



# Music Medium Term Plan 2023-2024



Year 1	Knowledge	Skills
<b>Autumn 1 Beat and Rhythm</b>	Children will know: <ul style="list-style-type: none"><li>the difference between beat and rhythm;</li><li>recognise and describe changes in tempo;</li><li>how different composers use different tempos for effect.</li></ul>	Children will be able to: <ul style="list-style-type: none"><li>keep in time with the beat;</li><li>play rhythm patterns;</li><li>perform controlled changes in tempo to a range of different music;</li><li>sing different songs that represent different musical genres;</li><li>create simple accompaniments to <i>Ma Rainey Runaway Blues</i>;</li></ul>
<b>Autumn 2 Festivals (Duration)</b>	Children will know: <ul style="list-style-type: none"><li>what long short sounds and sequences of sounds are;</li><li>the symbols showing different length of sounds;</li></ul>	Children will be able to: <ul style="list-style-type: none"><li>play long and short sounds and sequences of sounds;</li><li>create symbols showing different length sounds;</li><li>sing with an increasing pitch range;</li></ul>
<b>Spring 1 Exploring Pitch: People and their Communities</b>	Children will know: <ul style="list-style-type: none"><li>what musical vocabulary is;</li><li>what changes in pitch are;</li><li>what written symbols with changes in pitch are;</li></ul>	Children will be able to: <ul style="list-style-type: none"><li>make and describe high and low pitched sounds;</li><li>sing melodies with a sense of shape;</li><li>follow and create graphic scores showing changes in pitch.</li></ul>
<b>Spring 2 Exploring Sounds</b>	Children will know: <ul style="list-style-type: none"><li>what different timbres, dynamics, articulation and tempos are;</li><li>what different instruments are and recognise their sounds;</li><li>sounds and instruments match to different characters;</li></ul>	Children will be able to: <ul style="list-style-type: none"><li>use voice, body percussion sounds and instruments expressively;</li><li>listen carefully and use musical vocabulary to describe what they hear;</li><li>compose descriptive music</li></ul>
<b>Summer 1 Summer Festivals: Rhythm, Beat and Dancing</b>	Children will know: <ul style="list-style-type: none"><li>what different British musical traditions are;</li><li>music can be used to describe places, objects and characters;</li></ul>	Children will be able to: <ul style="list-style-type: none"><li>move in time with the beat;</li><li>remember and create dance move sequences;</li><li>use musical dimensions to create descriptive sounds;</li><li>use musical vocabulary to describe sounds;</li></ul>
<b>Summer 2 Travel: Composition and Graphic Scoring</b>	Children will know: <ul style="list-style-type: none"><li>what different classroom instruments are;</li><li>what a graphic score is;</li></ul>	Children will be able to: <ul style="list-style-type: none"><li>use classroom instruments effectively;</li><li>read and create graphic scores;</li><li>create descriptive sounds using body percussion, voice and instruments;</li></ul>



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Year 2	Knowledge	Skills
<b>Autumn 1 Beat and Rhythm</b>	Children will know: <ul style="list-style-type: none"><li>the difference between beat and rhythm;</li><li>what tempo, dynamics and articulation are.</li></ul>	Children will be able to: <ul style="list-style-type: none"><li>keep in time with the beat;</li><li>play and create rhythms;</li><li>perform controlled changes in tempo;</li><li>sing a range of call and response songs;</li><li>use simple accomplishments to Scott Joplin music;</li></ul>
<b>Autumn 2 Festivals (Duration)</b>	Children will know: <ul style="list-style-type: none"><li>what it means by duration in music;</li><li>different symbols represent different durations of sound.</li></ul>	Children will be able to: <ul style="list-style-type: none"><li>describe and play sequences of long and short sounds;</li><li>read and create symbols (graphic scores) showing sequences different length sounds;</li><li>understand and use a widening range of dynamics.</li></ul>
<b>Spring 1 Exploring Pitch: Animals</b>	Children will know: <ul style="list-style-type: none"><li>different written symbols can show changes in pitch;</li><li>what different beat groupings are in 'Carnival of the Animals'.</li></ul>	Children will be able to: <ul style="list-style-type: none"><li>make and describe changes in pitch;</li><li>follow and create graphic scores showing changes in pitch;</li><li>create represented animals using tuned percussions;</li><li>use simple dot notation.</li></ul>
<b>Spring 2 Exploring Sounds: Living Things</b>	Children will know: <ul style="list-style-type: none"><li>what different classroom and orchestral instruments are by sight and sound;</li><li>a range of musical vocabulary means (music dimensions);</li><li>sounds and instruments match particular characters in a story.</li></ul>	Children will be able to: <ul style="list-style-type: none"><li>use voice and body percussion sounds and instruments expressively;</li><li>listen carefully and use musical vocabulary to describe music;</li><li>compose descriptive music;</li><li>use stick notation to represent rhythms.</li></ul>
<b>Summer 1 Summer Festivals: Dancing</b>	Children will know: <ul style="list-style-type: none"><li>the role of music and dancing in Summer festivals;</li><li>about traditional dances from around the world.</li></ul>	Children will be able to: <ul style="list-style-type: none"><li>use instrumental and vocal sounds to represent places, characters and moods;</li><li>interpret and create graphic scores representing a range of sounds;</li><li>change sounds and describe the changes.</li></ul>
<b>Summer 2 Weather and Water: Pitch and Performance</b>	Children will know: <ul style="list-style-type: none"><li>sounds can be represented by written symbols;</li><li>the ways sounds can be changed;</li></ul>	Children will be able to: <ul style="list-style-type: none"><li>use instrumental and vocal sounds to represent places, characters and moods;</li></ul>



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	<ul style="list-style-type: none"> <li>music can be used to describe emotions, places, objects and characters.</li> </ul>	<ul style="list-style-type: none"> <li>interpret and create graphic scores representing a range of sounds;</li> <li>change sounds and describe the changes;</li> </ul>
Year 3	Knowledge	Skills
<b>Autumn 1 Beat and Rhythm</b>	Children will know: <ul style="list-style-type: none"> <li>simple four beat rhythms;</li> <li>the French names for crotchet and quavers;</li> <li>what different metres in music are;</li> <li>the difference between beat and rhythm;</li> <li>different musical genres including funk;</li> <li>what an idiophone is;</li> </ul>	Children will be able to: <ul style="list-style-type: none"> <li>read, clap, play and write rhythms keeping a steady beat;</li> <li>perform different metres in music;</li> <li>create simple accompaniments to 'I feel good';</li> <li>sing in rounds and using call and response;</li> </ul>
<b>Autumn 2 Sounds, Sound Source and Notation</b>	Children will know: <ul style="list-style-type: none"> <li>the sound and name of different types of instruments;</li> <li>how musical ideas should be structured;</li> <li>how to write different musical notation;</li> </ul>	Children will be able to: <ul style="list-style-type: none"> <li>make a range of expressive sounds using instruments and classroom objects;</li> <li>structure sounds in a composition;</li> <li>play accompaniments to songs on tuned percussion;</li> </ul>
<b>Spring 1 Pitch</b>	Children will know: <ul style="list-style-type: none"> <li>changes in pitch;</li> <li>how composers created music through the centuries;</li> </ul>	Children will be able to: <ul style="list-style-type: none"> <li>describe changes in pitch;</li> <li>use the voice, actions and instruments to demonstrate an understanding of pitch;</li> <li>play melodies using the pentatonic scale and different styles on instruments;</li> <li>create accompaniments using a drone;</li> </ul>
<b>Spring 2 Descriptive Sounds and Graphic Scores</b>	Children will know: <ul style="list-style-type: none"> <li>sounds that can be made and changed to represent stories and things;</li> <li>correct musical vocabulary to describe music;</li> <li>different features of music that show certain moods, characters, things or events;</li> </ul>	Children will be able to: <ul style="list-style-type: none"> <li>make and change vocal, body percussion and instrumental sounds to describe moods, stories and things;</li> <li>create sounds to show mood, characters, things and movement using their voice and instruments;</li> </ul>
<b>Summer 1 Bartholomew and the Bug: Composing and Performing</b>	Children will know: <ul style="list-style-type: none"> <li>the meaning of more ambitious musical vocabulary;</li> </ul>	Children will be able to: <ul style="list-style-type: none"> <li>link sounds to actions, emotions and images;</li> <li>use musical vocabulary to explain their opinions and choices;</li> <li>compose and perform as part of a group;</li> </ul>



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<b>Summer 2 Learning the Recorder</b>	Children will know: simple pitch notation;	Children will be able to: <ul style="list-style-type: none"><li>• play the notes b, a, g on the recorder;</li><li>• blow accurately;</li><li>• finger the notes correctly;</li></ul> apply their knowledge of simple notation to their playing of the recorder;
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Year 4	Knowledge	Skills
<b>Autumn 1 Beat and Rhythm</b>	Children will know: <ul style="list-style-type: none"><li>the difference between rhythm and beat;</li><li>music is grouped into bars;</li><li>what a minim is;</li><li>who Fanny Price was;</li><li>who Isatah Kanneh Mason is;</li></ul>	Children will be able to: <ul style="list-style-type: none"><li>read, clap, improvise, play and write rhythms;</li><li>use musical vocabulary to explain opinions and choices;</li><li>sing in round or canon;</li><li>compose songs based on given melodies;</li></ul>
<b>Autumn 2 Around the World</b>	Children will know: <ul style="list-style-type: none"><li>the difference between melody and accompaniment;</li><li>different instruments of the orchestra and their sounds;</li><li>what call and response is;</li><li>the different styles of music around the world;</li></ul>	Children will be able to: <ul style="list-style-type: none"><li>play accompaniments with awareness of other parts;</li><li>play a range of melodies and accompaniments;</li></ul>
<b>Spring 1 Exploring Pitch and Scales</b>	Children will know: <ul style="list-style-type: none"><li>what the pentatonic scale is;</li><li>what different intervals are;</li><li>what an ostinato is;</li></ul>	Children will be able to: <ul style="list-style-type: none"><li>recognise, identify and describe changes in pitch;</li><li>play melodies using the pentatonic scale;</li><li>improvise melodies using the pentatonic scale and work out melodies by ear;</li></ul>
<b>Spring 2 I Can Play the Ukulele</b>	Children will know: <ul style="list-style-type: none"><li>the parts of the ukulele;</li><li>what a chord is;</li></ul>	Children will be able to: <ul style="list-style-type: none"><li>hold a ukulele accurately;</li><li>play chords and melodies with accuracy;</li><li>play in time with the beat and with others;</li></ul>
<b>Summer 1 Exploring Pitch and Scales</b>	Children will know: <ul style="list-style-type: none"><li>what a graphic score is;</li><li>some of the different ways to organise musical ideas;</li></ul>	Children will be able to: <ul style="list-style-type: none"><li>recognise and use a range of musical structures;</li><li>create and organise musical ideas;</li><li>interpret and create graphic scores;</li><li>combine layers of sounds;</li><li>compose and perform as part of a group;</li><li>use graphic scores to record ideas;</li></ul>
<b>Summer 2 The Ultimate Storyteller: Composition and Performance</b>	Children will know: <ul style="list-style-type: none"><li>music can be used to tell a story;</li><li>appropriate musical vocabulary;</li></ul>	Children will be able to: <ul style="list-style-type: none"><li>use musical vocabulary to describe and appraise music;</li><li>take inspiration from existing music to create new pieces;</li><li>use musical dimensions to compose descriptive music;</li><li>compose and perform in small and large groups with awareness of others;</li></ul>



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Year 5	Knowledge	Skills
<b>Autumn 1 Beat and Rhythm</b>	Children will know: <ul style="list-style-type: none"><li>the importance of rhythms and parts being played within a steady beat;</li><li>key features of African drumming music including ostinato, polyrhythms and call and response;</li></ul>	Children will be able to: <ul style="list-style-type: none"><li>read, write and play four beat bars and rhythms of up to eight beats;</li><li>play rhythms within a steady beat with awareness of different parts others are playing;</li><li>compose rhythmic parts for African drumming style performances;</li><li>record ideas using graphic and standard notation;</li></ul>
<b>Autumn 2 Composition and Performance</b>	Children will know: <ul style="list-style-type: none"><li>what crescendo and decrescendo mean;</li><li>categories of classroom instruments as well as those of instruments in the orchestra;</li></ul>	Children will be able to: <ul style="list-style-type: none"><li>compose vocal and instrumental accompaniments for songs including decrescendo and crescendo;</li><li>play accompaniments to songs accurately;</li></ul>
<b>Spring 1 Performance Poetry/Song Writing: Lyrics and Accompaniments</b>	Children will know: <ul style="list-style-type: none"><li>different types of vocal music including rap, beat boxing, rhyming couplets, performance poetry, songs and rounds;</li></ul>	Children will be able to: <ul style="list-style-type: none"><li>compose lyrics for a range of song styles;</li><li>compose and perform vocal and rhythmic accompaniments;</li></ul>
<b>Spring 2 Sounds Sources and Soundscapes</b>	Children will know: <ul style="list-style-type: none"><li>instruments and their sounds;</li><li>different musical dimensions create different effects;</li></ul>	Children will be able to: <ul style="list-style-type: none"><li>explore, describe and choose sounds;</li><li>combine sounds in a range of different ways to achieve different effects;</li><li>compose descriptive sounds and music along and as part of a group;</li><li>identify and classify instruments and their sounds;</li></ul>
<b>Summer 1 Journeys</b>	Children will know: <ul style="list-style-type: none"><li>features of different traditions;</li><li>different instruments used in different traditions;</li></ul>	Children will be able to: <ul style="list-style-type: none"><li>recognise the styles of different musical traditions;</li><li>play different styles;</li><li>create simple accompaniments using a range of rhythms including semi quavers;</li></ul>
<b>Summer 2</b>	Children will know: <ul style="list-style-type: none"><li>origins of Mussorgsky's work;</li></ul>	Children will be able to: <ul style="list-style-type: none"><li>compose expressive and descriptive music using body</li></ul>



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<b>Pictures at an Exhibition: Expressive Composition</b>	<ul style="list-style-type: none"><li>• the different uses of artwork, nature and literature to inspire musical composition;</li></ul>	percussion, vocal sounds and instruments; <ul style="list-style-type: none"><li>• use musical vocabulary to describe music and compositional choices;</li><li>• read and create musical scores;</li><li>• appraise music using correct musical vocabulary;</li></ul>
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Year 6	Knowledge	Skills
<b>Autumn 1 Beat and Rhythm: Reggae</b>	Children will know: <ul style="list-style-type: none"><li>• the characteristics of reggae;</li><li>• what a chord is;</li><li>• the difference between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests;</li><li>• who Samuel Coleridge Taylor is;</li></ul>	Children will be able to: <ul style="list-style-type: none"><li>• read, write and improvise rhythms with accuracy;</li><li>• play rhythms and melodies in time with a steady beat and awareness of others' parts;</li><li>• create their own riffs;</li><li>• sing and accompany songs of Bob Marley;</li></ul>
<b>Autumn 2 Diversity through Music</b>	Children will know: <ul style="list-style-type: none"><li>• musical types, genres and purposes around the world;</li></ul>	Children will be able to: <ul style="list-style-type: none"><li>• perform songs in parts;</li><li>• understand and discuss different styles, types and purposes of music around the world;</li><li>• sing a range of different songs that reflect different traditions;</li></ul>
<b>Spring 1 The Blues</b>	Children will know: <ul style="list-style-type: none"><li>• the history of the Blues;</li><li>• the twelve bar blues chord sequence;</li><li>•</li></ul>	Children will be able to: <ul style="list-style-type: none"><li>• play instruments and sing from memory, improvising and reading graphic and standard notation;</li><li>• plan and structure a performance;</li><li>• perform in a group, being aware of other's parts;</li></ul>
<b>Spring 2 Composing for Stories</b>	Children will know: <ul style="list-style-type: none"><li>• musical dimensions;</li></ul>	Children will be able to: <ul style="list-style-type: none"><li>• identify musical dimensions that can be used to effectively create themes and motifs, and represent characters, moods and emotions;</li><li>• use musical vocabulary to discuss musical experiences, preferences and choices;</li><li>• compose descriptive music, taking into consideration a range of musical dimensions;</li><li>• plan and perform as part of a group;</li></ul>
<b>Summer 1 World Unite: Rhythms and Notes, Writing and Performing</b>	Children will know: <ul style="list-style-type: none"><li>• how rhythms can be created using different objects;</li></ul>	Children will be able to: <ul style="list-style-type: none"><li>• use musical devices including ostinato, layering, canon and rounds within musical compositions;</li><li>• read and write graphic scores and western standard notation;</li><li>• perform in time with awareness of others;</li></ul>
<b>Summer 2 Production</b>	Children will know: <ul style="list-style-type: none"><li>• how different musical styles are used to create an effect;</li><li>• how to sing in character;</li></ul>	Children will be able to: <ul style="list-style-type: none"><li>• put on a musical theatre performance;</li></ul>





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		<ul style="list-style-type: none"><li>• sing different genres with confidence;</li><li>• play a musical instrument in a concert with confidence;</li></ul>
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