

Music Medium Term Plan 2021-22 – Cycle A	
Autumn 1	Autumn 2
Key Stage 1	
Hands, feet heart (Charanga)	Mars (BBC 10 Pieces) Christmas
<p>-Listen to music with sustained concentration and growing understanding to a range of high-quality live and recorded music.</p> <p>-Find the pulse whilst listening to music and using movement, building on this understanding and internalise it when listening to a piece of music.</p> <p>- Learn to perform chants, rhythms and raps.</p> <p>-Use the voice expressively by singing songs and speaking chants and rhymes with growing confidence</p> <p>-Sing songs musically and understand how to warm up and project the voice whilst demonstrating good posture.</p>	<p>Continue to develop skills taught in Autumn 1</p> <p><b>Objectives from 10 pieces</b></p> <p>-Listen to a new piece of music</p> <ul style="list-style-type: none"> <li>• Explore spikey and smooth in the context of music</li> <li>• Learn a new song and sing it in different styles</li> <li>• Play simple patterns on the drum, and repeat simple patterns back</li> <li>• Write new lyrics to a familiar tune about all the things you might find on your way to Mars!</li> <li>• Make your own space map with lots of different sounds</li> <li>• Play some classroom instruments</li> </ul> <p><b>Linked Target Tracker Statements</b></p> <p>-Practise, rehearse and present performances to audiences with growing awareness of people watching.</p> <p>-Discuss feelings and emotions linked to a piece of music.</p> <p>-Understand that timbre describes the character or sound of the music</p> <p>-Use tuned and untuned classroom percussion to play accompaniments and tunes</p>
Year 3	
Let your spirit fly (Charanga)	What is an Orchestra? / Christmas
<p>-Listen with direction to a range of high quality music</p> <p>-Find the pulse within the context of different songs/music with ease</p> <p>- Play and perform in solo or ensemble contexts with confidence – glockenspiel accompaniment</p>	<p>Continue to develop skills taught in Autumn 1</p> <p>-Confidently recognise a range of musical instruments</p> <p>-Sing songs with multiple parts with increasing confidence.</p>
Year 4	
Guitars (WOPP's Provision)	Guitars (WOPP's Provision) + Christmas
<p><b>WOPP's objectives</b></p> <ul style="list-style-type: none"> <li>• Listen with concentration to a variety of music, describing how they feel and what they hear/see using musical vocabulary.</li> <li>• Maintain and internalise a steady beat with increasing accuracy (ensemble)</li> <li>• Play a variety of extended rhythm patterns with increasing accuracy</li> <li>• Read and create simple rhythms using conventional notation</li> <li>• Perform an individual part within an ensemble</li> </ul> <p><b>Linked to Target Tracker Statements:-</b></p> <p>-Use musical language to appraise a piece or style of music.</p> <p>-Copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate.</p>	<p>Sing as part of an ensemble with confidence and precision</p> <p><b>WOPP's objectives</b></p> <p>Playing/internalising the pulse and longer note values accurately</p> <ul style="list-style-type: none"> <li>• Listen with attention to detail; describing characteristics of sound using musical vocabulary</li> <li>• Recognise, read and play from some conventional rhythmic notation, using the correct musical vocabulary</li> <li>• Evaluate &amp; make improvements to playing &amp; explain using musical vocabulary how the improvements have been made (listening, rehearsing/refining)</li> <li>• Maintain a part within a group, showing awareness of other performers</li> <li>• Follow simple performance directions (starting/stopping)</li> </ul> <p><b>Linked to Target Tracker Statements</b></p> <p>Play and perform in ensemble contexts with increasing confidence.</p>

-Develop an understanding of formal written notation which includes minims and quavers.

Use musical language to appraise a piece or style of music.

### Upper Key Stage 2

### Earth (BBC 10 Pieces) / Christmas

#### **Continue to develop skills taught throughout the term**

Objectives from BBC10 pieces unit:

- listen and reflect on a piece of orchestral music
- create their own piece of music using instruments and voice
- perform as an ensemble
- learn musical language appropriate to the task

#### **Linked Target Tracker Statements**

- Sing as part of an ensemble with increasing confidence and precision
- Use and develop an understanding of formal written notation which includes staff, semibreves and dotted crotchets
- Listen with attention to detail and recall sounds with increasing aural memory.
- Compose complex rhythms from an increasing aural memory and accuracy.
- Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression

Music Medium Term Plan 2021-22 – Cycle A	
Spring 1	Spring 2
<b>Key Stage 1</b>	
<b>Rhythm in the way we walk and Banana Rap (Charanga)</b>	<b>Finlandia by Sibelius (BBC ten pieces)</b>
<p>Continue to develop skills taught in Autumn</p> <ul style="list-style-type: none"> <li>- Begin to understand rhythm is a mixture of long and short sounds that happen over the pulse.</li> <li>- Listen to, copy and repeat a simple rhythm or melody.</li> <li>- Improvise a simple rhythm using different instruments including the voice.</li> </ul>	<p>Continue to develop skills taught in Autumn and Spring 1</p> <p><b>BBC Ten Pieces Objectives</b></p> <ul style="list-style-type: none"> <li>• Listen to a new piece of music</li> <li>• Explore loud and quiet sounds</li> <li>• Made sounds on their body</li> <li>• Make a graphic score, and new pieces of music</li> <li>• Sing in different languages</li> <li>• Hear music from another country</li> <li>• Move to a pulse</li> <li>• Move to music</li> <li>• Play classroom instruments</li> </ul> <p><b>Linked Target Tracker Statements</b></p> <ul style="list-style-type: none"> <li>- Understand that tempo describes how fast or slow the music is.</li> <li>-Understand that dynamics describe how loud or quiet the music is.</li> <li>- Develop an understanding of melody, the words and their importance in the music being listened to.</li> </ul> <p>-Use tuned and untuned classroom percussion to play accompaniments and tunes</p>
<b>Year 3</b>	
<b>Winter by Vivaldi (BBC Ten Pieces)</b>	<b>STOP (charanga)</b>
<p>Continue to develop skills taught in Autumn</p> <p><b>10 Pieces objectives</b></p> <ul style="list-style-type: none"> <li>- listen and reflect on a piece of orchestral music</li> <li>-create their own piece of music using instruments and voice</li> <li>-perform as an ensemble</li> <li>-learn musical language appropriate to the task</li> </ul> <p><b>Linked to Target Tracker Statements</b></p> <ul style="list-style-type: none"> <li>-Listen with direction to a range of high quality music.</li> <li>-Play and perform as part of an ensemble with confidence.</li> <li>- Use musical language to appraise a piece or style of music</li> </ul>	<p>Continue to develop skills taught in Autumn and Spring 1</p> <p><b>.Target Tracker objectives</b></p> <p>Begin to listen to and recall sounds with increasing aural memory. Confidently recognise a range of musical styles and traditions and know their basic style indicators.</p>
<b>Year 4</b>	
<b>Guitars (WOPP's Provision)</b>	<b>Guitars (WOPP's Provision)</b>
<p>Continue to develop skills taught in Autumn</p> <p><b>WOPP's objectives</b></p> <p>Listen with attention to detail; describing characteristics of sound using musical vocabulary (esp. pitch, repetition, tone quality, harmony, melody)</p> <ul style="list-style-type: none"> <li>• Read and interpret up to five notes from conventional notation</li> <li>• Evaluate and make improvements to playing and explain using musical vocabulary how the improvements have been made (listening, rehearsing and refining)</li> </ul>	<p>Continue to develop skills taught in Autumn and Spring 1</p> <p>Sing as part of an ensemble with confidence and precision</p> <p><b>WOPP's objectives</b></p> <p>Listen with attention to detail; describing characteristics of sound using musical vocabulary (esp. pitch, repetition, tone quality, harmony, melody)</p> <ul style="list-style-type: none"> <li>• Read and interpret up to five notes from conventional notation</li> </ul>

- Maintain a part within a group, showing awareness of other performers
- Follow a conductor's/leader's directions when starting and stopping pieces

**Linked to Target Tracker Statements:-**

- Listen to and recall sounds with increasing aural memory.
- Use musical language to appraise a piece or style of music.
- Play and perform in solo and ensemble contexts with increasing confidence.
- Develop an understanding of formal written notation which includes minims and quavers.

- Evaluate and make improvements to playing and explain using musical vocabulary how the improvements have been made (listening, rehearsing and refining)

- Maintain a part within a group, showing awareness of other performers
- Follow a conductor's/leader's directions when starting and stopping pieces

**Linked to Target Tracker Statements**

- Listen to and recall sounds with increasing aural memory.
- Use musical language to appraise a piece or style of music.
- Play and perform in solo and ensemble contexts with increasing confidence.
- Develop an understanding of formal written notation which includes minims and quavers.

**Upper Key Stage 2**

**Grazyna Bracewicz - Overture**

**Continue to develop skills taught in Autumn term.**

**Linked Target Tracker Statements**

- Improvise with increasing confidence using own voice, rhythms and varied pitch.
- Improvise and compose music for a range of purposes using the interrelated dimensions of music.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Develop a deeper understanding of the history and context of music.
- Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.

**Music Medium Term Plan 2021-22 – Cycle A**

**Summer 1**

**Summer 2**

**Key Stage 1**

**I want to play in a band (Charanga)**

**Your Imagination (Charanga)**

Continue to develop skills taught in Autumn and Spring

- Recognise different instruments
- Understand that structure describes how different sections of music are ordered
- Play instruments using the correct techniques with respect

Continue to develop skills taught in Autumn, Spring and Summer 1

- Use correct musical language to describe music.
- Begin to describe a piece of music using a developing understanding of the interrelated dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure)

**Year 3**

**We're Detectives! - Wigan Music Service Singing Support Pack**

**The Storm (BBC Ten Pieces)**

Continue to develop skills taught in Autumn

- Listen with concentration to a variety of music, describing feel what they hear/see using musical vocabulary. (esp. pitch)
  - Sing in tune, maintaining a wider pitch range, internalising pulse and pitch
  - Maintaining own part when singing in two parts
  - The importance of correct breathing, phrasing and posture when singing
- .Target Tracker objectives**
- Sing as part of ensemble with confidence and precision

Continue to develop skills taught in Autumn, Spring and Summer 1

- Ten pieces Objectives**  
 listen and reflect on a piece of orchestral music • invent their own musical motifs and structure them into a piece • perform as an ensemble • learn musical language appropriate to the task
- .New Target Tracker objectives**  
 Understand that improvisation is when a composer makes up a tune within boundaries.  
 Understand that composition is when a composer writes down and records a musical idea

## Year 4

### Guitars (WOPP's Provision)

Continue to develop skills taught in Autumn and Spring

#### WOPP's objectives

Play a variety of rhythm patterns with increasing accuracy.

- Maintain a part within an ensemble, showing awareness of other performers
- Recognise, read and play from some conventional rhythmic notation, using the correct musical vocabulary
- Listen with concentration to a variety of music, describing their listening preferences using musical vocabulary
- Follow simple performance directions • Perform expressively to an audience

## Upper Key Stage 2

### Bachianas brasileiras No. 2, The Little Train of the Caipira (finale) by Heitor Villa-Lobos (BBC Ten Pieces)

Continue to develop skills taught in Autumn and Spring

#### BBC Ten Pieces Objectives

play and perform in ensemble contexts, using voices and playing musical instruments

improvise and compose music for a range of purposes using the interrelated dimensions of music

listen with attention to detail and recall sounds with increasing aural memory

#### Target Tracker Objectives

-Understand how pulse, rhythm and pitch work together.

-Appropriately discuss the dimensions of music and recognise them in music heard.