilda the Musical - Tim Minchin

Musical Vocabulary

Countermelody - A second but subordinate melodic line sometimes found in music which has a melody and an accompaniment. **(Counterpoint/ Contrapuntal)**
Presto - Very fast.
Allegro - Fast (Marching Pace)
Andante - Walking pace.
Adagio - Leisurely
Largo - Slow.
Accompaniment - The part of the music which accompanies the melody.
Mash up/medley - A blend of two or more songs at once.
Harmony - The chords of a piece played in the accompaniment.
Triad - A chord made up of three notes
Chord - Two or more notes (usually three) played at the same time.

Rhythm games

Notation fruit bowl -
Follow the leader
Pulse game - Call & Response
Charanga live advanced rhythm grids (as needed)

Dynamics

Piano
Forte
Fortissimo
Pianissimo
Mezzoforte

Music - Medium Term Plan - Year 6 - Autumn Term



Curriculum areas of study:

Pulse - Pupils will independently perform 2/4, ¾ or 4/4 at varied tempos solo and in ensemble.
Rhythm - Pupils will perform syncopated rhythms within 2/4, ¾ and 4/4 time signatures within 4 bar phrases with all note values covered with equivalent rests.
Melody - Pupils will perform using an octave range fluently.
Listening - Pupils will recognise three different tempos, key melody instruments and the mood and emotion of the piece.
Performance - Pupils will be able to perform within an octave range with expression, both solo and in an ensemble responding to the conductor and performance directions.
Singing - Pupils will be able to sign musically within an octave including using extended harmony responding to performance direction of the piece e.g. phrasing or dynamics.
Composition - Pupils will compose 4-8 bar extended melodies in contrasting moods

Resources

Ukulele
Glockenspiels
Keyboards
Garageband
Charanga rhythm grids
Charanga pitch grids
Glockenspiels
Untuned percussion instruments

Songs/Repertoire

(Possible choir material)

Ain't No Mountain High Enough - Marvin Gaye
Do Re Mi - Rodgers & Hammerstein
Living On A Prayer - Bon Jovi
New Year Carol - Benjamin Britten

Listening & Appraising

(Possible Assembly/Class Listening)

Where Is Love - Lionel Bart (Oliver)
1812 Overture - Tchaikovsky

Musical Vocabulary

Extended harmony - Two parts moving together and singing at the same time an interval apart.
Major - A major feel in music describes a bright, lively piece with a happy feel.
Minor - A minor feel in music describes a sombre, melancholic sounding piece.
mp - The term mp is an abbreviation for the term mezzo-piano meaning moderately quiet.
f - The term f is an abbreviation for the term forte meaning loud.
Ensemble - Making music with other people.
Solo - Playing on your own or playing your part alongside other performers.

Rhythm games

Spot the syncopated pattern
Don't clap this one back
Syncopated rhythm grids
Dotted note rhythm bingo
Spot the tempo/mood/time

Dynamics

Piano
Forte
Fortissimo
Pianissimo
Mezzoforte
f,ff,pp,mf, mp

Music - Medium Term Plan - Year 6 - Spring Term



Curriculum areas of study:

Pulse - Pupils will independently perform 2/4, 3/4 or 4/4 at varied tempos solo and in ensemble.
Rhythm - Pupils will perform syncopated rhythms within 2/4, 3/4 and 4/4 time signatures within 4 bar phrases with all note values covered with equivalent rests.
Melody - Pupils will perform using an octave range fluently.
Listening - Pupils will recognise three different tempos, key melody instruments and the mood and emotion of the piece.
Performance - Pupils will be able to perform within an octave range with expression, both solo and in an ensemble responding to the conductor and performance directions.
Singing - Pupils will be able to sign musically within an octave including using extended harmony responding to performance direction of the piece e.g. phrasing or dynamics.
Composition - Pupils compose using chords, playing against a drum beat.

Resources

Ukulele
Keyboards
GarageBand - iPad
Tardis rhythm grids
West African Djembé
Charanga rhythm grids
Glockenspiels
Untuned percussion instruments

Songs/Repertoire

(Possible choir material)

Siyahamba - Congolese Folk Song
Let's Twist Again - Chubby Checker
The Best Day Ever - SpongeBob

Listening & Appraising

(Possible Assembly/Class Listening)

Monika - Staff Benda
We Don't Talk About Bruno - Encanto

Musical Vocabulary

Accompany - means to play with other musicians.
Rhythmic Ostinato - A pattern of rhythms or pitches that are repeated in a cycle
Chord sequence - A set of chords played one after another.
Two part harmony - Two lines of music an interval or space apart which sound harmonious together.
Syncopation - Rhythms where the emphasis is not on the main beat – common in jazz music
Cross-Rhythms - When rhythms are layered over each other to create a more complex pattern

Rhythm games

Syncopated notation fruit bowl - Follow the leader
Syncopated - Don't clap this one back
Charanga live advanced rhythm grids (as needed)

Dynamics

Piano
Forte
Fortissimo
Pianissimo
Mezzoforte
f,ff,pp,mf, mp