



# Music

# Plan



# Music: 6 lesson structure (Once a week or 1 day per half term)

e.g. Lesson Structure Cycle

Section of the cycle	Examples of activities
<b>Saturate</b> (Generally <b>1</b> lesson)	<ul style="list-style-type: none"><li>- Listening to the type of music/ sounds.</li><li>- Researching the type of music/ sounds.</li><li>- Comparison activities ( Venn Diagrams, questioning etc.).</li><li>- How does the music make you feel exercises.</li></ul>
<b>Dabble</b> (Generally <b>3</b> lessons)	<ul style="list-style-type: none"><li>- Dabble lessons will be structured as followed: Model- Vocab/ idea/ sound/ skill etc. Practice- e.g. My turn/ your turn link to the model Independent time- Practice the skill independently/ as a group</li></ul>
<b>Publish/Perform</b> (Generally <b>2</b> lessons)	<ul style="list-style-type: none"><li>- Record themselves, or collate everything together that they produced during the dabble weeks.</li><li>- Perform or play the music they have produced.</li><li>- Could give time to peer or self assess and edit too.</li></ul>



2024







- 2025





# Year 6 Crime and Punishment : Short Term Plan Example



Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
<b>Saturate</b> 	<b>Dabble</b> 	<b>Dabble</b> 	<b>Dabble</b> 	<b>Publish/Perform</b> 	<b>Publish/Perform</b> 
Watch clips about crime and punishment. Discuss how each person in the video might be feeling	<b>Model- Notations</b> Model base clef	<b>Model- Notations</b> Model c, d and e	<b>Model- Notations.</b> <b>Model c, d, e, f, g, a, b, c</b>	Using the notes they now know, create their own song by drawing the notes on the staff.	Listen to saved work.
Discuss how each person in the video might be feeling. Comparing how each person could be feeling different emotions.	<b>Practice</b> Find c in base clef on the staff.  Compare to c on treble clef.	<b>Practice</b> Practice c, d and e and watching how it looks on a staff.  Play a short beat as a group.	<b>Practice</b> Practice all notes and watch how it looks on a staff.  Play a short rhythm as a group.	Now, read the music and practice on GB to create your song.	Assess and edit.
Play different music and ask how it makes the children feel (happy/sad ect) They could use whiteboards to hold up the emotion they are feeling.	<b>Independent time</b> Using your own staves draw where c is for treble clef and base clef.	<b>Independent time</b> Give three options of notations using a mixture of c, d and e (e.g, cccdee)  And get the class to guess which one they are following.	<b>Independent time</b> Give three options of notations using a mixture of the notes (e.g, cbcdefe)  And get the class to guess which one they are following.	Remember, we want a song that is sad to portray crime and punishment.	Record and share to a group or class.



# National Curriculum links



Pupils should be taught to **sing** and **play musically** with increasing confidence and control. They should develop an understanding of musical **composition**, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

## **Pupils should be taught to:** ?

Play and perform in solo and ensemble contexts, using their **voices** and **playing musical instruments** with increasing accuracy, fluency, control and expression ?

**Improvise and compose music for a range of purposes using the inter-related dimensions of music** ?

**Listen with attention to detail and recall sounds with increasing aural memory** ?

**Use and understand staff and other musical notations** ?

**Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians** ?

**Develop an understanding of the history of music.**





# Music Yearly Overview (2024-2025)



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Light and Dark	Victorians	Climate Change	Criminals in Australia	Stone Age	Bronze and Iron Age
Year 3	Using string instruments to demonstrate feelings through light and dark	Nativity Songs	To understand notes on a staff to show the progression of climate change.	Focusing on the emotions of prisoners, creating music to show this (looking at trad. Australian instruments)	Natural Resources used to create music as a team.	Battlefield of TROY. Creating battlefield music.
	Pompeii	Ancient Egypt	Antarctica	History of Film	China / Shang Dynasty	Refugees
Year 4	Violin	Violin	Violin	Violin	Violin	Violin Performance
	Space	Anglo Saxons/Vikings	World War 2	Japan	British Empire	Christopher Columbus
Year 5	Holst – create their own Holst Plane and suit piece on Garage Band	Traditional Norwegian Music – Edvard Grieg	Singing and creating war time songs	Japanese music – creating a soundscape to a piece of art/video	Music Hall	Danny Elfman inspired music
	Ancient Greece	Migration / EU	Mayan Civilisation	Crime and Punishment	Slavery	Benin
Year 6	Zorba music – Mikis Theodorakis	Creating their own Roma music	Exploring Carnival music	Ghana music	Compose wellbeing Music. Music to feel calm and better.	Leavers day practice

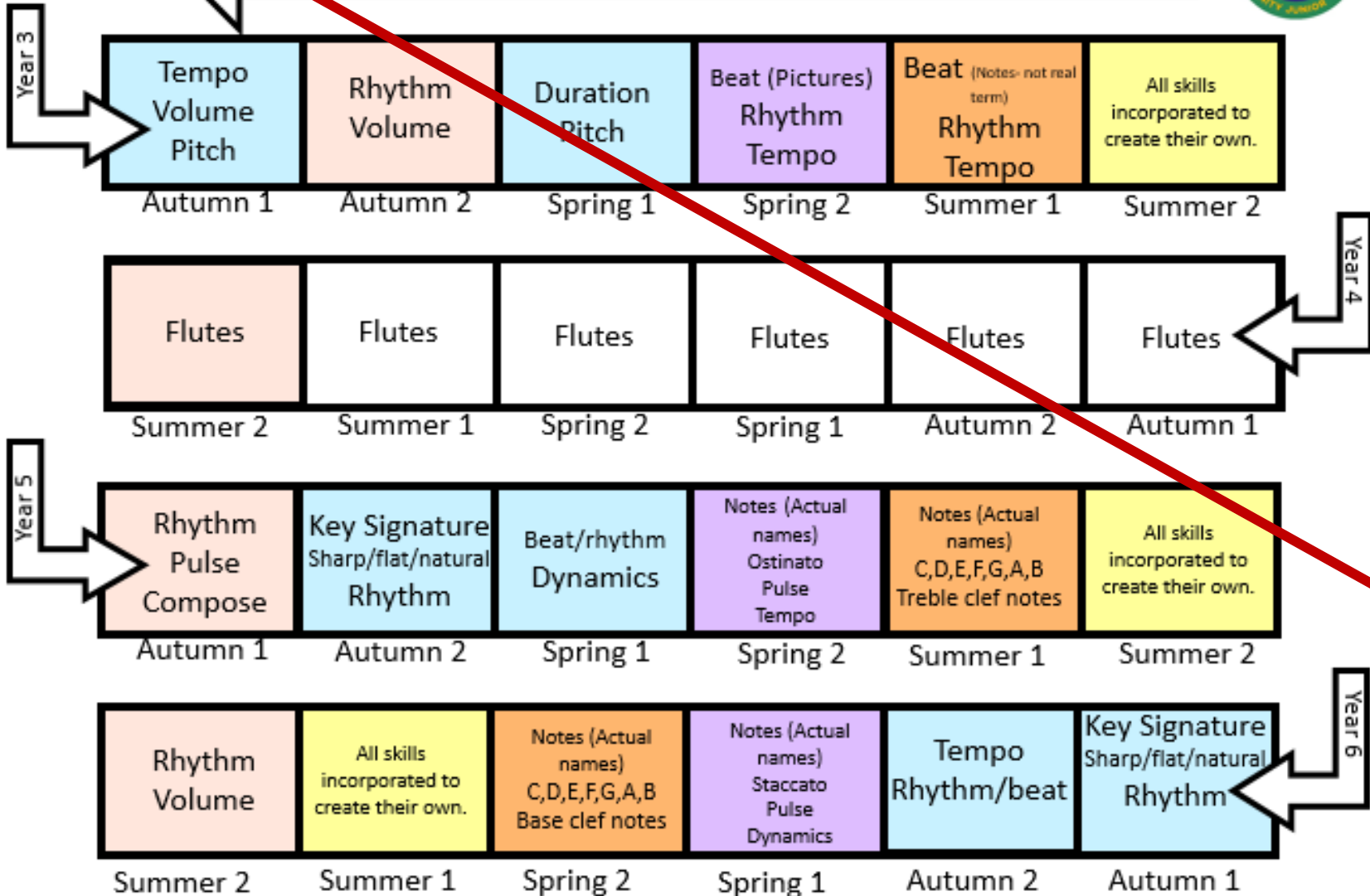
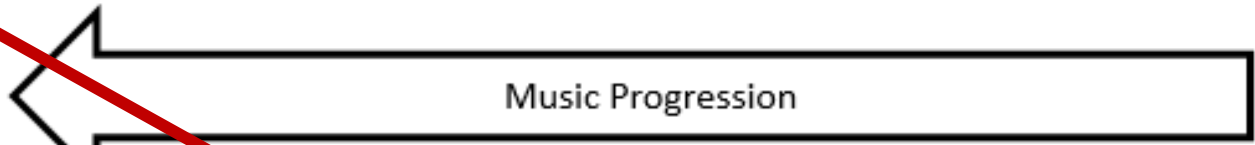


Understanding the History of Music throughout each cycle.

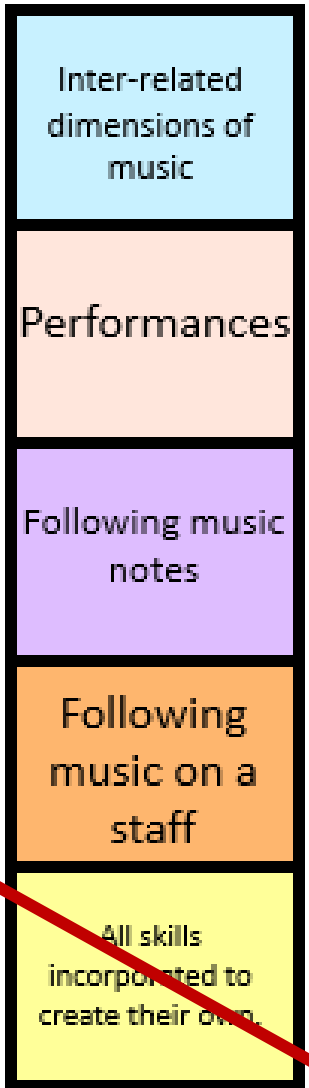




# Music Vocabulary Progression map



## Key





# Music: Performance Chart

e.g. Performance Plan





Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Time to settle back in. No performances.	Year 3 Nativity	Clubs Perform?	Rocksteady performance	Choir performance at Albert Hall Notts for trust	Year 4 Violin Performance
	Choir			Year 5 Performance	Year 6 Leavers day performance
	Rocksteady performance				Rocksteady performance





# Medium Term Plan

## Editable Medium Term plan






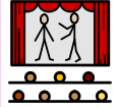
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Saturate 						
Dabble 						
Dabble 						
Dabble 						
Publish/ Perform 						
Publish/ Perform 						



# Music: Short Term Plan



Editable Short Term plan:

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Saturate 	Dabble 	Dabble 	Dabble 	Publish/Perform 	Publish/Perform 
	Model:	Model:	Model:		
	Practice:	Practice:	Practice:		
	Independent time:	Independent time:	Independent time:		

Year 3



# Year 3 Yearly Overview (2024-2025)



	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Light and Dark</b>	<b>Victorians</b>	<b>Climate Change</b>	<b>Criminals in Australia</b>	<b>Stone Age</b>	<b>Bronze and Iron Age</b>
<b>Year 3</b>	Using string instruments to demonstrate feelings through light and dark	Nativity Songs	To understand notes on a staff to show the progression of climate change.	Focusing on the emotions of prisoners, creating music to show this (looking at trad. Australian instruments)	Natural Resources used to create music as a team.	Battlefield of TROY. Creating battlefield music.



Understanding the History of Music throughout each cycle.





# Year 3 Music Knowledge Organiser



## History and Composers



Stone Age

No recorded music but natural resources, and bronze available



Iron Age

No recorded music but natural resources and metal available



Bronze Age

No recorded music but sticks, stones, bodies available.

1600's Composer  
An Italian composer and violinist.  
Famous for many songs including 'the 4 seasons'.

Antonio Vivaldi



František Drdla

1900's Composer  
Czech concert violinist and composer of light music.

1979- the first recorded piece of music.

Ry Cooper



## Vocabulary



rhythm



duration



pitch



tempo



beat



treble clef



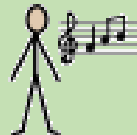
volume



top: how many notes in each bar

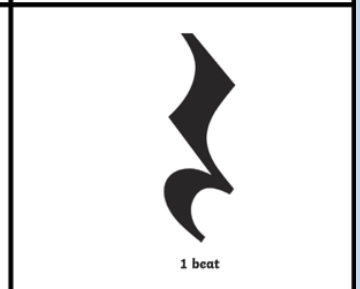
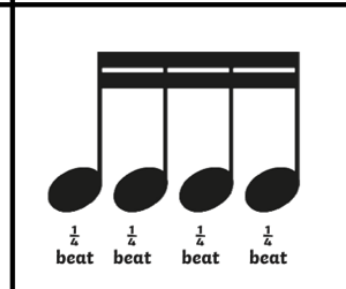
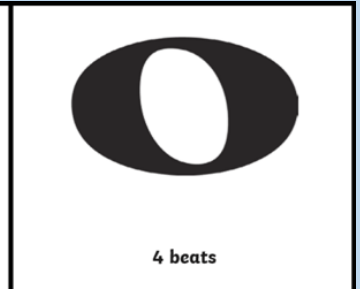
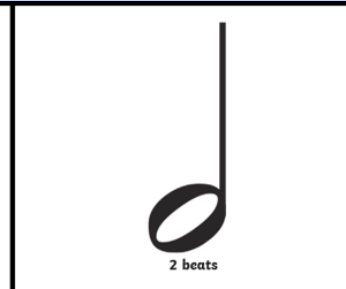
bottom: units of time you are counting in

time signature



composer

## Notations











# Year 3 Medium Term Plan



e.g. Medium Term plan, Year 3




	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Plants	Victorians	Shackleton's journey	Light and Dark	Stone Age	Bronze-Iron Age
<b>Saturate</b> 	Research Vivaldi - listen to the 4 seasons and take your pen for a walk.	Listen to The Nativity Songs chosen.	Look at different instruments, can you spot the percussion	<a href="https://www.youtube.com/watch?v=sp6YhAzBdkU&amp;list=PLdJtU4ZyKicvU7M47LGHGdHwsoMYksNy">https://www.youtube.com/watch?v=sp6YhAzBdkU&amp;list=PLdJtU4ZyKicvU7M47LGHGdHwsoMYksNy</a> František Drdla Research his music on iPads	Listen to nature sounds, Question music during the Stone Age	Battlefield of TROY <a href="https://www.youtube.com/watch?v=xYiczMBdW4">https://www.youtube.com/watch?v=xYiczMBdW4</a> Discuss backing music. Only play 1 min.
<b>Dabble</b> 	Tempo - Listen and discuss the tempo of 4 seasons	Practice the words without the song	Tempo/volume	Compare and contrast String instruments	Beat (Using the correct terms and cards)	Beat (Using the correct terms and note cards)
<b>Dabble</b> 	Volume - Listen and discuss the volume of the 4 seasons	Practice the words with the song and lyrics	Beat (Using numbers not correct terms)	Beat using correct terms CDEFG	Rhythm	Rhythm
<b>Dabble</b> 	Pitch - Listen and discuss the pitch of the 4 seasons	Practice with the song and lyrics	Rhythm	Beat using correct terms GFEDC	Tempo	Tempo
<b>Publish/ Perform</b> 	Listen to your own music on the laptops and discover different pitches/volumes and tempos	Perform and record so the children can assess and edit	Create your own soundscape to express Shackleton's emotions.	Publish own scales	Create your own soundscape in a group.	Create your own battle music using notations.
<b>Publish/ Perform</b> 	Play your favourite song demonstrating these features to your partner.	Perform to an audience	Perform to a group/class	Perform/ play similar style music to another class.	Perform your soundscape as a group.	Merge with the video and all present to the class.



# Year 3 Medium Term Plan- National Curriculum links









e.g. Medium Term plan, Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Plants	Victorians	Shackleton's journey	Light and dark	Stone Age	Bronze- Iron Age
	"Develop an understanding of the history of music."	"Listen with attention to detail and recall sounds with increasing aural memory."	"Understand the different types of instruments."	"Appreciate recorded music," and the effects it has on videos.	Listen to nature sounds, Question music during the Stone Age	"Appreciate recorded music," and the effects it has on videos and emotions.
	"Listen with attention to detail and recall sounds with increasing aural memory."	"Pupils should be taught to sing musically with increasing confidence and control."	"Use and understand musical notation."	"Understand different types of instruments."	"Pupils should be taught to play musically with increasing confidence and control."	"Improvise and compose music for a range of purposes using the inter-related dimensions of music."
	"Appreciate recorded music,"	"Perform in ensemble contexts, using their voices with increasing accuracy, fluency, control and expression."	"Play in ensemble contexts."  "Improvise and compose music."	"Playing musical instruments with increasing accuracy, fluency, control and expression."  "Play and perform in solo contexts."	"Playing musical instruments with increasing accuracy, fluency, control and expression."  "Play and perform in solo contexts."	"Playing musical instruments with increasing accuracy, fluency, control and expression."  "Play and perform in solo contexts."









# Year 3 Plants : Short Term Plan Example

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
<b>Saturate</b> 	<b>Dabble</b> 	<b>Dabble</b> 	<b>Dabble</b> 	<b>Publish/Perform</b> 	<b>Publish/Perform</b> 
What is a season? How many seasons are there? Which is your favourite?	<b>Model- Tempo</b> Demonstrate a slow and a fast tempo Model taking your pen for a walk with summer.	<b>Model- Volume</b> Explain volume. Ask the children to listen and spot when it happens in the song for spring.	<b>Model- Pitch</b> Using autumn ask them to put their hand up when it is high pitch.	Research different music on laptops. (Classical music only)	Show your partner your favourite song and explain why you liked it. What did it make you feel?
How would you describe your favourite season? Could you describe it through music?	<b>Practice</b> Listen to Spring Take your pen on a walk to express the tempo of the song.	<b>Practice</b> Whilst the song plays think about what could be going on in the song. Is the song telling a story? After a few guesses, tell them the spring tune is expressing birds singing. How does the volume help show that?	<b>Practice</b> Play different songs (it doesn't have to be Vivaldi music) Get the children to notice high and low pitch.	Spot the different features and see how the songs make you feel. Do any make you think of seasons? Plants? Home?	Fill out the sheet for what they learnt this term in music.
Introduce Vivaldi and play the 4 seasons. Play in a random order and see if they can guess which song is playing which season.	<b>Independent time</b> Listen to winter and autumn and create two more pictures by taking your pen for a walk.	<b>Independent time</b> Listen to the other 3 - what could Vivaldi have been expressing through the songs? Does the volume change? Why or why not?	<b>Independent time</b> Now they know the three music features, listening to the other 3 seasons (or as many as you have time for) take your pen on a walk again demonstrating the different features in different colours.		



# Year 3 Light and Dark : Short Term Plan Example



Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
<b>Saturate</b> 	<b>Dabble</b> 	<b>Dabble</b> 	<b>Dabble</b> 	<b>Publish/Perform</b> 	<b>Publish/Perform</b> 
<a href="https://www.youtube.com/watch?v=p6YhAzbDkxU&amp;list=PLdjuU4ZYkicVuTM47LGhCdHws0MYiksNv">https://www.youtube.com/watch?v=p6YhAzbDkxU&amp;list=PLdjuU4ZYkicVuTM47LGhCdHws0MYiksNv</a> František Drdla Research his music on iPads	<b>Model- Tempo/Pitch/duration</b> Listening to Drdal	<b>Model- CDEFG</b> Explain notes and show on GB using piano with strings sound	<b>Model- GFEDC</b> Explain notes and show on GB using piano with strings sound	Create your own sunset/sunrise song - choose own instrument	Practice your song.
What time of day do you think it is?  What instruments are being played?	<b>Practice</b> On iPads choose the instrument that would have the appropriate sound for pitch/tempo of a sunset/sunrise	<b>Practice</b> Give them time to practice CDEFG together.	<b>Practice</b> Give them time to practice GFEDC together.	Make sure they use the notes and scales.	Perform your song.
Introduce the musician  Listen to sunset/sunrise to compare.	<b>Independent time</b> Using strings, practice tempo, pitch and duration	<b>Independent time</b> Time to practice CDEFG at different stanzas.	<b>Independent time</b> Time to practice GFEDC at different stanzas.		

Year 4

# Music Yearly Overview (up to date as of 01/24)

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Plants</b>	<b>Victorians</b>	<b>Light and Dark</b>	<b>Criminals in Australia</b>	<b>Stone Age</b>	<b>Bronze and Iron Age</b>
<b>Year 3</b>	Vivaldi – 4 seasons. Emotions and seasons through music	Nativity Songs	Using string instruments to demonstrate feelings through light and dark	Focusing on the emotions of prisoners, creating music to show this – using trad. Australian instruments	Natural Resources used to create music as a team.	Battlefield of TROY. Creating battlefield music.
	Natural Disasters	Ancient Egypt	Antarctica	History of Film	China / Shang Dynasty	Refugees
<b>Year 4</b>	Violin	Violin	Violin	Violin	Violin	Violin Performance
	Space	Anglo Saxons/Vikings	World War 2	Japan	British Empire	Christopher Columbus
<b>Year 5</b>	Holst – create their own Holst Plane and suit piece on Garage Band	Traditional Norweigan Music – Edvard Grieg	Singing and creating war time songs	Japanese music – creating a soundscape to a piece of art/video	Music Hall	Danny Elfman inspired music
	Ancient Greece	Migration / EU	Mayan Civilisation	Crime and Punishment	Slavery	Benin
<b>Year 6</b>	Zorba music – Mikis Theodorakis	Creating their own Roma music	Exploring Carnival music	Ghana music		Leavers day practice

Green – needs filling in



# Being updated - Year 4 Music Knowledge Organiser



## History and Composers



The first flute created was in southern Germany about 35,000 years ago. It is named the Hohle Fels Griffon Vulture flute. The instrument at that time was about eight-and-a-half inches long and less than a half of an inch wide.

GP Telemann  
1681-1767



Anna Annalia Von Preussen  
1723-1787

Mozart  
1756-1791



## Vocabulary

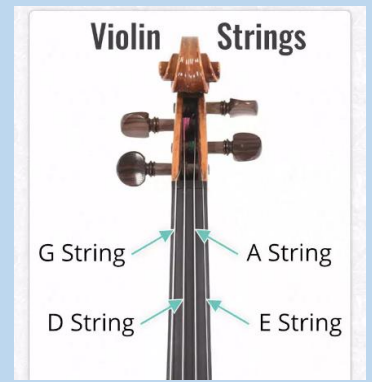
beat rhythm pulse pitch duration tempo flat sharp

rhyme repeat pattern woodwind composer posture

## Violin Notations

6 Ode to Joy L. Beethoven

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REMEMBER











# Year 4 Medium Term Plan



e.g. Medium Term plan, Year 4




	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Natural Disasters	Hugo Cabaret/film	China	Ancient Egypt	Vikings/ Anglos	Monarchy
<b>Saturate</b> 						The performance will be explained, preparing children for what will happen.
<b>Dabble</b> 						Practice individually
<b>Dabble</b> 						Practice in a group
<b>Dabble</b> 						Practice as a class
<b>Publish/ Perform</b> 						Listen back, self and peer assess.
<b>Publish/ Perform</b> 						Perform to an audience

VIOLINS



# Being updated - Year 4 Medium Term Plan- National Curriculum in

e.g. Medium Term plan, Year 4




	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Natural Disasters	Hugo Cabaret/ film	China	Ancient Egypt	Vikings/ Anglos	Monarchy
	"Listen with attention to detail and recall sounds with increasing aural memory."	"Reproducing sounds from aural memory."	"Listen with attention to detail and recall sounds with increasing aural memory."	"Reproducing sounds from aural memory."	"Listen with attention to detail and recall sounds with increasing aural memory."	"Learn to create and compose music with others."
	"Improvise and compose music for a range of purposes using the inter-related dimensions of music."	"Improvise and compose music for a range of purposes using the inter-related dimensions of music."	"Improvise and compose music for a range of purposes using the inter-related dimensions of music."	"Improvise and compose music for a range of purposes using the inter-related dimensions of music."	"Improvise and compose music for a range of purposes using the inter-related dimensions of music."	"Pupils should be taught to play musically with increasing confidence and control."
	"Pupils should be taught to sing musically with increasing confidence and control."	"Pupils should be taught to sing musically with increasing confidence and control."	"Pupils should be taught to sing musically with increasing confidence and control."	"Pupils should be taught to sing musically with increasing confidence and control."	"Pupils should be taught to sing musically with increasing confidence and control."	"Perform in ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression."



# Year 4 Cover: Short Term Plan



Example lessons due to cover needed:

Example	Example	Example
<p>Saturate</p> 	<p>Dabble</p> 	<p>Publish/Perform</p> 
Discuss what has been taught in the past Flute lessons.	Model: Get a child or teacher to model one of the songs/ beats they have done with Dominique.	Discuss/ remind the children of what they have been learning.
Listen to Flutes being played online.	Practice: Get all the children to have a go as a class.	Practice playing independently.
Research independently or in a group different composers and musicians that include flutes.	Independent time: Practice independently.	Record on GB

\*Choosing from the 3 types of lessons will depend on how far along you are into the term. These lessons are created to not need resources (other than flutes and a few iPads) in case cover is needed rapidly.



Without violins



# Music Yearly Overview (up to date as of 01/24)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Plants	Victorians	Light and Dark	Criminals in Australia	Stone Age	Bronze and Iron Age
Year 3	Vivaldi – 4 seasons. Emotions and seasons through music	Nativity Songs	Using string instruments to demonstrate feelings through light and dark	Focusing on the emotions of prisoners, creating music to show this – using trad. Australian instruments	Natural Resources used to create music as a team.	Battlefield of TROY. Creating battlefield music.
	Natural Disasters	Ancient Egypt	Antarctica	History of Film	China / Shang Dynasty	Refugees
Year 4	Creating music to tell a story	Following Egyptian music and using xylophones to create their own	Synthesisers to create sounds of the ocean (animal sounds) and drums for weather	Creating soundscapes, train sounds and ticking sounds using dif. instruments	Creating traditional chinese music on loops	Compose own piece of music using what they have learnt all year
	Space	Anglo Saxons/Vikings	World War 2	Japan	British Empire	Christopher Columbus
Year 5	Holst – create their own Holst Plane and suit piece on Garage Band	Traditional Norweigan Music – Edvard Grieg	Singing and creating war time songs	Japanese music – creating a soundscape to a piece of art/video	Music Hall	Danny Elfman inspired music
	Ancient Greece	Migration / EU	Mayan Civilisation	Crime and Punishment	Slavery	Benin
Year 6	Zorba music – Mikis Theodorakis	Creating their own Roma music	Exploring Carnival music	Ghana music		Leavers day practice

Green – needs filling in

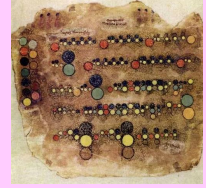


# Year 4 Music Knowledge Organiser



## History and Composers

Over 7500 years ago Chinese music was used to perform rituals using instruments such as panpipes.



Ancient Egypt (5000 yrs ago)



Vikings

English renaissance composer considered the most influential of the reigns of Henry VII and VIII



Hugo Cabaret (1930's)

Music is always a great way to lift communities spirits during natural disasters but also raise lots of money to help support the rescue missions.



Modern Chinese music



Traditional Chinese music

Recorded notations found by Hans Hickmann to represent music created in Egyptian times.

The Vikings skol chant is used to show unity, either after a war fight or match.

Henry VIII's most important musician: Robert Fayrfax 1460-1521



Big bands and swing music were popular during the 1930's.

Natural disasters



Melody And tone are the main focus of modern Chinese music following the 5 tone and 7 tone scale.

## Vocabulary



rhythm



duration



pitch



tempo



beat



treble clef



volume



top: how many notes in each bar  
bottom: units of time you are counting in

time signature



composer

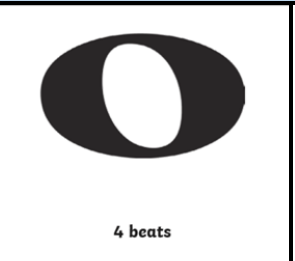
## Notations



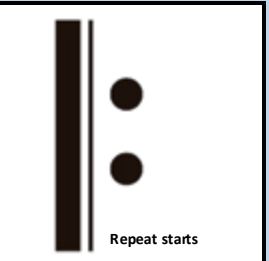
1 beat



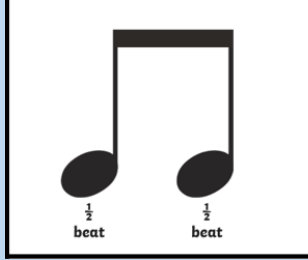
2 beats



4 beats

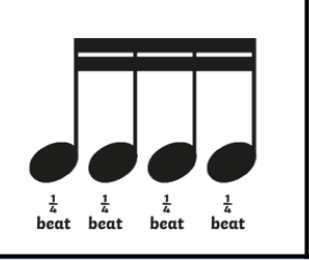


Repeat starts



1/2 beat

1/2 beat



1/4 beat

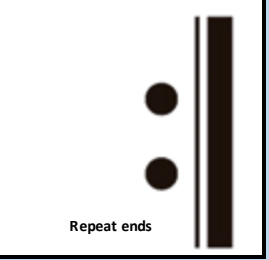
1/4 beat

1/4 beat

1/4 beat



1 beat



Repeat ends



# Music: 6 lesson structure (Once a week or 1 day per half term)



e.g. Lesson Structure Cycle

Section of the cycle	Examples of activities
<b>Saturate</b> (Generally 1 lesson)	<ul style="list-style-type: none"><li>- Listening to the type of music/ sounds.</li><li>- Researching the type of music/ sounds.</li><li>- Comparison activities ( Venn Diagrams, questioning etc.).</li><li>- How does the music make you feel exercises.</li></ul>
<b>Dabble</b> (Generally 3 lessons)	<ul style="list-style-type: none"><li>- Dabble lessons will be structured as followed: Model- Vocab/ idea/ sound/ skill etc Practice- e.g. My turn/ your turn link to the model Independent time- Practice the skill independently/ as a group</li></ul>
<b>Publish/Perform</b> (Generally 2 lessons)	<ul style="list-style-type: none"><li>- Record themselves, or collate everything together that they produced during the dabble weeks.</li><li>- Perform or play the music they have produced.</li><li>- Could give time to peer or self assess and edit too.</li></ul>











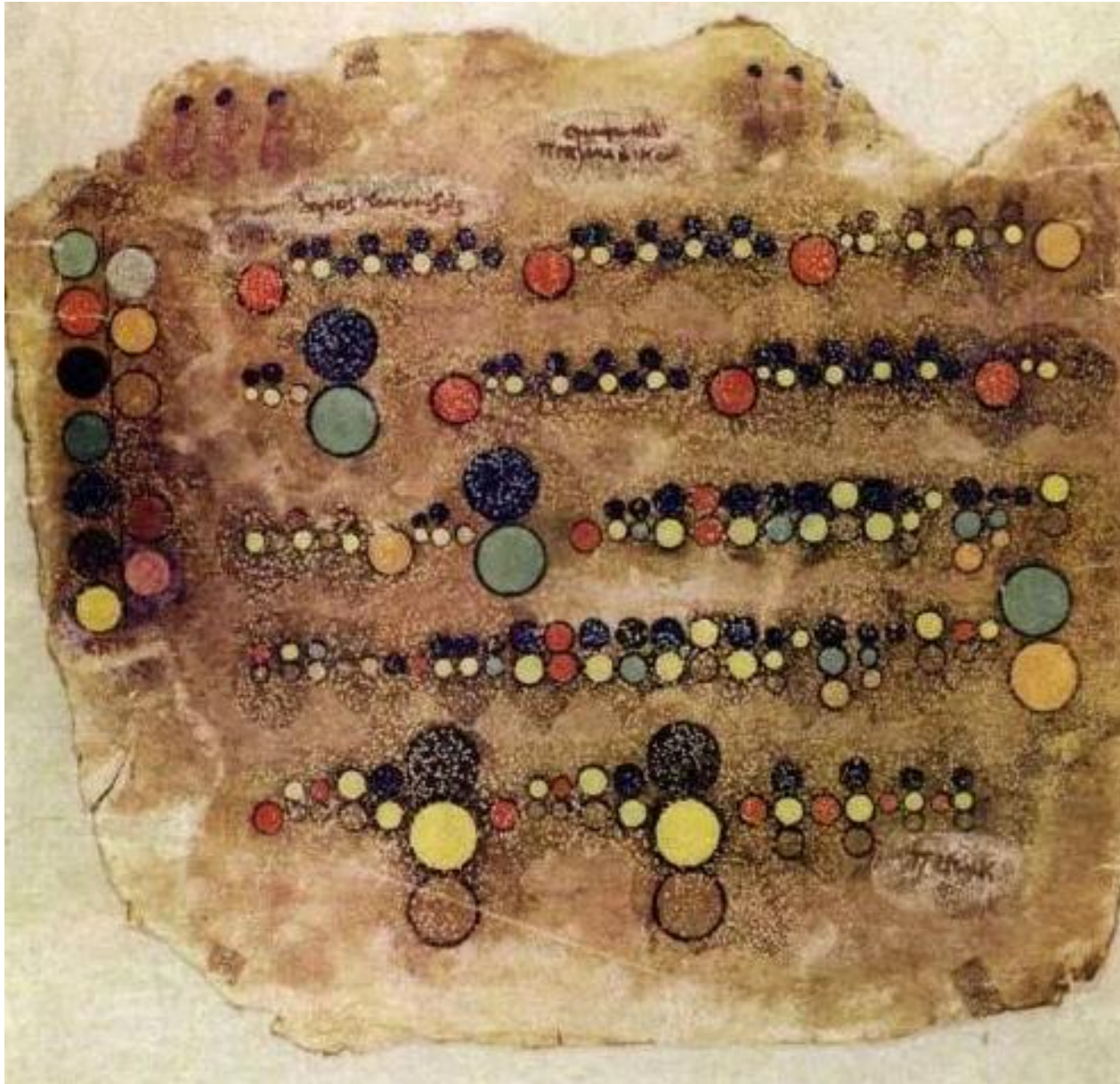
# Year 4 Medium Term Plan with no flutes



e.g. Medium Term plan, Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Natural Disasters	Hugo Cabaret/film	China	Ancient Egypt	Vikings/ Anglos	Monarchy
<b>Saturate</b> 	Creating music to tell a story.	Train sounds- Look at different train sounds- compare steam to modern.	Chinese traditional music- Explore- compare to Chinese modern	Looking and listening to Egyptian music- looking at this website - <a href="https://www.youtube.com/watch?v=X_cwc_TN6p3U">https://www.youtube.com/watch?v=X_cwc_TN6p3U</a>	Expressing Vikings chants- Why did they do it? <a href="https://www.youtube.com/watch?v=X_cwc_TN6p3U">https://www.youtube.com/watch?v=X_cwc_TN6p3U</a>	Look at composers and what they do. Why are composers necessary? Etc.
<b>Dabble</b> 	Garage Band	Beat - Using percussion instruments	Chinese instruments- Garage Band- Live loops	Egyptian music- Pitch- See next slide for music sheet or web link above	Beat (Using the correct terms and note cards) - 1 bat and $\frac{1}{2}$ a beat	Beat- Look at beats that would be strong to represent a monarch.
<b>Dabble</b> 	Tempo	Rhythm - Using percussion instruments	Rhythm	Egyptian music- duration- See next slide for music sheet or web link above	Rhythm	Rhythm- Develop your beat with a rhythm to represent a monarch
<b>Dabble</b> 	Volume	Pitch - Using percussion instruments	Pitch	Creating a rhythm like the video <a href="https://www.youtube.com/watch?v=GI6dOS5ncFc">https://www.youtube.com/watch?v=GI6dOS5ncFc</a>	Repeat	Volume- Develop your tune to show a good representation of a monarch.
<b>Publish/ Perform</b> 	Create music to match the volcanic eruption clip	Create a soundscape for train sounds. <a href="https://www.youtube.com/watch?v=wqO2HC1QYuc">https://www.youtube.com/watch?v=wqO2HC1QYuc</a>	Create Chinese (modern or traditionally) music on live loops on GB	Using xylophones to create their own Egyptian tune and music sheet.	Create their own chant- either using the resources from dabble (and next slide) or make their own	Create the music on Garage Band, using skills from the year.
<b>Publish/ Perform</b> 	Listen and perform music.	Listen and perform music.	Listen and perform music.	Listen and perform music.	Listen and perform music.	Perform/ show songs to the whole year group.

# Resources - Egyptians



This can be used for the dabble lessons when learning about pitch and duration ( here pitch is represented in different colours and size represents duration). Using xylophones you could get the children to try and follow the music and see if it comes across like music you have researched in saturate

<https://www.youtube.com/watch?v=GI6dOS5ncFc>

Link for website

<https://paulgreer.net/2013/01/18/ancient-egyptian-music-notation/>



# Resources - Vikings

## Group 1 (repeat twice):

{ 1 } { 2 } { 3 } { 4 }

Row, Row, Row, Row, Row!

## Group 2 (repeat twice):

{ 1 } { 2 } { 3 } { 4 }

The Vikings are coming, run and hide!

## Group 3 (repeat twice):

{ 1 } { 2 } { 3 } { 4 }

Terrifying faces, big bushy beards!

## Group 4 (repeat twice):

{ 1 } { 2 } { 3 } { 4 }

Swords and axes, helmets, shields!

## Group 5 (repeat twice):

{ 1 } { 2 } { 3 } { 4 }

My knees are knocking, I'm awful scared!

Using this beat to follow - the children should clap this to keep the rhythm and beat.








# Year 4 Medium Term Plan- National Curriculum links- No flutes



e.g. Medium Term plan, Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Natural Disasters	Hugo Cabaret/ film	China	Ancient Egypt	Vikings/ Anglos	Monarchy
	"Appreciate recorded music," and the effects it has on videos.	"Develop an understanding of the history of music."	"Develop an understanding of the history of music."	"Develop an understanding of the history of music."	"Develop an understanding of the history of music."	"Listen with attention to detail and recall sounds with increasing aural memory."
	"Improvise and compose music for a range of purposes using the inter-related dimensions of music."	"Improvise and compose music for a range of purposes using the inter-related dimensions of music."	"Improvise and compose music for a range of purposes using the inter-related dimensions of music."	"Use and understand musical notation."	"Use and understand musical notation."	"Improvise and compose music for a range of purposes using the inter-related dimensions of music."
	"Playing musical instruments with increasing accuracy, fluency, control and expression."  "Play and perform in solo contexts."	"Playing musical instruments with increasing accuracy, fluency, control and expression."  "Play and perform in solo contexts."	"Playing musical instruments with increasing accuracy, fluency, control and expression."  "Play and perform in solo contexts."	"Playing musical instruments with increasing accuracy, fluency, control and expression."  "Play and perform in solo contexts."	"Perform in ensemble contexts, using their voices with increasing accuracy, fluency, control and expression."	"Perform in ensemble contexts, using their voices with increasing accuracy, fluency, control and expression."



# Music: Short Term Plan - No flutes









Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Saturate	Dabble	Dabble	Dabble	Publish/Perform	Publish/Perform
<p><a href="https://www.youtube.com/watch?v=feqwykfRuoY">https://www.youtube.com/watch?v=feqwykfRuoY</a> Start by playing this video, first muted then with sound. When playing with sound pause frequently to allow discussion and compare what difference it makes with sound.</p>	<p><b>Model- GB</b> Demonstrate how to use GB- Focusing on strings as this will be the instrument they use this term. Show them how to change Strings to minor as it will be a sad piece and then let them explore the strings section.</p>	<p><b>Model- Tempo</b> Demonstrate a slow and a fast tempo</p>	<p><b>Model- Volume</b> <a href="https://www.youtube.com/watch?v=kDB1fWOWM3M">https://www.youtube.com/watch?v=kDB1fWOWM3M</a> Explain volume. Ask the children to listen and spot when it happens in the song.</p>	<p>Recap the dabble skills they have learnt.</p>	<p>Listen back and edit what is needed for their song.</p>
<p>Now introduce this video: <a href="https://www.youtube.com/watch?v=kDB1fWOWM3M">https://www.youtube.com/watch?v=kDB1fWOWM3M</a> Repeat the same task as you did for the first video, explaining that they will be creating their own to go with this clip. (but even better than the videos!)</p>	<p><b>Practice-</b> Once they have had a play, show them how to record something- then let them have a go</p>	<p><b>Practice</b> Get the children using their hands on the desk/ thighs to create different tempos.</p>	<p><b>Practice</b> Get the children discussing why the volume changes. What effect does it make. Why might the volume stop altogether? What impact does it have?</p>	<p>Give them time to record and adapt the music they have already made, playing the video all the time so they can link it to their song.</p>	<p>Perform the song to the class whilst the video plays. This may need to be in smaller groups because of time.</p>
<p>Discuss as a class why the music started calmly and what happened to the music whilst the volcano was erupting and why.</p>	<p><b>Independent time-</b> Have a go working on some music for the video. Let them explore what they think works by themselves this week and allowing the time to explore the app.</p>	<p><b>Independent time</b> Using garage band create different tempos in guitar. After a play, tell them to create a tune for the start of the video. Think about what tempo it should be.</p>	<p><b>Independent time</b> Using Garage Band Grand Piano create a tune expressing the emotion they have been given/chosen. Make sure they use volume to help.</p>	<p>Make sure they have a recorded piece by the end of this lesson.</p>	<p>Peer assess.</p>



# Music: Short Term Plan



Editable Short Term plan:

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Saturate 	Dabble 	Dabble 	Dabble 	Publish/Perform 	Publish/Perform 
	Model:	Model:	Model:		
	Practice:	Practice:	Practice:		
	Independent time:	Independent time:	Independent time:		



Year 5

# Music Yearly Overview (up to date as of 01/24)

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Plants</b>	<b>Victorians</b>	<b>Light and Dark</b>	<b>Criminals in Australia</b>	<b>Stone Age</b>	<b>Bronze and Iron Age</b>
<b>Year 3</b>	Vivaldi – 4 seasons. Emotions and seasons through music	Nativity Songs	Using string instruments to demonstrate feelings through light and dark	Focusing on the emotions of prisoners, creating music to show this – using trad. Australian instruments	Natural Resources used to create music as a team.	Battlefield of TROY. Creating battlefield music.
	Natural Disasters	Ancient Egypt	Antarctica	History of Film	China / Shang Dynasty	Refugees
<b>Year 4</b>	Violin	Violin	Violin	Violin	Violin	Violin Performance
	Space	Anglo Saxons/Vikings	World War 2	Japan	British Empire	Christopher Columbus
<b>Year 5</b>	Holst – create their own Holst Plane and suit piece on Garage Band	Traditional Norweigan Music – Edvard Grieg	Singing and creating war time songs	Japanese music – creating a soundscape to a piece of art/video	Music Hall	Danny Elfman inspired music
	Ancient Greece	Migration / EU	Mayan Civilisation	Crime and Punishment	Slavery	Benin
<b>Year 6</b>	Zorba music – Mikis Theodorakis	Creating their own Roma music	Exploring Carnival music	Ghana music		Leavers day practice





# Year 5 Music Knowledge Organiser



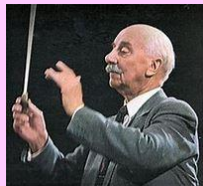
## History and Composers



Music Hall

The orchestral premiere of *The Planets* suite, conducted at Holst's request by Adrian Boult, was held at short notice on 29.09.1918, during the last weeks of World War I, in the Queen's Hall with the financial support of Holst's friend and fellow composer H. Balfour Gardiner.

The music Hall developed in 1850 and faded out by 1918. It was a British theatrical entertainment involving a mixture of popular songs, comedy and acts.



World War 2

Music during World War 2 was played through the radio to support everyone and keep their spirits up. Swing music was very popular.

*Zorba the Greek* is one of the most known Greek songs; it is instrumental with no lyrics involved, but has managed to captivate the hearts of both Greeks and foreigners and advertise Greece all over the world.



Mikis Theodorakis



Italian Folk Music

Modern, Italian, Folk Music started in 1948. In the 1950s, a number of recordings were conducted by Diego Carpitella, Franco Coggiola, Roberto Leydi and many more.



Charlotte's web's (2006) soundtrack was composed by Danny Elfman creating a heartfelt emotion to the film.

## Vocabulary



key signature



natural



sharp



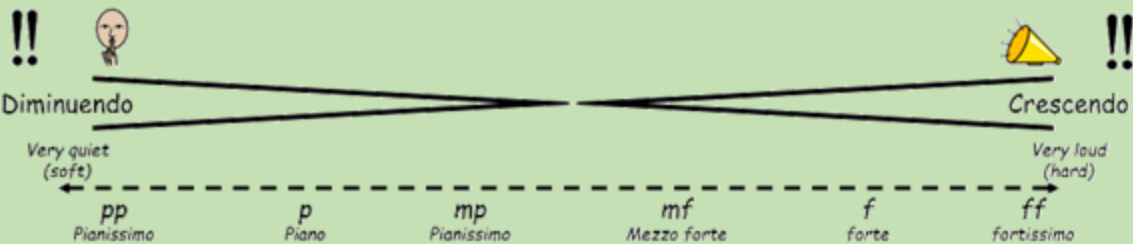
flat



composer

## Dynamics

(Levels of sound- loud or soft)



tempo



beat



rhythm



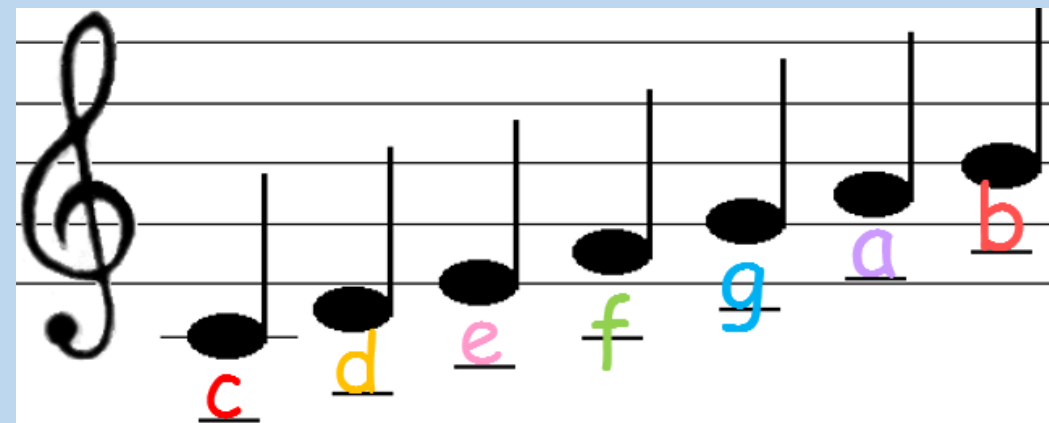
pulse



ostinato

## Notations







Crotchet  1 beat	Minim  2 beats	Semibreve  4 beats	Quaver  1/2 beat 1/2 beat	Semi-quaver  1/4 beat 1/4 beat 1/4 beat 1/4 beat	Crotchet rest  1 beat
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# Being updated - Year 5 Medium Term Plan

e.g. Medium Term plan, Year 5




	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Romans	British Empire	Columbus	Space	World War II	Ancient Greece
<b>Saturate</b> 	Traditional Italian folk music. Listen to and compare. Research folk music.	Research and listen to Music from music Hall. E.g. <a href="https://www.youtube.com/watch?v=oYWyg5etbA">https://www.youtube.com/watch?v=oYWyg5etbA</a>	<a href="https://www.youtube.com/watch?v=zdx69cWt-u6w&amp;list=PL50143B8E5F232C70">https://www.youtube.com/watch?v=zdx69cWt-u6w&amp;list=PL50143B8E5F232C70</a> Play Danny Elfman's soundtrack without sound and with, Discuss, compare	<a href="https://www.youtube.com/watch?v=AKIGs59Rc8">https://www.youtube.com/watch?v=AKIGs59Rc8</a> Listen to different Holst piano and suite music. Discuss emotion.	Listen to WW2 music. What style is it? Compare to now or WW1 music.	<a href="https://www.youtube.com/watch?v=xtZkzIR-zpg&amp;list=RDXtZkzIR-zpg&amp;start_radio=1&amp;t=0">https://www.youtube.com/watch?v=xtZkzIR-zpg&amp;list=RDXtZkzIR-zpg&amp;start_radio=1&amp;t=0</a> Listen to different Zorba songs. Look at Mikis Theodorakis's music.
<b>Dabble</b> 	Notations - Ostinato (repeated rhythm)	Key Signature- Compare differences	Beat/Rhythm	Follow music notations with the correct note (c) Piano GB for dabble	Listen to different Frank Sinatra songs as a class. Choose a favourite.	Create own Zorbo song to this dance. <u>Play and create the first 4 minutes (mute)</u>
<b>Dabble</b> 	Notations- Pulse	Sharp, flat, natural notes and symbols.	Dynamics- Quiet	Follow music notations with the correct notes (c,d,e)	Familiarise yourself with the song. Start to learn the words.	Play the next 4 minutes on mute and create song on GB
<b>Dabble</b> 	Notations- Tempo	Rhythm- Happy rhythm/ sad compare and play.	Dynamics- Loud	Follow music notations with the correct notes (c,d,e,f,g,a,b,c)	Carry on learning the words as a class.	Play the next 4 minutes on mute and create song on GB
<b>Publish/ Perform</b> 	Create their own Ostinato with their own notation choice.	Create their own entertaining music for an audience.	Create their own backing music alongside the clip.	Create their own music sheet-template available	Record the class singing the song together.	Collate it altogether, self assess and edit
<b>Publish/ Perform</b> 	Perform/play another person's notation.	Perform their song/sounds to the class	Perform and compose backing music to the class.	Perform/ record them reading and playing the music they created.	Perform to the other year 5 classes. Hopefully different songs.	Merge with the video and all present to the class



# Year 5 Medium Term Plan- National Curriculum links









e.g. Medium Term plan, Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Romans	British Empire	Columbus	Space	World War II	Ancient Greece
	"Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians."	"Develop an understanding of the history of music."	"Appreciate recorded music," and the effects it has on videos.	"Develop an understanding of the history of music."  "Appreciate great composers and musicians."	"Develop an understanding of the history of music." Radio and worldwide music.	"Develop an understanding of the history of music."  "Appreciate great composers and musicians."
	"Improvise and compose music for a range of purposes using the inter-related dimensions of music."	"Improvise and compose music for a range of purposes using the inter-related dimensions of music."	"Improvise and compose music for a range of purposes using the inter-related dimensions of music."	"Improvise and compose music for a range of purposes using the inter-related dimensions of music."	"Pupils should be taught to sing musically with increasing confidence and control."	"Improvise and compose music for a range of purposes using the inter-related dimensions of music."
	"Pupils should be taught to play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures."	"Playing musical instruments with increasing accuracy, fluency, control and expression."  "Play and perform in solo contexts."	"Playing musical instruments with increasing accuracy, fluency, control and expression."  "Play and perform in solo contexts." "Improvise and compose."	"Pupils should be taught to play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures."	"Perform in ensemble contexts, using their voices with increasing accuracy, fluency, control and expression."	"Perform in solo contexts, with increasing accuracy, fluency, control and expression."



# Year 5 WWII : Short Term Plan Example

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
<b>Saturate</b> 	<b>Dabble</b> 	<b>Dabble</b> 	<b>Dabble</b> 	<b>Publish/Perform</b> 	<b>Publish/Perform</b> 
What style of music do you think WWII music would be? Get the children to predict and explain.	<b>Model- Frank Sinatra</b> Listen to one of his songs.	<b>Model- Chosen song</b> Play the song to remind the children of what it sounds like.	<b>Model- Chosen song</b> Play the song to remind the children of what it sounds like.	Practice song as a whole class.	Practice song as a whole class for the last time
Listen to different WWII songs What style is being used? (romantic songs) Why do you think that is?	<b>Practice</b> Get the children tapping out the rhythm with their hands.  Do this with a variety of his songs.	<b>Practice</b> Practice part of the song as a class	<b>Practice</b> Practice the other half of the song.	Record on GB to assess as a class.	Record again.
Ask to compare. Compare to the music from WWI. Discuss similarities and differences. Discuss why this might have been. Have songs on in the background. (Vera Lynn) <a href="https://www.youtube.com/watch?v=ZSMuTm649Hk">https://www.youtube.com/watch?v=ZSMuTm649Hk</a>	<b>Independent time</b> The children can spend some time listening to the songs themselves and then choose which song they want to use in their performance as a class.	<b>Independent time</b> Practice in smaller groups or individually.	<b>Independent time</b> Practice in smaller groups or individually.	Discuss what needs to be adjusted as a class.	Perform to an audience as a class.

Year 6

# Music Yearly Overview (up to date as of 01/24)

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Plants</b>	<b>Victorians</b>	<b>Light and Dark</b>	<b>Criminals in Australia</b>	<b>Stone Age</b>	<b>Bronze and Iron Age</b>
<b>Year 3</b>	Vivaldi – 4 seasons. Emotions and seasons through music	Nativity Songs	Using string instruments to demonstrate feelings through light and dark	Focusing on the emotions of prisoners, creating music to show this – using trad. Australian instruments	Natural Resources used to create music as a team.	Battlefield of TROY. Creating battlefield music.
	Natural Disasters	Ancient Egypt	Antarctica	History of Film	China / Shang Dynasty	Refugees
<b>Year 4</b>	Violin	Violin	Violin	Violin	Violin	Violin Performance
	Space	Anglo Saxons/Vikings	World War 2	Japan	British Empire	Christopher Columbus
<b>Year 5</b>	Holst – create their own Holst Plane and suit piece on Garage Band	Traditional Norweigan Music – Edvard Grieg	Singing and creating war time songs	Japanese music – creating a soundscape to a piece of art/video	Music Hall	Danny Elfman inspired music
	Ancient Greece	Migration / EU	Mayan Civilisation	Crime and Punishment	Slavery	Benin
<b>Year 6</b>	Zorba music – Mikis Theodorakis	Creating their own Roma music	Exploring Carnival music	Ghana music		Leavers day practice

Green - need to fill in

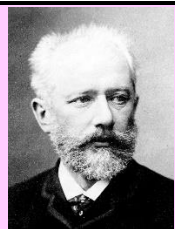


# Year 6 Music Knowledge Organiser



## History and Composers

The music of the ancient Mayan courts is described through native and Spanish 16th-century texts and is depicted in the art of the Classic Period. The Maya played instruments such as trumpets, flutes, whistles, and drums, and used music to accompany funerals, celebrations, and other rituals.



1840-1893

Pyotr Ilyich Tchaikovsky was a Russian composer of the Romantic period. He was the first Russian composer whose music made a lasting impression internationally. He was honored in 1884 by Tsar Alexander III and awarded a lifetime pension.

McKinley Morganfield, known professionally as Muddy Waters, was an American blues singer-songwriter and musician who was an important figure in the post-war blues scene, and is often cited as the "father of modern Chicago blues." His style of playing has been described as "raining down Delta beatitude."

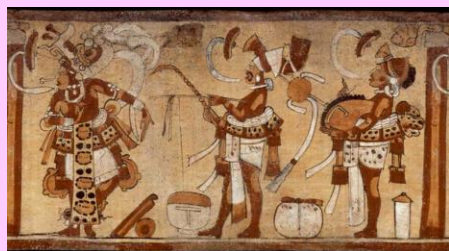


Roma music



1913 - 1983

Although Romani musicians in Hungary were mentioned in books since the 15th century, musicianship as an occupation didn't become widespread among the Roma until the latter half of the 18th century. The Roma started to develop an ethnic music culture from the 1970s and they obtained national minority status in Hungary.



## Vocabulary



dynamics



key signature



base clef



flat



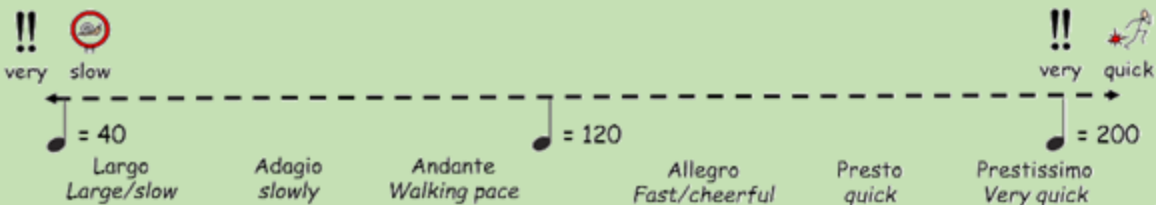
sharp



natural

## Tempo

(Speed that the music is played)



tempo



beat



rhythm

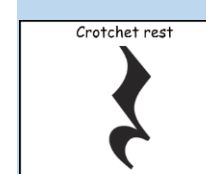
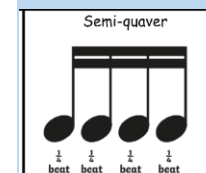
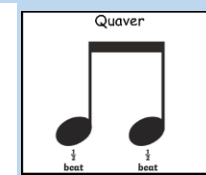
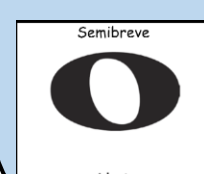
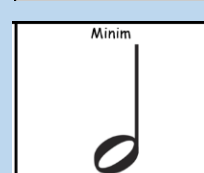
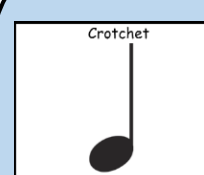


pulse



staccato

## Notations







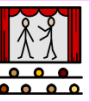

Musical staff showing notes labeled with letters: c, d, e, f, g, a, b. The notes are shown in both treble and bass clefs.



# Being updated - Year 6 Medium Term Plan



e.g. Medium Term plan, Year 6




	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Slavery	America/Amazon	Pearl Harbour/Japan	Migration	Crime & Punishment	Islamic civilisation
<b>Saturate</b> 	Listen to blues music. What do you notice? What instruments can you hear?	Listen to Mayan music <a href="https://www.youtube.com/watch?v=cA0TC_Lznd4">https://www.youtube.com/watch?v=cA0TC_Lznd4</a>	Look at Japanese music as a class.	Listen to and research lots of Roma music. Discuss dimensions of music they notice.	Watch clips about crime and punishment. Discuss emotions- Sad music	Discuss theme of leavers assembly. Research/ discuss ideas.
<b>Dabble</b> 	Key Signature- Compare differences- Happy/ Sad key	Drumba style (with hands on desk) - Beat  Play a section and follow back.	Notations no staff - Staccato Where is it staccato?  <a href="https://www.youtube.com/watch?v=lyieFu7BnHE">https://www.youtube.com/watch?v=lyieFu7BnHE</a>	<a href="https://www.youtube.com/watch?v=xigSgHlM8cc">https://www.youtube.com/watch?v=xigSgHlM8cc</a> Play 1st minute of the dance on mute. They create their own song to match on GB.	Follow base clef music notations with the correct note (c) Piano GB for dabble	Choose the class song and practice as a class
<b>Dabble</b> 	Sharp, flat, natural notes and symbols. happy/sad notes?	Drumba style - Rhythm. Play sections and follow back	Notations- Pulse <a href="https://www.youtube.com/watch?v=lyieFu7BnHE">https://www.youtube.com/watch?v=lyieFu7BnHE</a> What is the pulse like?	Play 1-2mins on mute. Carry on creating their song on GB	Follow music notations with the correct notes (c,d,e) Base clef	Group children into extra songs/ music they want to practice.
<b>Dabble</b> 	Rhythm- Happy rhythm/ sad compare and play.	Put the beat and rhythm together as a round in class.	Notations- Dynamics	Play last minute on mute. Carry on creating their song on GB	Follow music notations with the correct notes (c,d,e,f,g,a,b,c) Base clef	Spend time practicing as a class and in groups
<b>Publish/ Perform</b> 	Create their own blues music on GB	Create as a group Mayan Music and notations- Preferably not on GB	Create as a group Japanese music and notations- on GB	Collate it altogether, self assess and edit	Using GB piano create their own piece and notations inspired by TM,	Rehearsals. Discuss changes you want to make.
<b>Publish/ Perform</b> 	Record/ perform/ play music produced on GB.	Perform group Mayan Music to the class.	Perform to the class.	Merge with the video and all present to the class.	Perfect and edit piece, then record and play back to the class.	Performance to an audience.



# Year 6 Medium Term Plan- National Curriculum links









e.g. Medium Term plan, Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Slavery</b>	<b>America/Amazon</b>	<b>Pearl Harbour</b>	<b>Migration</b>	<b>Crime and Punishment</b>	<b>Islamic civilisation</b>
	"Appreciate and understand a wide range of high quality live and recorded music drawn from different musicians."	"Appreciate recorded music," and the effects it has on videos.	"Develop an understanding of the history 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."	"Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians."	"Appreciate and understand a wide range of high quality live and recorded music drawn from different musicians."
	"Improvise and compose music for a range of purposes using the inter-related dimensions of music."	"Improvise and compose music for a range of purposes using the inter-related dimensions of music."	"Improvise and compose music for a range of purposes using the inter-related dimensions of music."	"Improvise and compose music for a range of purposes using the inter-related dimensions of music."	"Improvise and compose music for a range of purposes using the inter-related dimensions of music."	."Reproducing sounds from aural memory."  "Taught to sing and play musically with increasing confidence."
	"Playing musical instruments with increasing accuracy, fluency, control and expression."  "Play and perform in solo contexts."	"Playing musical instruments with increasing accuracy, fluency, control and expression."  "Play and perform in solo contexts."	"Perform in ensemble contexts, using their voices with increasing accuracy, fluency, control and expression."	"Playing musical instruments with increasing accuracy, fluency, control and expression."  "Play and perform in solo contexts."	"Perform in solo contexts, with increasing accuracy, fluency, control and expression."	"Perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression."



# Year 6 Crime and Punishment : Short Term Plan Example



Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
<b>Saturate</b> 	<b>Dabble</b> 	<b>Dabble</b> 	<b>Dabble</b> 	<b>Publish/Perform</b> 	<b>Publish/Perform</b> 
Watch clips about crime and punishment. Discuss how each person in the video might be feeling	<b>Model- Notations</b> Model base clef	<b>Model- Notations</b> Model c, d and e	<b>Model- Notations.</b> <b>Model c, d, e, f, g, a, b, c</b>	Using the notes they now know, create their own song by drawing the notes on the staff.	Listen to saved work.
Discuss how each person in the video might be feeling. Comparing how each person could be feeling different emotions.	<b>Practice</b> Find c in base clef on the staff.  Compare to c on treble clef.	<b>Practice</b> Practice c, d and e and watching how it looks on a staff.  Play a short beat as a group.	<b>Practice</b> Practice all notes and watch how it looks on a staff.  Play a short rhythm as a group.	Now, read the music and practice on GB to create your song.	Assess and edit.
Play different music and ask how it makes the children feel (happy/sad ect) They could use whiteboards to hold up the emotion they are feeling.	<b>Independent time</b> Using your own staves draw where c is for treble clef and base clef.	<b>Independent time</b> Give three options of notations using a mixture of c, d and e (e.g, cccdee)  And get the class to guess which one they are following.	<b>Independent time</b> Give three options of notations using a mixture of the notes (e.g, cbcdefe)  And get the class to guess which one they are following.	Remember, we want a song that is sad to portray crime and punishment.	Record and share to a group or class.



2020-

2021





# Music Yearly Overview

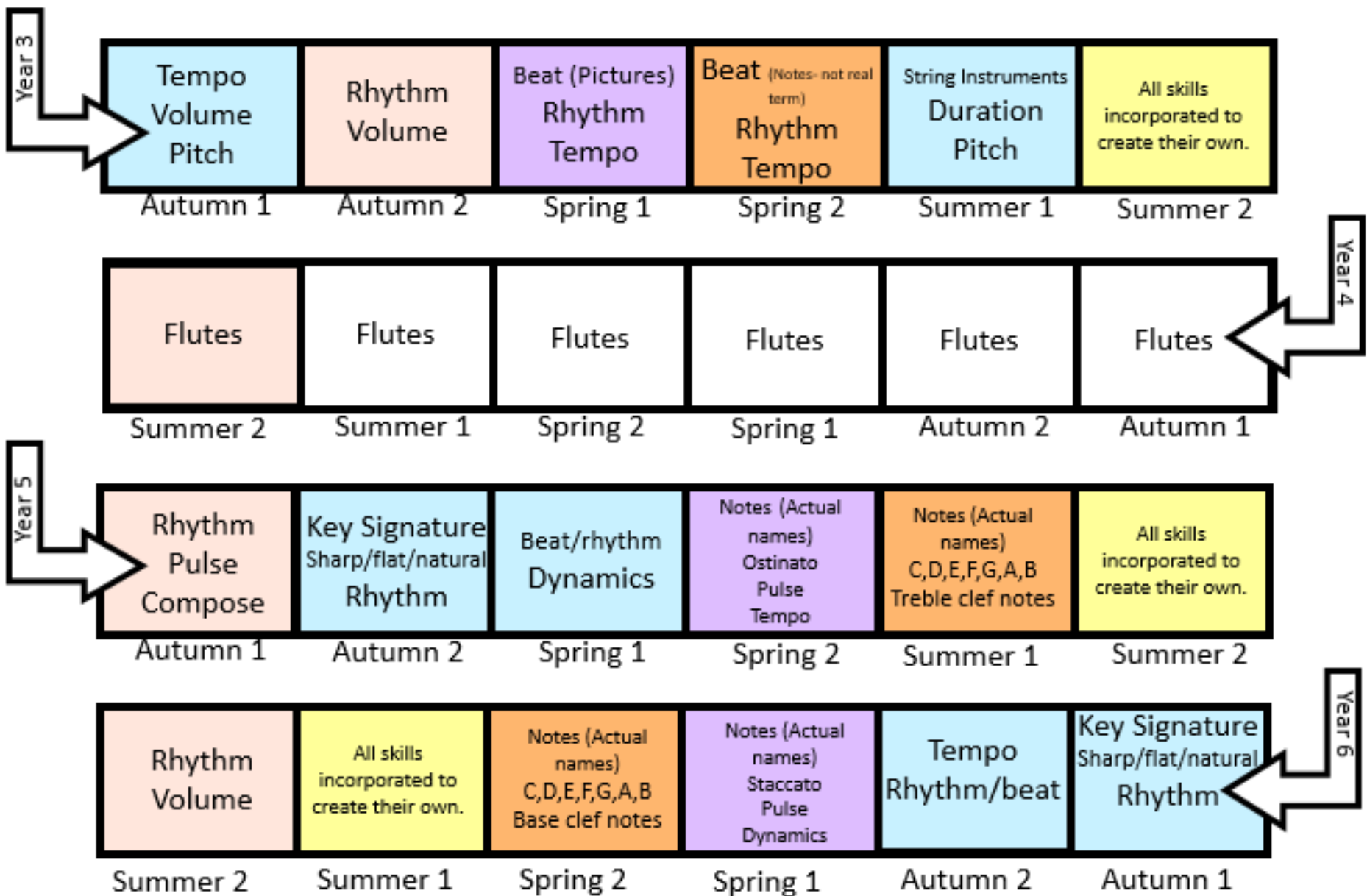


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Victorians	Light and Dark	Stone Age	Bronze/Iron Age	Shackleton's journey	Plants
Year 3	Creating their own Parlour Music on Garage Band	Nativity Songs	Natural Resources used to create music as a team.	Battlefield of TROY. Creating battlefield music.	Composers during early 1900's. E.g. František Drdla	Create their own backing track to Zimmer Earth clip.
	Natural Disasters	Hugo Cabaret/film	China	Ancient Egypt	Vikings/Anglos	Monarchy
Year 4	Flutes	Flutes	Flutes	Flutes	Flutes	Flutes Performance
	World War II	Around the world	Charlottes Web	Romans/ Pompeii	Equator	Ancient Greece
Year 5	War time songs	Music Hall	Danny Elfman inspired music	Italian Composers	Creating their own Holst Plane and suit piece on Garage Band	Zorba- Mikis Theodorakis
	Crime and Punishment	Skellig/ Owls	Pearl Harbour	America/ Amazon	Migration	Climate/ Slavery
Year 6	Creating music with emotion	Creating a romantic ballad inspired by Tchaikovsky	Mayan Music	Compose Thelonius Monk style music	Creating their own Roma Music	Leavers day practice





# Music Vocabulary Progression map



## Key

Inter-related dimensions of music
Performances
Following music notes
Following music on a staff
All skills incorporated to create their own.



# Music: Performance Chart



e.g. Performance Plan







Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language singing performance	Year 3 Nativity	Clubs Perform? Signing club?	Space for clubs to perform if they want to.	Clubs perform? Choir Club?	Year 4 Flutes Performance
Space for clubs to perform if they want to.	Choir		Rocksteady		Year 6 Leavers day performance
Choir	Rocksteady	Choir	Year 5 Performance	Choir	Rocksteady





# Medium Term Plan

## Editable Medium Term plan






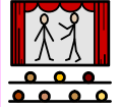
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Victorians	Light and Dark	Stone Age	Bronze/Iron Age	Shackleton's journey	Plants
Saturate 						
Dabble 						
Dabble 						
Dabble 						
Publish/ Perform 						
Publish/ Perform 						



# Music: Short Term Plan



Editable Short Term plan:

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Saturate 	Dabble 	Dabble 	Dabble 	Publish/Perform 	Publish/Perform 
	Model:	Model:	Model:		
	Practice:	Practice:	Practice:		
	Independent time:	Independent time:	Independent time:		

Year 3



# Year 3 Music Knowledge Organiser



## History and Composers

Parlour music- Parlour music is a type of popular music which, as the name suggests, is intended to be performed in the parlours of middle-class homes by amateur singers and pianists.

**Stone Age**

No recorded music but sticks, stones, bodies available.

No recorded music but natural resources, and bronze available

**Bronze Age**

**Iron Age**

No recorded music but natural resources and metal available

**Victorians**

**1900's Composer**  
Czech concert violinist and composer of light music.

František Drdla

**1979- the first recorded piece of music.**

Ry Cooper

## Vocabulary

**rhythm** **duration** **pitch** **tempo** **beat**

**treble clef** **volume** **time signature** **composer**

4 top: how many notes in each bar  
4 bottom: units of time you are counting in

## Notations







1 beat	2 beats	4 beats
1/2 beat    1/2 beat	1/4 beat    1/4 beat    1/4 beat    1/4 beat	1 beat



# Year 3 Medium Term Plan



e.g. Medium Term plan, Year 3




	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Victorians	Light and Dark	Stone Age	Bronze/Iron Age	Shackleton's journey	Plants
<b>Saturate</b> 	Listen to different Victorian Parlour Music	Listen to The Nativity Songs chosen.	Listen to nature sounds, Question music during the Stone Age	Battlefield of TROY <a href="https://www.youtube.com/watch?v=xYiczMBdW4">https://www.youtube.com/watch?v=xYiczMBdW4</a> Discuss backing music. Only play 1 min.	<a href="https://www.youtube.com/watch?v=sp6YhAzbDkxU&amp;list=PldjU4ZyKicvU7M47LGHGdHwsoMYksNv">https://www.youtube.com/watch?v=sp6YhAzbDkxU&amp;list=PldjU4ZyKicvU7M47LGHGdHwsoMYksNv</a> František Drdla Research his music on iPads	Watch clips of the world e.g. David Attenborough. Play clip without sound, then with. Compare.
<b>Dabble</b> 	Tempo	Practice the words without the song	Beat (using Stone Age words)	Beat (Using the correct terms and note cards)	Compare and contrast String instruments	<a href="https://www.bbc.co.uk/programmes/p08262nw">https://www.bbc.co.uk/programmes/p08262nw</a> Create first 20 seconds on GB
<b>Dabble</b> 	Volume	Practice the words with the song and lyrics	Rhythm	Rhythm	Duration	Create next 20 seconds on GB using the taught skills.
<b>Dabble</b> 	Pitch	Practice with the song and lyrics	Tempo	Tempo	Pitch	Create last 20 seconds on GB, using the taught skills.
<b>Publish/ Perform</b> 	Create Parlour music	Perform and record so the children can assess and edit	Create your own soundscape in a group.	Create your own battle music using notations.	Create similar music on Garage Band	Collate it altogether, self assess and edit
<b>Publish/ Perform</b> 	Listen and perform music	Perform to an audience	Perform your soundscape as a group.	Perform/ play individually to the class.	Perform/ play similar style music to another class.	Merge with the video and all present to the class.



# Year 3 Medium Term Plan- National Curriculum links









e.g. Medium Term plan, Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Victorians	Light and Dark	Stone Age	Bronze/Iron Age	Shackleton's journey	Plants
	"Develop an understanding of the history of music."	"Listen with attention to detail and recall sounds with increasing aural memory."	Listen to nature sounds, Question music during the Stone Age	"Appreciate recorded music," and the effects it has on videos.	"Develop an understanding of the history of music."	"Appreciate recorded music," and the effects it has on videos and emotions.
	"Pupils should be taught to play musically with increasing confidence and control."	"Pupils should be taught to sing musically with increasing confidence and control."	"Use and understand musical notation."	"Use and understand staff and other musical notations."	"Pupils should be taught to play musically with increasing confidence and control."	"Improvise and compose music for a range of purposes using the inter-related dimensions of music."
	"Playing musical instruments with increasing accuracy, fluency, control and expression."  "Play and perform in solo contexts."	"Perform in ensemble contexts, using their voices with increasing accuracy, fluency, control and expression."	"Play in ensemble contexts."  "Improvise and compose music."	"Playing musical instruments with increasing accuracy, fluency, control and expression."  "Play and perform in solo contexts."	"Playing musical instruments with increasing accuracy, fluency, control and expression."  "Play and perform in solo contexts."	"Playing musical instruments with increasing accuracy, fluency, control and expression."  "Play and perform in solo contexts."



# Year 3 Victorians : Short Term Plan Example



Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
<b>Saturate</b> 	<b>Dabble</b> 	<b>Dabble</b> 	<b>Dabble</b> 	<b>Publish/Perform</b> 	<b>Publish/Perform</b> 
What is Parlour music? Get the children to predict.	<b>Model- Tempo</b> Demonstrate a slow and a fast tempo	<b>Model- Volume</b> <a href="https://www.youtube.com/watch?v=AwgZC5TvMMY&amp;list=PLze726kJS2TxlMWA8uc650C9p7OpJ6x&amp;index=8">https://www.youtube.com/watch?v=AwgZC5TvMMY&amp;list=PLze726kJS2TxlMWA8uc650C9p7OpJ6x&amp;index=8</a> Explain volume. Ask the children to listen and spot when it happens in the song.	<b>Model- Pitch</b> <a href="https://www.youtube.com/watch?v=2UzDlbnCOds&amp;list=PLze726kJS2TxlMWA8uc650C9p7OpJ6x&amp;index=6">https://www.youtube.com/watch?v=2UzDlbnCOds&amp;list=PLze726kJS2TxlMWA8uc650C9p7OpJ6x&amp;index=6</a> Using this song ask them to put their hand up when it is high.	Create your own parlour music on Garage Band.	Edit and finalise your piece.
Listen to different Parlour music songs. What instrument is used? <a href="http://www.parlormuse.com/">http://www.parlormuse.com/</a>	<b>Practice</b> Get the children using their hands on the desk/ thighs to create different tempos.	<b>Practice</b> Whilst the song plays think about what could be going on in the song. Is the song telling a story? After a few guesses, give them the name of the song (Arrow Dance) to see if that changes their mind.	<b>Practice</b> Play different songs (it doesn't have to be parlor music) Get the children to notice high and low pitch.	Practice creating a melody on Grand Piano, changing volume, pitch and tempo.	Play all songs to the class
Ask to compare. What is different about this music to today's music.	<b>Independent time</b> Using garage band create different tempos on Grand Piano. Get the children to guess each other's tempo they chose.	<b>Independent time</b> Using Garage Band Grand Piano create a tune expressing the emotion they have been given/chosen. Make sure they use volume to help.	<b>Independent time</b> Using Garage Band Grand Piano, experiment what makes high pitch sounds and what makes low pitch sounds.	Record your piece and collate the work together.	Peer Assess

Year 4



# Year 4 Music Knowledge Organiser



## History and Composers



GP Telemann  
1681-1767



Anna Annalia Von Preussen  
1723-1787

Mozart  
1756-1791



The first flute created was in southern Germany about 35,000 years ago. It is named the Hohle Fels Griffon Vulture flute. The instrument at that time was about eight-and-a-half inches long and less than a half of an inch wide.

## Vocabulary



beat rhythm pulse pitch duration tempo flat sharp



rhyme repeat pattern woodwind composer posture

## Flute Notations

C	C# or D $\flat$	D	D# or E $\flat$
E	F	F# or G $\flat$	G
G# or A $\flat$	A	A# or B $\flat$	B

alternates thumb or side-key

REMEMBER -







A is Note 1, fingers 1 and 2 plus thumb .  
G is Note 3, fingers 1,2 and 3 plus thumb.  
D is Note 3, fingers and thumb plus 3 fingers (right hand) pinky finger off



# Year 4 Medium Term Plan



e.g. Medium Term plan, Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Natural Disasters	Hugo Cabaret/film	China	Ancient Egypt	Vikings/ Anglos	Monarchy
<b>Saturate</b> 						The performance will be explained, preparing children for what will happen.
<b>Dabble</b> 						Practice individually
<b>Dabble</b> 						Practice in a group
<b>Dabble</b> 						Practice as a class
<b>Publish/ Perform</b> 						Listen back, self and peer assess.
<b>Publish/ Perform</b> 						Perform to an audience




FLUTES



# Year 4 Medium Term Plan- National Curriculum links



e.g. Medium Term plan, Year 4




	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Natural Disasters	Hugo Cabaret/ film	China	Ancient Egypt	Vikings/ Anglos	Monarchy
	"Listen with attention to detail and recall sounds with increasing aural memory."	"Reproducing sounds from aural memory."	"Listen with attention to detail and recall sounds with increasing aural memory."	"Reproducing sounds from aural memory."	"Listen with attention to detail and recall sounds with increasing aural memory."	"Learn to create and compose music with others."
	"Improvise and compose music for a range of purposes using the inter-related dimensions of music."	"Improvise and compose music for a range of purposes using the inter-related dimensions of music."	"Improvise and compose music for a range of purposes using the inter-related dimensions of music."	"Improvise and compose music for a range of purposes using the inter-related dimensions of music."	"Improvise and compose music for a range of purposes using the inter-related dimensions of music."	"Pupils should be taught to play musically with increasing confidence and control."
	"Pupils should be taught to sing musically with increasing confidence and control."	"Pupils should be taught to sing musically with increasing confidence and control."	"Pupils should be taught to sing musically with increasing confidence and control."	"Pupils should be taught to sing musically with increasing confidence and control."	"Pupils should be taught to sing musically with increasing confidence and control."	"Perform in ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression."



# Year 4 Cover: Short Term Plan



Example lessons due to cover needed:

Example	Example	Example
 Saturate	 Dabble	 Publish/Perform
Discuss what has been taught in the past Flute lessons.	Model: Get a child or teacher to model one of the songs/ beats they have done with Dominique.	Discuss/ remind the children of what they have been learning.
Listen to Flutes being played online.	Practice: Get all the children to have a go as a class.	Practice playing independently.
Research independently or in a group different composers and musicians that include flutes.	Independent time: Practice independently.	Record on GB

\*Choosing from the 3 types of lessons will depend on how far along you are into the term. These lessons are created to not need resources (other than flutes and a few iPads) in case cover is needed rapidly.

Year 5



# Year 5 Music Knowledge Organiser



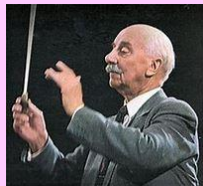
## History and Composers



Music Hall

The orchestral premiere of *The Planets* suite, conducted at Holst's request by Adrian Boult, was held at short notice on 29.09.1918, during the last weeks of World War I, in the Queen's Hall with the financial support of Holst's friend and fellow composer H. Balfour Gardiner.

The music Hall developed in 1850 and faded out by 1918. It was a British theatrical entertainment involving a mixture of popular songs, comedy and acts.



World War 2

Music during World War 2 was played through the radio to support everyone and keep their spirits up. Swing music was very popular.

*Zorba the Greek* is one of the most known Greek songs; it is instrumental with no lyrics involved, but has managed to captivate the hearts of both Greeks and foreigners and advertise Greece all over the world.



Mikis Theodorakis



Italian Folk Music

Modern, Italian, Folk Music started in 1948. In the 1950s, a number of recordings were conducted by Diego Carpitella, Franco Coggiola, Roberto Leydi and many more.



Charlotte's web's (2006) soundtrack was composed by Danny Elfman creating a heartfelt emotion to the film.

## Vocabulary



key signature



natural



sharp



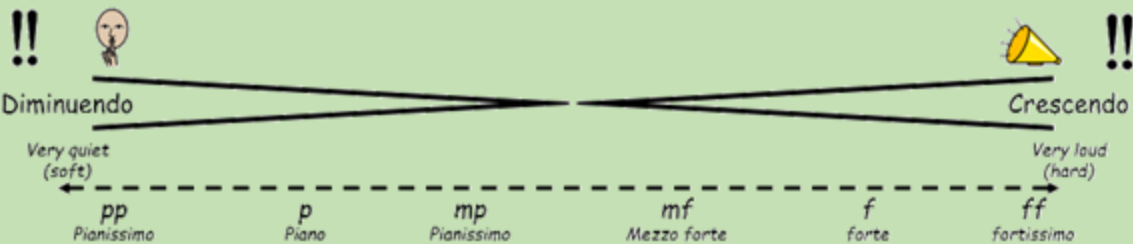
flat



composer

## Dynamics

(Levels of sound- loud or soft)



tempo



beat



rhythm



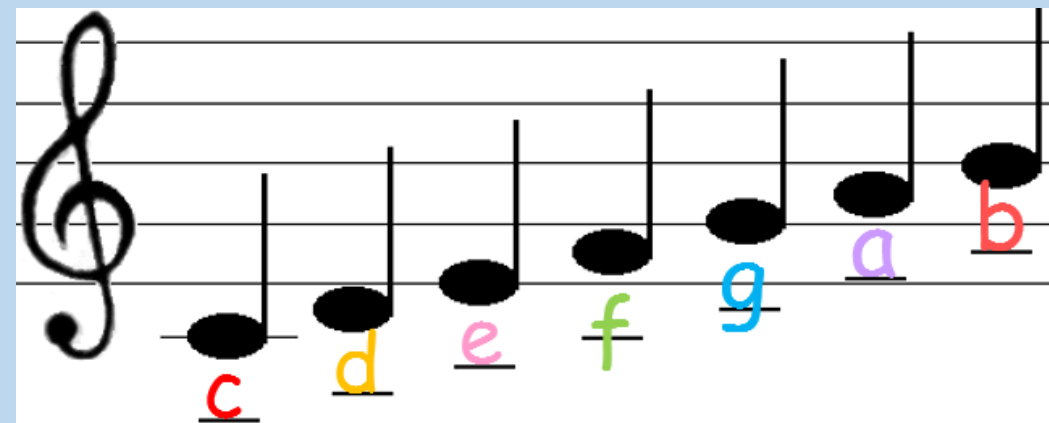
pulse



ostinato

## Notations

Crotchet	Minim	Semibreve	Quaver	Semi-quaver	Crotchet rest
1 beat	2 beats	4 beats	1/2 beat 1/2 beat	1/4 beat 1/4 beat 1/4 beat 1/4 beat	1 beat











# Year 5 Medium Term Plan



e.g. Medium Term plan, Year 5




	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	World War II	Around the world	Charlotte's Web	Romans/Pompeii	Equator	Ancient Greece
<b>Saturate</b> 	Listen to WW2 music. What style is it? Compare to now or WW1 music.	Research and listen to Music from music Hall. E.g. <a href="https://www.youtube.com/watch?v=oYWvgJsetbA">https://www.youtube.com/watch?v=oYWvgJsetbA</a>	<a href="https://www.youtube.com/watch?v=zdx69cWt-u6w&amp;list=PL50143B8E5F232C70">https://www.youtube.com/watch?v=zdx69cWt-u6w&amp;list=PL50143B8E5F232C70</a> Play Danny Elfman's soundtrack without sound and with, Discuss, compare	Traditional Italian folk music. Listen to and compare. Research folk music.	<a href="https://www.youtube.com/watch?v=AKIGs9nRc8">https://www.youtube.com/watch?v=AKIGs9nRc8</a> Listen to different Holst piano and suite music. Discuss emotion.	<a href="https://www.youtube.com/watch?v=xtZkzIR-zpg&amp;list=RDXtZkzIR-zpg&amp;start_radio=1&amp;t=0">https://www.youtube.com/watch?v=xtZkzIR-zpg&amp;list=RDXtZkzIR-zpg&amp;start_radio=1&amp;t=0</a> Listen to different Zorba songs. Look at Mikis Theodorakis's music.
<b>Dabble</b> 	Listen to different Frank Sinatra songs as a class. Choose a favourite.	Key Signature- Compare differences	Beat/Rhythm	Notations - Ostinato (repeated rhythm)	Follow music notations with the correct note (c) Piano GB for dabble	Create own Zorbo song to this dance. <u>Play and create the first 4 minutes (mute)</u>
<b>Dabble</b> 	Familiarise yourself with the song. Start to learn the words.	Sharp, flat, natural notes and symbols.	Dynamics- Quiet	Notations- Pulse	Follow music notations with the correct notes (c,d,e)	Play the next 4 minutes on mute and create song on GB
<b>Dabble</b> 	Carry on learning the words as a class.	Rhythm- Happy rhythm/ sad compare and play.	Dynamics- Loud	Notations- Tempo	Follow music notations with the correct notes (c,d,e,f,g,a,b,c)	Play the next 4 minutes on mute and create song on GB
<b>Publish/ Perform</b> 	Record the class singing the song together.	Create their own entertaining music for an audience.	Create their own backing music alongside the clip.	Create their own Ostinato with their own notation choice.	Create their own music sheet-template available	Collate it altogether, self assess and edit
<b>Publish/ Perform</b> 	Perform to the other year 5 classes. Hopefully different songs.	Perform their song/sounds to the class	Perform and compose backing music to the class.	Perform/play another person's notation.	Perform/ record them reading and playing the music they created.	Merge with the video and all present to the class.



# Year 5 Medium Term Plan- National Curriculum links









e.g. Medium Term plan, Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	World War II	Around the World	Charlottes Web	Romans/ Pompeii	Equator	Ancient Greece
	"Develop an understanding of the history of music." Radio and worldwide music.	"Develop an understanding of the history of music."	"Appreciate recorded music," and the effects it has on videos.	"Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians."	"Develop an understanding of the history of music."  "Appreciate great composers and musicians."	"Develop an understanding of the history of music."  "Appreciate great composers and musicians."
	"Pupils should be taught to sing musically with increasing confidence and control."	"Improvise and compose music for a range of purposes using the inter-related dimensions of music."	"Improvise and compose music for a range of purposes using the inter-related dimensions of music."	"Improvise and compose music for a range of purposes using the inter-related dimensions of music."	"Improvise and compose music for a range of purposes using the inter-related dimensions of music."	"Improvise and compose music for a range of purposes using the inter-related dimensions of music."
	"Perform in ensemble contexts, using their voices with increasing accuracy, fluency, control and expression."	"Playing musical instruments with increasing accuracy, fluency, control and expression."  "Play and perform in solo contexts."	"Playing musical instruments with increasing accuracy, fluency, control and expression."  "Play and perform in solo contexts." "Improvise and compose."	"Pupils should be taught to play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures."	"Pupils should be taught to play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures."	"Perform in solo contexts, with increasing accuracy, fluency, control and expression."



# Year 5 WWII : Short Term Plan Example

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
<b>Saturate</b> 	<b>Dabble</b> 	<b>Dabble</b> 	<b>Dabble</b> 	<b>Publish/Perform</b> 	<b>Publish/Perform</b> 
What style of music do you think WWII music would be? Get the children to predict and explain.	<b>Model- Frank Sinatra</b> Listen to one of his songs.	<b>Model- Chosen song</b> Play the song to remind the children of what it sounds like.	<b>Model- Chosen song</b> Play the song to remind the children of what it sounds like.	Practice song as a whole class.	Practice song as a whole class for the last time
Listen to different WWII songs What style is being used? (romantic songs) Why do you think that is?	<b>Practice</b> Get the children tapping out the rhythm with their hands.  Do this with a variety of his songs.	<b>Practice</b> Practice part of the song as a class	<b>Practice</b> Practice the other half of the song.	Record on GB to assess as a class.	Record again.
Ask to compare. Compare to the music from WWI. Discuss similarities and differences. Discuss why this might have been. Have songs on in the background. (Vera Lynn) <a href="https://www.youtube.com/watch?v=ZSMuTm649Hk">https://www.youtube.com/watch?v=ZSMuTm649Hk</a>	<b>Independent time</b> The children can spend some time listening to the songs themselves and then choose which song they want to use in their performance as a class.	<b>Independent time</b> Practice in smaller groups or individually.	<b>Independent time</b> Practice in smaller groups or individually.	Discuss what needs to be adjusted as a class.	Perform to an audience as a class.

Year 6

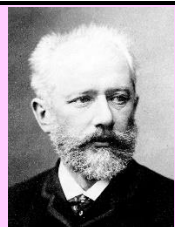


# Year 6 Music Knowledge Organiser



## History and Composers

The music of the ancient Mayan courts is described through native and Spanish 16th-century texts and is depicted in the art of the Classic Period. The Maya played instruments such as trumpets, flutes, whistles, and drums, and used music to accompany funerals, celebrations, and other rituals.



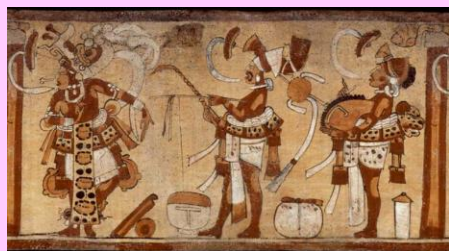
1840-1893

Pyotr Ilyich Tchaikovsky was a Russian composer of the Romantic period. He was the first Russian composer whose music made a lasting impression internationally. He was honored in 1884 by Tsar Alexander III and awarded a lifetime pension.

Thelonious Sphere Monk was an American jazz pianist and composer. He had a unique improvisational style and made numerous contributions to the standard jazz repertoire. He was the 2<sup>nd</sup> most recorded jazz composer after Duke Ellington.



Roma music



1917-1982

Although Romani musicians in Hungary were mentioned in books since the 15th century, musicianship as an occupation didn't become widespread among the Roma until the latter half of the 18th century. The Roma started to develop an ethnic music culture from the 1970s and they obtained national minority status in Hungary.

## Vocabulary



dynamics



key signature



base clef



flat



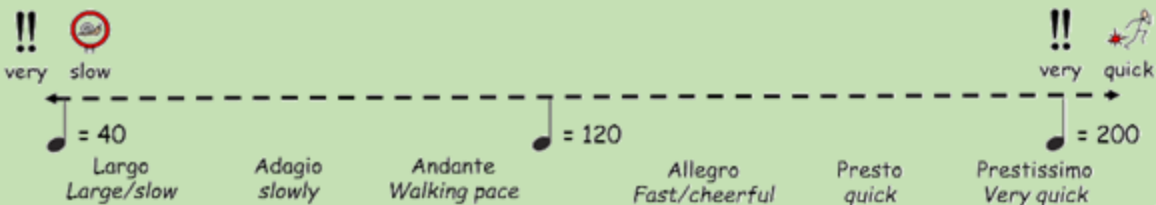
sharp



natural

## Tempo

(Speed that the music is played)



tempo



beat



rhythm

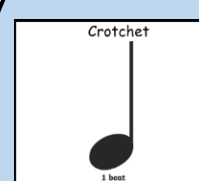


pulse

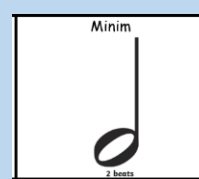


staccato

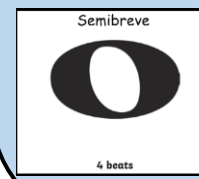
## Notations



1 beat

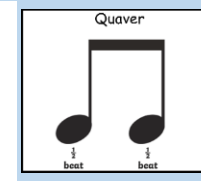


2 beats

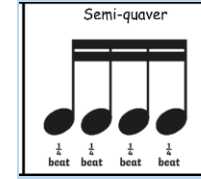


4 beats

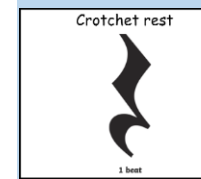
Musical notation examples showing notes on a staff with letters c, d, e, f, g, a, b. The notes are shown in various positions on the staff, including treble and bass clefs.



1 beat



1 beat







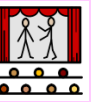

1 beat



# Year 6 Medium Term Plan



e.g. Medium Term plan, Year 6




	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Crime and Punishment	Skellig/ Owls	Pearl Harbour	America/ Amazon	Migration	Climate/ Slavery
<b>Saturate</b> 	Watch clips about crime and punishment. Discuss emotions- Sad music	Watch clips of owls flying (muted) and listen to Tchaikovsky <a href="https://www.youtube.com/watch?v=hk_bMPE8U">https://www.youtube.com/watch?v=hk_bMPE8U</a>	Listen to Mayan music <a href="https://www.youtube.com/watch?v=cA0TC_Lznd4">https://www.youtube.com/watch?v=cA0TC_Lznd4</a>	Research American composer e.g. Thelonius Monk <a href="https://www.youtube.com/watch?v=hvPDFafFs">https://www.youtube.com/watch?v=hvPDFafFs</a>	Listen to and research lots of Roma music. Discuss dimensions of music they notice.	Discuss theme of leavers assembly. Research/ discuss ideas.
<b>Dabble</b> 	Key Signature- Compare differences- Sad key	Tempo- Slow vocab	Notations no staff - Staccato Playing the notes sharply	Follow base clef music notations with the correct note (c) Piano GB for dabble	<a href="https://www.youtube.com/watch?v=xEGqHMBc">https://www.youtube.com/watch?v=xEGqHMBc</a> Play 1st minute of the dance on mute. They create their own song to match on GB.	Choose the class song and practice as a class
<b>Dabble</b> 	Sharp, flat, natural notes and symbols. Angry/sad notes?	Tempo- Fast vocab	Notations- Pulse	Follow music notations with the correct notes (c,d,e) Base clef	Play 1-2mins on mute. Carry on creating their song on GB	Group children into extra songs/ music they want to practice.
<b>Dabble</b> 	Rhythm- Happy rhythm/ sad compare and play.	Rhythm/ beat- linking to owls. Which would be best	Notations- Dynamics	Follow music notations with the correct notes (c,d,e,f,g,a,b,c) Base clef	Play last minute on mute. Carry on creating their song on GB	Spend time practicing as a class and in groups
<b>Publish/ Perform</b> 	Create their own music to show emotion for being punished.	Create a romantic ballad inspired by Tchaikovsky on GB	Create as a group Mayan Music and notations- Preferably not on GB	Using GB piano create their own piece and notations inspired by TM,	Collate it altogether, self assess and edit	Rehearsals. Discuss changes you want to make.
<b>Publish/ Perform</b> 	Record/ perform/ play music produced	Record and play the ballad along to the video of the owls.	Perform group Mayan Music to the class.	Perfect and edit piece, then record and play back to the class.	Merge with the video and all present to the class.	Performance to an audience.



# Year 6 Medium Term Plan- National Curriculum links









e.g. Medium Term plan, Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Crime/Punishment</b>	<b>Skellig/ Owls</b>	<b>Pearl Harbour</b>	<b>America/ Amazon</b>	<b>Migration</b>	<b>Climate/ Slavery</b>
	"Appreciate recorded music," and the effects it has on emotions.	"Appreciate recorded music," and the effects it has on videos.	"Develop an understanding of the history 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."	"Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians."	"Appreciate and understand a wide range of high quality live and recorded music drawn from different musicians."
	"Improvise and compose music for a range of purposes using the inter-related dimensions of music."	"Improvise and compose music for a range of purposes using the inter-related dimensions of music."	"Improvise and compose music for a range of purposes using the inter-related dimensions of music."	"Improvise and compose music for a range of purposes using the inter-related dimensions of music."	"Improvise and compose music for a range of purposes using the inter-related dimensions of music."	."Reproducing sounds from aural memory."  "Taught to sing and play musically with increasing confidence."
	"Playing musical instruments with increasing accuracy, fluency, control and expression."  "Play and perform in solo contexts."	"Playing musical instruments with increasing accuracy, fluency, control and expression."  "Play and perform in solo contexts."	"Perform in ensemble contexts, using their voices with increasing accuracy, fluency, control and expression."	"Playing musical instruments with increasing accuracy, fluency, control and expression."  "Play and perform in solo contexts."	"Perform in solo contexts, with increasing accuracy, fluency, control and expression."	"Perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression."



# Year 6 Crime and Punishment : Short Term Plan Example



Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
<b>Saturate</b> 	<b>Dabble</b> 	<b>Dabble</b> 	<b>Dabble</b> 	<b>Publish/Perform</b> 	<b>Publish/Perform</b> 
Watch clips about crime and punishment. Discuss how each person in the video might be feeling	<b>Model- Key signature</b> Model different key signatures- This can be done easily on Garage band.	<b>Model- Sharp/flat/natural</b> Model the symbol and the sounds of each note	<b>Model- Rhythm</b> Play happy rhythm vs sad rhythms. See if the children can guess the emotion.	Get the children to choose one of the people from the video from saturate week to express their emotion.	Listen to saved work.
Discuss how each person in the video might be feeling. Comparing how each person could be feeling different emotions.	<b>Practice</b> Get the children listening to different key signatures. Guessing game of which key is which and what emotion it is portraying.	<b>Practice</b> Play the sound and get the children guessing if it is sharp, flat or natural for the note d on grand piano	<b>Practice</b> Play a rhythm and see if the children can guess the emotion.	Create their own rhythm, key and sharp. Flat or natural keys to create an emotional piece.	Assess and edit.
Play different music and ask how it makes the children feel (happy/sad ect) They could use whiteboards to hold up the emotion they are feeling.	<b>Independent time</b> Give each table a different key on GB. Play the tune they created at the end. Can the class guess the key and emotion?	<b>Independent time</b> Allow the children time to play on GB looking at the different sounds sharp, flat and natural can make.	<b>Independent time</b> Get the children creating a short rhythm themselves then ask a few children to perform whilst the others guess the emotion they are trying to portray.	Save and record what you have created so far.	Record and share to a group or class.