CROSSGATES PRIMARY SCHOOL – MUSIC MEDIUM TERM PLAN

Kapow Condensed Curriculum

	Autumn	Spring	Summer	Additional Block
Reception	Exploring Sound Lesson Objectives: 1. To explore using voices to make a variety of sounds. 2. To explore how to use our bodies to make sounds. 3. To explore the sounds of different instruments. 4. To identify sounds in the environment and differentiate between them. 5. To use voices to imitate nature sounds. Key Vocabulary: instrumental sounds, tempo, fast, slow, drum, triangle, shaker, tambourine	Music and Movement Lesson Objectives: 1. To understand why songs have actions 2. To learn some simple Makaton signs to accompany a song 3. To explore beat through body movement 4. To express feelings and emotions through movement to music 5. To explore pitch and tempo through scarf dancing and body movement 6. To express feelings and emotions through movement to music 7. To perform action songs to a small audience. Key Vocabulary: Music, dance, scarf dance, perform, performance, audience, actions, action songs sign language, makaton	Transport Lesson Objectives: 1. To explore creating sound effects. 2. To explore making sounds at different speeds. Trains. 3. To explore moving to different tempos. Boats. 4. To interpret symbols to show a change in speed. Cars. 5. To interpret a simple score to show tempo changes. Transport journey. Key Vocabulary: Car, boat, train, journey, score, slower, faster	Big Band Lesson Objectives: 1. To discuss what makes a musical instrument 2. To use recyclable materials to create a simple representation of a musical instruments 3. To learn what an orchestra is 4. To learn about the four different groups of musical instruments 5. To copy and follow a beat 6. To follow a beat using an untuned instrument 7. To choose appropriate instruments to represent different parts of a song. 8. To perform a practised song to a small audience. Key Vocabulary: Sound, tempo, dynamic, rhythm, beat, conductor, wind, strings
Year 1	**My Favourite things: Keeping the pulse** Lesson objectives: 1. To demonstrate an understanding of pulse using parts of the body. 2. To keep a pulse and show a sound pattern using bodies and voices. 3. To explore using a thinking voice to show the pulse. 4. To play short rhythms in time with the pulse.	**Fairytales: Sound Patterns** Lesson objectives: 1. To explore and change dynamics using the voice. 2. To experiment with creating different sounds using a single instrument. 3. To read simple rhythmic patterns comprising of one beat sounds and one beat rests. 4. To play sound patterns in time with the pulse using visual stimulus. 5. To show awareness of different roles when performing in a group performance.	**Superheroes : Pitch** Lesson Objectives: 1. To identify high and low pitched sounds. 2. To explore pitch by creating two-pitch patterns. 3. To demonstrate tempo changes. 4. To create a superhero theme tune with a variety of tempo and pitch. 5. To perform a piece of superhero music showing a	**Under the Sea: Musical Symbols** Lesson Objectives: 1. To explore tempo changes through movement. 2. To explore how dynamics can be represented by different symbols. 3. To clap simple rhythmic patterns while keeping the pulse. 4. To interpret symbols to demonstrate a pitch pattern. 5. To perform as part of a group to demonstrate dynamics, pitch and rhythm. Key Vocabulary:

	5. To demonstrate and understanding of pulse through performance. KEY VOCABULARY: Pulse, singing voice, speaking voice, thinking voice.	KEY VOCABULARY: Character, voice, sound pattern.	change of pitch and tempo. KEY VOCABULARY: High, low, pattern, performance, pitch, tempo.	Dynamics, pitch, rest, sound pattern, tempo
Year 2	**Animals: Call and response** Lesson objectives: 1. To create short sounds with varies dynamics that represent an animal. 2. To copy a short sound pattern. 3. To explore call and response using instruments. 4. To create sound patterns based on call and response. 5. To perform different sound patterns with contrasting. KEY VOCABULARY: call and response, dynamics, sound pattern	**Musical Storytelling: Instruments** Lesson objectives: 1. To explore listening and analysing a piece of music in relation to a story. 2. To explore how music and sound effects can tell a story. 3. To select appropriate sounds to match events, characters and feelings in a story. 4. To suggest appropriate sounds to represent parts of a story. 5. To perform a composition showing changes in tempo and dynamics. KEY VOCABULARY: Dynamics, encore, instrumental sound, sound effect, tempo. .	**Space: Contrasting dynamics** Lesson objectives: 1. To read and clap a rhythms based on a phrase from a story. 2. To hear, write and clap rhythms based on a phrase from a story. 3. To use a rhythm in different ways to demonstrate structure. 4. To create a structure using rhythmic patterns. 5. To perform a group composition. KEY VOCABULARY: one-beat notes, composition, paired half-beat notes, legend, myth, notation, pulse, rest, rhythm, structure, tempo, thinking voice.	**Myths and legends: Structure** Lesson objectives: 1. To understand and practice reading symbols to show pitch. 2. To sing and draw pitch patterns. 3. To read and understand the notation for the song 'Once a Men Fell in a Well". 4. To use a tuned percussion instrument to play a song. 5. To complete the notation for a short song using a three-lie stave. KEY VOCABULARY: Dot, high, low, musical sentence, notation, Phrase, pitch, pitch pattern, stave.
Year 3	**Ballads** Lesson objectives: 1. To use musical vocabulary to explain the stylistic features of a ballad. 2. To explore how actions can impact performance. 3. To plan a musical structure inspired by a story. 4. To create lyrics that match a melody.	**Developing Singing Technique: Theme: The Vikings.** Lesson objectives: 1. To sing in time with others. 2. To sing in time with others. 3. To recognise simple rhythmic notation by ear and by sight. 4. To use simple rhythmic notation to compose a Viking battle song. 5. To perform like a Viking.	**Pentatonic melodies and composition (Theme: Chinese New Year)** Lesson objectives: 1. To learn about the music used to celebrate the Chinese New Year festival. 2. To play a pentatonic melody on a tuned percussion instrument. 3. To write and perform pentatonic melody.	**Traditional instruments and improvisation (Theme: India)** Lesson objectives: 1. To form an opinion on Indian Music. 2. To be able to improvise using given notes. 3. To be able to improvise using given notes. 4. To create a piece of music using a drone, rag and tal. 5. To perform a piece of music using musical notation.

	5. To show awareness of style, structure and features to perform a ballad. KEY VOCABULARY: Ballad, chorus, compose, dynamics, emotions, ensemble, facial expressions, features, feelings, instrumentals, lyrics, melody, nonsense words, performance, phrases, poem, pop songs, rehearse, rhyme, solo, stanza, story mountain, summarise, tune, verse, vocabulary, volume.	KEY VOCABULARY: Beat, coordination, crotchet, discipline, duration, dynamics, improve, layer, lyrics Minim, notation, notes, quaver, rehearse, rhythm, tempo.	4. To perform a group composition. 5. To perform a piece of music as a group. KEY VOCABULARY: accuracy crescendo control composition dynamics duration expression features fluency folk music glockenspiel grid notation harmony layered melodies letter notation melody musical terminology notation notes octaves pentatonic melody pentatonic scale phrases scale tempo timbre untuned percussion	KAY VOCABULARY: Bollywood compose drone dynamics harmonium improvise Indian flute lyrics melodic line notation opinion pitch rag repeated rhythm rhythm sarangi sitar tabla tala tempo
Year 4 (Cycle 2)	<u>Body and tuned percussion: Theme : Rainforests</u> Lesson objectives: 1. To identify structure and texture in music. 2. To use body percussion. 3. To create musical rhythms using body percussion. 4. To create simple tunes.	<u>Changes in pitch, tempo and dynamics (Theme: Rivers)</u> Lesson objectives: 1. To sing in two parts using expression and dynamics. 2. To recognise key elements of music. 3. To perform a vocal ostinato. 4. To create and perform ostinato. 5. To improve and perform a piece of music based around ostinatos.	<u>Rock and Roll</u> Lesson objectives: 1. To understand the history of rock and roll music. 2. To perform with a sense of style. 3. To play a walking bass line on tuned percussion.	<u>Adapting and transposing motifs (Theme: Romans)</u> Lesson objectives: 1. To sing in tune and in time. 2. To understand what a musical motif is. 3. To compose a notate a motif. 4. To develop and transpose a musical motif.

	5. To build and improve a composition. KEY VOCABULARY: Body percussion, combine, compose, contrast, contrasting rhythms, dynamics, inspiration, layers, loop, melody line, organisation, pitch, record, repeated melodies, rhythm sections, structure, tempo, texture, tune, tuned percussion.	KEY VOCABULARY: a cappella dynamics mood ostinato parts percussion rhythm round texture tempo	4. To be able to play a rock and roll piece of music. KEY VOCABULARY: bass line beat chorus dynamics flat notes hand jive in-time in-tune notation originate pitch rhythm rhythmic patterns rock and roll sections sequence style sharp notes tempo untuned percussion verse vocals walking bass line	5. To combine and perform different versions of a musical motif. KEY VOCABULARY: backing track bass line beat call and response compose crotchet dotted minim flats graphic notation in-time in-tune key key signature loop lyrics minim motif notation ostinato pitch quavers repeating patterns repetition rhythm rhythmic notation riff semibreve sharps tempo transpose tuned instrument vocal warm-ups
Year 5 (Cycle 1)	<u>Blues</u> Lesson objectives: 1. To know some features of Blues music.	<u>Composition notation (Theme: Ancient Egypt)</u> Lesson objectives:	<u>South and West Africa</u> Lesson objectives:	<u>Composition to represent the festival of colour (Theme: Holi festival)</u> Lesson objectives:

	2. To play the first line of the 12-bar blues. 3. To be able to play the blues on a tuned instrument. 4. To be able to improvise with notes from a blues scale. KEY VOCABLUARY: 12-bar blues ascending scale backing track bar bent notes blues blues scale chord convey descending scale expression features flat improvisation lyrics pitch quavers scale sharp solo staff notation	1. To sing with accuracy, fluency, control and expression. 2. To explore and use different forms of notation. 3. To understand note length. 4. To read simple pitch notation. 5. To use hieroglyphics and stave notation to write a piece of music. KEY VOCABULARY: accuracy backing track balance composition control crotchet dotted minim ensemble expression features fluency lyrics minim minor key notation parts pitch pitch notation quaver repeating rhythm semibreve sheet music staff notation stave structure tempo	1. To sing a traditional African song unaccompanied. 2. To use tuned percussion to play a chord progression for Shosholoza. 3. To use perform the Shosholoza using vocals and tuned percussion. 4. To play call and response rhythms using percussion instruments. 5. To create an eight-beat break to play within a performance. KEY VOCABULARY: a capella break call and response chords chord progression diction djembe duo dynamics eight-beat break ensemble expression improvisation major chord master drummer metronome performance polyrhythms pronunciation pulse ostinato rests rhythm soloist syncopation tempo	1. To understand that music can be represented with colours. 2. To represent a piece of music as a graphic score. 3. To create a vocal composition based on a picture. 4. To create a piece of music inspired by a single colour. 5. To work as a group to perform a piece of music. KEY VOCABULARY: dynamics graphic score inspiration layering mood pitch represent soundtrack synesthesia tempo texture timbre visual representation vocal sounds

			tuned percussion unaccompanied vocals	
Year 6	**Dynamics, pitch and texture (Theme: Coast)** Lesson objectives: 1. To appraise the work of a classical composer. 2. To improvise as a group using dynamics and pitch. 3. To improvise as a group using texture. 4. To use knowledge of dynamics, texture and pitch to create a group composition. 5. To use teamwork to create a group composition featuring changes in texture, dynamics and pitch. KEY VOCABULARY: Classical, characterise, composition, Conductor, depict, dynamics, ensemble, graphic score, improvisation, notation, orchestra, pitch, texture. KEY PERSON: Mendelssohn	**Theme and variations (Theme : Pop Art)** Lesson objectives: 1. To explore the musical concept of theme and variations. 2. To compare and contrast different variation on the piece The Young Person's Guide to the orchestra. 3. To use complex rhythms to be able to perform a theme. 4. To play TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in ¾ time. 5. To use music notation to create visual representations of TIKI-TIKI, TI-TIKI and TIKI-TI rhythms. KEY VOCABULARY: 3/4 time, 4/4 time, accidentals, body percussion, diaphragm, legato, motif, orchestra, percussion, phrases, pitch, pizzicato Pulse, quaver, rhythm, rhythmic elements Section, semi-quaver, staccato, tempo, theme TIKI-TIKI, TI-TIKI, TIKI-TI, translate, variations, vocal line, woodwind.	**Baroque** Lesson objectives: 1. To understand Montervedi and the invention of opera. 2. To read and play a conon from staff notation. 3. To demonstrate an understanding of Baroque music features when composing. 4. To combine knowledge of staff notation and aural awareness to play a fugue. 5. To apply their understanding of fugue structure when performing with others. KEY VOCABULARY: Montervdi, Pachelbel Baroque bass clef bass instrument canon counter melody counter-subject	**Composing and performing a Leavers' song** Lesson objectives: 1. To listen to and describe music. 2. To write lyrics for a song. 3. To organise lyrics into a song structure. 4. To use vocal improvisation and known melodies against a backing track. 5. To compose a melody. 6. To compose a verse melody. KEY VOCABULARY: allegro arrangement backing track chorus chord progression compose crescendo diminuendo dynamics evaluate forte largo

			fugue ground bass improvise melodic ostinato melody musical structure opera ostinato part pitch polyphonic oratorio recitative a round rhythmic ostinato sharp note staff notation subject texture	lyrics melody mood musical features notation piano poetic structure repetitive rhyme ritardando tempo sequence stave notation structure upbeat verse