Hamworthy Primary Schools

Music Medium Term Plan

Rationale:

As a federation, we believe that our Music curriculum should capture children's interests and allow them to explore the fascinating world of music around us. Our aim is to inspire curiosity and fascination in an environment where children can immerse themselves in their music experiences and lessons.

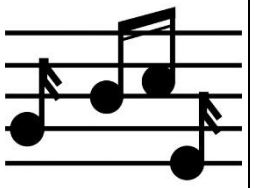
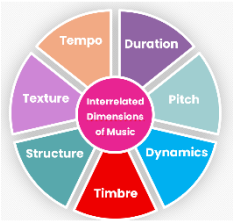
Intent:

Our curriculum aims to develop and encourage children as musicians to develop a personal love of music and build an appreciation of a wide variety of music from a range of genres, styles, traditions and include the works of the great composers and musicians. They will also have opportunities to learn a variety of ways to create, compose and develop their own and group based compositions.

Implementation:

Our curriculum will focus on skill and knowledge progression, providing opportunities for children to ask questions, explore the interrelated dimensions of music and the understanding of how to create music using tuned and untuned instruments. There will be an emphasis on the importance of music appreciation and opportunities to develop their oracy skills as they discuss the different genres of music, performances of professional musicians and performances by their peers.

Key Curriculum Elements:

Listening	Performing: Singing	Performing: Instrumental	Composing and Improvising	Appraising	Musical Notation	Artists, Style and History	Interrelated Dimensions of Music
							

Interrelated Dimensions of Music:

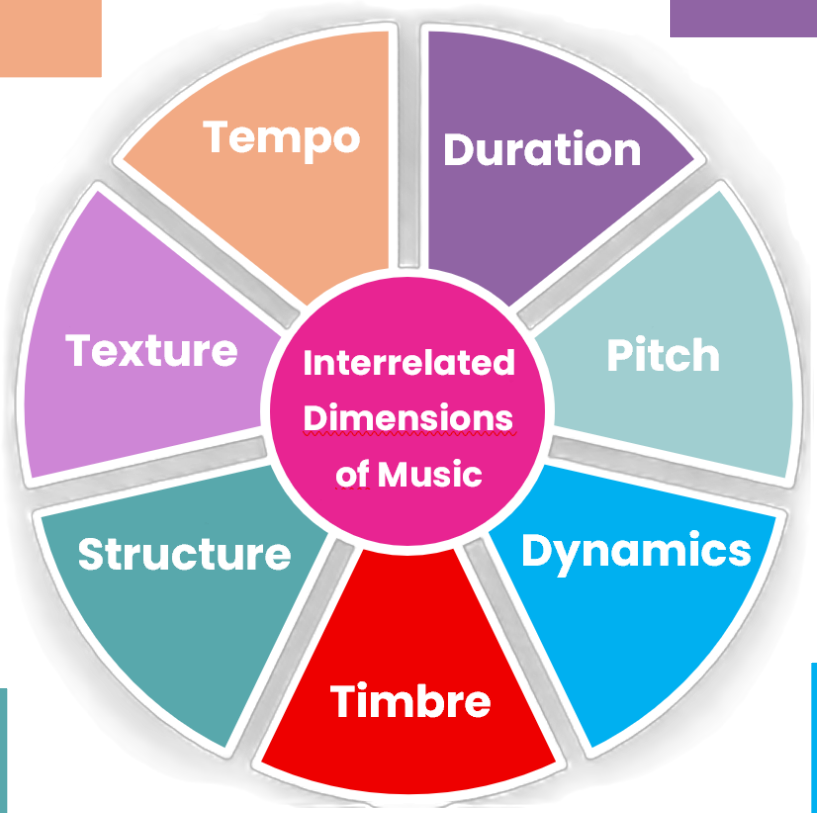
Tempo

The speed of the music.

(fast or slow)

Duration

The length of time each note is played for.



Texture

The layers of sound we can hear.

(thick or thin)

Pitch

How high or low a sound is.

Structure

How the music is organised into different sections.

Timbre

The quality of sound

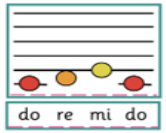
(smooth, scratchy, light)

Dynamics

The Volume of the sounds we can hear.

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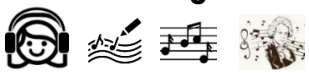
Music Curriculum Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Reception	Sound Searchers 		Musical Story Land 		Hurly-Burly Hullaballoo 	
Year One	Peter and the Wolf 		Pitch Perfect 		Seaside Soundscapes 	
Year Two	Remarkable Rhythms 		Rhythmic Recorders 		African Ambience 	
Year Three	Rhythmic Recorders 2 		Stone Age 		In the Garden 	
Year Four		Rhythmic Recorders 3 		Jazz 		Samba 
Year Five	Rock ‘n’ Roll 		Vikings 		Africa 	
Year Six		WW2 		Celebration 		Reggae 

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Curriculum Overview & Learning Outcomes

EYFS	**Expressive Arts and Design:** Being Imaginative and Expressive • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and try to move intime with music.		
	Autumn	**Spring**	**Summer**
Year One	**Peter and the Wolf**  The children will be exploring the sounds of an orchestra. Recognising the different sounds and how they can be played to represent the character of a story. Children will identify how syllables can be used together to create sound patterns & repeated patterns. They will learn what a four beat BAR is in music. They will follow simplified graphic notation using simple symbolic notation as well as create their own four beat BAR of rhythm pattern. **Final Outcome:** Create, record and perform their own sound patterns. **Duration**	**Pitch Perfect**  The children will be discovering the dynamics of sound. Thinking about how we can use visual images to express whether something is loud or soft. Enhancing the musicality of our voices by learning breathing techniques to help support our voices. Exploring pitch using solfege hand signs and coloured solfege dots. Recognising and using dot notation to create a simple melody. **Final Outcome:** Follow solfege dots and play tunes on a tuned instrument. **Pitch**	**Seaside Soundscapes**  The children will explore seaside songs and sounds from the era of Victorian holidays. They will use tuned percussion instruments as they continue to explore the sounds they make and the ways we can create alternative sounds. They will learn about how we can create graphic notation to create a score of the sounds we hear using images, simple symbols and music maps. **Final Outcome:** Create, follow, perform a soundscape using graphic notation. **Timbre** **Dynamics**
Year Two	**Remarkable Rhythms**  The children will discover how to recognise and record rhythms in music. They will recognise that we need a steady beat to play rhythms evenly. Rhythms can be measured in 4 beat counts. Understanding a variety of different ways to read rhythms as well as record rhythms. Using Lego bricks to represent the duration of the rhythms before discovering how record TA and Ti-Ti with stick notation. **Final Outcome:** To compose a simple 4 beat bar rhythm with TA and Ti-Ti using Lego / stick notation. **Duration** **Tempo**	**Rhythmic Recorders**  The children will begin to explore & understand tuned instruments. To recognise parts of the recorder that change the pitch of the sound. Recognise the correct way to blow air into the recorder & what happens if this is not done correctly. Use knowledge of pitch & begin to recognise the solfège notes 'so, la & ti', as standardised notes 'G, A & B'. Knowledge of stick notation to add rhythm to the sound patterns & bar melodies. **Final Outcome:** To know how to play B, A & G as part of a simple melody. **Pitch** **Timbre**	**African Ambience**  The children will be exploring two West African Children's songs. Exploring their high and low voices. Discovering harmony by singing as a two part round and exploring the effects of layering sounds creating texture. Revisiting prior knowledge of creating alternative sounds with instruments. Remembering how we can record the sounds we hear with the use of TA and Ti-Ti and simple symbols on music maps. **Final Outcome:** To be able to sing as part of a two part harmony. **Tempo** **Texture**

Year Three	**Rhythmic Recorders 2**  The children will revisit their prior knowledge of rhythm in music. Learning how stick notation and dot notation can be combined. They will be introduced to Western notation understanding TA notes are known as crotchets and Ti-Ti notes are paired quavers. They will also be learning about minims, semibreves & be exposed to dotted notes and tied notes. Using stave notation, they will play short 4 beat melodies and improvise simple 4 beat melodies. Children will be revisiting B, A + G and learning new notes C and D. **Final Outcome:** To be able to play a 4 beat melody using 5 notes. **Duration** / **Structure**	**Stone Age**  The children will learn how to perform music using one, half beat, 2 beat and 4 beat notes (crotchet, quavers, minims and semibreves). Revisiting their prior knowledge on how graphic notation can be used to show the length of the notes. The children will be composing two bars of music for a chosen instrument using stave notation. They will be perform this as part of a duet or quartet (groups of two or four). **Final Outcome:** To choose appropriate instruments, compose & perform as part of an ensemble. **Duration** / **Texture**	**In the Garden**  The children will recall that rhythm is a mix of short and long notes. They will recognise that the pulse is the steady beat of the music. They will be using words and syllables to identify the half beat quavers and understanding crotchet rests. They will be comparing graphic and western notations, knowing when to sing in the correct pitch as shown on the stave. **Final Outcome**: To compose a melody and perform as a class ensemble. **Timbre** / **Pitch**
Year Four	**Rhythmic Recorders 3**  The children will revisit how they hold & play notes G, A, B, C & D. They will practice the control needed for moving the placement of fingers for various notes. The children will learn to identify a treble clef and understand what a time signature is used for. They will learn the new note E, F and F#. Using the 9 notes they have been taught, they will improvise melodies playing them. **Final Outcome:** To be able to play as a group, duet or quartet using the notes being taught. **Duration** / **Timbre**	**Jazz**  The children will be able to maintain a steady pulse, copy & respond to the teacher. They will be able to trace the pitch carefully, understanding dynamics & perform the song. They will know to play a swinging rhythm & that the tonic is with a natural ending, the note is played at the beginning & the end of the piece. The children understand that changing the pitches changes how high notes are sung and using this to sing in 'scat rounds'. **Final Outcome**: To understand the famous singers that were introduced & use their style to perform a jazz piece as an ensemble. **Pitch** / **Dynamics**	**Samba**  The children will know the dynamics of how loud or quiet a piece is & understand that the texture is how the music is organised/ structured. The children will be able to identity how the pulse is found in the music. They will need to use a 4-beat rhythm & know when the 'apito' whistle is blown the samba music begins. The children will need to know how to stop & start playing together. They will know that to layer two or more independent melodies together is known as polyphonic music. **Final Outcome:** To create a suitable ending of samba piece and perform in a carnival style. **Dynamics** / **Texture**

Year Five	**Rock 'n' Roll**  Children will learn how Rock n Roll came about with elements of rhythm, blues, jazz, gospel & country music. They will recognise the music has a fast tempo with repetitive lyrics & this was used for entertaining & dancing. Children understand how to perform a 2 part harmony, sing in different pitches & know how to use the diaphragm to control their singing. Children will know how to play a chord pattern on tuned percussion (xylophone). They will learn to improvise a melody line & learn about 'scatt' singing. Children will learn how to read & perform pitch notation intime to a steady beat. **Final Outcome:** To be able to perform an independent part within an ensemble. **Tempo** / **Pitch**	**Vikings**  The children will know how to explore & organise rhythms using their voice & instruments following a steady pulse and a regular tempo whilst chanting & understand why Vikings used music. They will know how to organise rhythms into beats with notation using 1, ½ and 2 beat notes. Sing a round starting in different times to an F key. They will understand what polyphonic is & use this to understand melodic texture within a piece. They will perform simple 4 & 8 beat rhythms. Compose & combine rhythms to convey an effect carefully considering structure & dynamics of the piece. **Final Outcome**: To compose & perform & feedback to peers about the music. **Structure** / **Texture**	**Africa**  The children will know different types of African music & how it has influenced music across the world. I know that ostinato is a repeated rhythm. The children will explore how to combine ostinato & mnemonics to create polyrhythms. The children can select appropriate instruments to play their individual polyrhythm as part of an ensemble. The children will know how to structure a piece of music using instruments, deciding on a leader. They will learn how to edit compositions by changing elements within the piece. **Final Outcome:** To compose, edit, perform & feedback to peers about the music. **Structure** / **Duration**
Year Six	**WW2**  The children identify what is a successful melody recognising the dynamics of the piece & that the melody is based around the central pitch called the tonic. They will understand how to explore the melodic structure. Children will know how to arrange, notate & perform together with two pieces they create. They will create another piece using lyrics from a D-Day song & understand that major & minor scales are using for different affects. They will use their chords knowledge to accompany their lyrics & notate on a stave using the chords to change the sound of the melody. **Final Outcome:** Children will perform as an ensemble with expression & confidence. **Dynamics** / **Timbre**	**Celebration**  The children will learn about 4 different types of celebration, Chinese NY, St Patricks Day, Rio Carnival & weddings**.** They will understand how to use a pentatonic scale & revisit how an ostinato is used. They will know how melodies accompany the music, how the texture of layers in the music builds the performance & understand there are 4 beats in a bar. Children will use a chair to learn how to play a Dhol drum & know the complex ways of how they are played. They will learn about polyrhythms and will develop & apply these in a composition using the features they have learnt. **Final Outcome**: Children will be able to refine & perform using features from the chosen genre. **Structure** / **Texture**	**Reggae**  The children will know about the origins & features of reggae music. They will understand features such as 'The drum groove' & learn how to play to a slow tempo. They will explore 3 note chords on the xylophone. Children will know that the bass line is the lowest part of the music. They will compose & perform a piece of reggae music using chords as part of a small ensemble. Children will use the chords C, G, and F major and add a simple base line to their composition. **Final Outcome:** Children will compose a melody made of pairs or phrases to fit over a chord structure & a bass line. **Tempo** / **Structure**

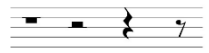
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Music Vocabulary Progression Map

	Autumn			Spring			Summer		
Year One	**Peter and the WOlf**			**Pitch Perfect**			**Seaside Soundscapes**		
	Pitch	Melody	Beat	Pitch	Melody	Dot Notation	Tuned percussion	Untuned Percussion	Improvise
	Graphic Notation	Body Percussion	Pace	Dynamics	Graphic Notation		Graphic Notation	Ensemble	Texture
Year Two	**Remarkable Rhythms**			**Rhythmic Recorders**			**African Ambience**		
	Rhythm	Beat	Stick Notation	Pitch	Melody	Notation	Round	Ensemble	Improvise
	Bar	Tempo	Rest	Tempo	Unison		Djembe	Harmony	Graphic Notation
Year Three	**Rhythmic Recorders 2**			**Stone Age**			**In the Garden**		
	Staff Notation	Stave	Treble Clef	Western Notation	Graphic Score	Bar Lines	Pulse	Ensemble	Crotchet Rest
	Crotchet	Paired Quavers	Minim	Unison	Quartet	Duet	Rhythm	Solo	
Year Four	**Rhythmic Recorders 3**			**Jazz**			**Samba**		
	Stave	Dotted Notes	Duet	Tonic	Minim	Scatting	Dynamics	Pulse	Carnival
	Time Signature	Duration	Treble Clef	Pentatonic Scale	Semibreve	Swing Time	Conductor	Ostinato	Octave
Year Five	**Rock n' Roll**			**Vikings**			**Africa**		
	Genre	Chord	Improvise	Ternary	Polyphonic	Improvisation	Mnemonics	Polyrhythm	Genre
	Lead Vocals	Base Line		Semiquavers	Structure		Call and Response	Improvising	Pulse
Year Six	**World War 2**			**Celebration**			**Reggae**		
	Accompaniment	Counter Melody	Minor	Pentatonic	Break	Compose	Reggae	Tempo	Triad
	Harmonious	Expression	Tonic	Sustain	Accent	Syncopation	Offbeat	Riff	Drum Groove

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Notation Progression

	 crotchet	 paired quavers	 quaver	 minim	semibreve	 semiquavers	 dotted notes	 rest
Y1	*exposed to as:* *whole image* **Resourceful Rhythms**	*exposed to as:* *two smaller images* **Resourceful Rhythms**						empty space in graphic notation
Y2	*exposed to as: ta* **Remarkable Rhythms** **Rhythmic Recorders**	*exposed to as: ti-ti* **Remarkable Rhythms** **Rhythmic Recorders**		*exposed to as: taaa* **Remarkable Rhythms** **Rhythmic Recorders**				exposed to as: Z
Y3	**Rhythmic Recorders 2** **Stone Age** **In the Garden**	**Rhythmic Recorders 2** **Stone Age** **In the Garden**	*exposed to in* ***:Rhythmic Recorders***	**Rhythmic Recorders 2** **Stone Age** **In the Garden**	**Rhythmic Recorders 2** **Stone Age**		*exposed to in:* **Rhythmic Recorders 2**	crotchet rest
Y4	**Rhythmic Recorders 3** **Jazz** **Samba**	**Rhythmic Recorders 3** **Jazz** **Samba**	**Rhythmic Recorders 3** **Samba**	**Rhythmic Recorders 3** **Jazz** **Samba**	**Rhythmic Recorders 3**		**Rhythmic Recorders 3**	crotchet rest quaver rest exposed to: minim rest
Y5	**Rock 'n' Roll** **Vikings** **Africa**	**Rock 'n' Roll** **Vikings** **Africa**	**Africa**	**Rock 'n' Roll** **Vikings**	**Rock 'n' Roll** **Vikings**	**Vikings**	**Africa**	crotchet rest
Y6	**WW2** **Celebration** **Reggae**	**WW2** **Celebration** **Reggae**	**WW2** **Reggae**	**WW2** **Celebration** **Reggae**	**WW2** **Celebration** **Reggae**	**WW2** **Reggae**	**WW2**	crotchet rest quaver rest minim rest semibreve

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Instrument Provision Map

	Autumn	Spring	Summer
Year One	**Peter and the WOlf** body percussion	**Pitch Perfect** voices, hand bells, chime bars glockenspiels, boom whackers	**Seaside Soundscapes** drums, untuned percussion, tuned percussion
Year Two	**Remarkable Rhythms** woodblocks, claves	**Rhythmic Recorders** recorders	**African Ambience** voices, bucket drums, djembes untuned percussion, tuned percussion, large chime bars
Year Three	**Rhythmic Recorders 2** recorders	**Stone Age** voices, drums, untuned percussion	**In the Garden** metronome (90BPM), untuned percussion, tuned percussion xylophones (wooden), glockenspiels (metal), recorders (optional)
Year Four	**Rhythmic Recorders 3** recorders	**Jazz** voices, tuned percussion	**Samba** agogo bells, drums, claves tambourines, maracas
Year Five	**Rock n' Roll** voices, glockenspiel (metal), beaters untuned percussion	**Vikings** drums, untuned percussion, tuned percussion	**Africa** untuned percussion, tuned percussion, djembes
Year Six	**World War 2** drums, tuned instruments, untuned percussion	**Celebration** drums, glockenspiel (metal), untuned percussion chairs, beaters, whistle	**Reggae** chairs + drumsticks, glockenspiel (metal), tuned instruments