



**ST CHARLES' CATHOLIC PRIMARY  
SCHOOL**



**MUSIC MEDIUM TERM PLANNING**

	<b>AUTUMN</b>	<b>SPRING</b>	<b>SUMMER</b>
<b>EYFS NURSERY</b>	<p><b>Singing, Listening and Playing Instruments</b> To remember and sing some simple rhymes and songs. To listen with increased attention to sounds. To explore the different sounds instruments can create. To listen to a wide variety of music</p>	<p><b>Singing, Listening and Playing Instruments</b> To remember and sing much of a longer song. To sing the melodic shape of familiar songs. (moving melody such as up and down, down and up) To use an instrument to match an emotion or for a purpose in a story. To talk about how different music makes you feel.</p>	<p><b>Singing, Listening and Playing Instruments</b> To remember and sing entire songs. To sing the pitch of a tune sung by another person. (pitch matching) Play instruments with increasing control to express their feelings and ideas. To respond to what I have heard, expressing my thoughts and feelings.</p>
<b>EYFS RECEPTION</b>	<p><b>Celebration Music</b> Learning about music from a range of cultural and religious celebrations including Divali, Hanukkah, Kwankzaa and Christmas</p>	<p><b>Music and Movement</b> Come up with simple actions to well-known songs, learn how to move to a beat and express feelings and emotions through movement to music</p>	<p><b>Big Band</b> Learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience</p>
	<p><b>Exploring Sound</b> Exploring how they can use their voice and bodies to make sounds, experiment with tempo and dynamic when playing instruments, identify sounds in the environment and differentiate between them</p>	<p><b>Musical Stories</b> Based on traditional children's tales and songs. Moving to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece: understanding that music and instruments can be used to convey moods or represent characters; playing an instrument as part of a group story</p>	
<b>YEAR 1</b>	<p><b>Timbre and Rhythmic Patterns – Fairy Tales</b> Through fairy tales children are introduced to the concept of timbre: learning that different sounds can represent character and key moments in a story. They explore clapping along to the syllables of words and phrases before creating rhythmic patterns to tell a familiar fairy tale</p>	<p><b>Classical Music, Dynamics and Tempo – Animals</b> Using their bodies and instruments to listen and respond to pieces of classical music that represent animals. Children learn and perform a song as a class and compose a short section of music as a group, with a focus on dynamics and tempo.</p>	<p><b>Vocal and Body Sounds – By the Sea</b> Seaside sounds are listened to, moved to and represented, written and performed. Children are encouraged to feel pieces of music in ways they think convey its moods. They should also make links between music, sounds and environment. These skills are then used to help them represent calm or stormy seas using vocal and body sounds as well as percussion instruments</p>
	<p><b>Pulse and Rhythm – All about Me</b> Activities for getting to know one another. Through listening to a range of different music and playing games, children learn to identify the difference between the pulse and rhythm of a song and</p>	<p><b>Pitch and Tempo – Superheroes</b> Introducing young children to pitch and tempo in a meaningful way. Learning how to identify high and low notes and compose a simple tune, they explore some different instruments, as well as investigate how</p>	<p><b>Musical Vocabulary – Under the Sea</b> Journey under the ocean to explore key musical vocabulary – pulse, tempo, dynamics, timbre, pitch, rhythm, texture and structure</p>

	consolidate their understanding of these concepts through listening and performing activities	tempo changes help tell a story and make music more exciting	
<b>YEAR 2</b>	<b>On This Island: British Songs and Sounds</b> Taking inspiration from the British Isles, children explore how to create sounds to represent three contrasting landscapes: seaside, countryside and city. Through images and discussion, they develop an idea of what each of these places would sound like and then use this to create their own soundscapes	<b>African Call and Response Song – Animals</b> Using instruments to represent animals, copying rhythms, learning a traditional African call and response song and recognising simple notation, progressing to creating animal-based call and response rhythms	<b>Orchestral Instruments – Traditional Western Stories</b> Introducing the instruments of the orchestra and practicing identifying these within a piece of music. Learning how different characters can be represented by timbre, how emotions can be represented by pitch and how changes in tempo can convey action
	<b>Musical Me</b> Learning to sing the song 'Once a Man Fell in a Well' and to play it using tuned percussion, adding sound effects, experimenting with timbre and dynamics and using letter notation to write a melody	<b>Dynamics, Timbre, Tempo and Motifs</b> Developing knowledge and understanding of dynamics, timbre, tempo and instruments, identifying these elements in music that they hear and comparing pieces by the same composer. They visually represent music in creative and more formal ways and learning to play and compose motifs.	<b>Myths and Legends</b> Developing understanding of musical language and how timbre, dynamics and tempo affect the mood of a song.
<b>YEAR 3</b>	<b>Ballads</b> Learning what ballads are, how to identify their features and how to convey different emotions when performing them. Using an animation as inspiration, children carefully select vocabulary to describe a story, before turning it into lyrics by incorporating rhyming words and following the structure of a traditional ballad.	<b>Creating Compositions in Response to Animation – Mountains</b> Learning to tell stories through music. Firstly, listening to music and considering the narrative it could represent by paying close attention to the dynamics, pitch and tempo and how they change throughout the piece. Secondly, creating their own original compositions to match an animation, building up layers of texture.	<b>Composition Notation – Ancient Egypt</b> Based on the theme of Ancient Egypt, children learn to identify the pitch and rhythm of written notes and then experiment with notating their compositions in different ways to help develop their understanding of staff notation.
	<b>Pentatonic Melodies and Composition – Chinese New Year</b> Using the story of Chinese New Year as a stimulus, children revise key musical terminology, play and create pentatonic melodies, compose a piece of music in a group using layered melodies and perform their finished piece.	<b>Adapting and Transposing Motifs – Romans</b> Children experiment and get creative with their music making. Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs. They develop their skills further by adapting and transposing motifs and perform them to their peers.	<b>Jazz</b> Learning about ragtime style music, Dixieland music and scat singing. Children create a jazz motif using a swung rhythm and play a jazz version of a nursery rhyme using tuned percussion.
<b>YEAR 4</b>	<b>Body and Tuned Percussion – Rainforests</b> Exploring the rainforest through music whilst being introduced to new musical terms. They will use a mixture of body percussion and tuned percussion instruments to create rhythms of the rainforest, layer by layer.	<b>Developing Singing Technique – The Vikings</b> Developing their singing technique; learning to keep in time, and working on musical notation and rhythm, culminating in a group performance of a song with actions.	<b>Haiku Music and Performance</b> Looking at the Japanese springtime festival of Hanami which celebrates the fleeting beauty of spring flowers. Children use descriptive vocabulary to create a Haiku, put it to music and finally adding percussion sound effects to bring all elements together before a final, group performance.
	<b>Changes in Pitch, Tempo and Dynamics – Rivers</b>	<b>Traditional Instruments and Improvisation – India</b>	<b>Samba and Carnival Sounds – South America</b>

	Learning to listen to changes in pitch tempo and dynamics and relate it to something tangible and familiar. Linking to their geography learning, the children represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance.	Introducing traditional Indian music. Learning all about the rag and tal, they listen to a range of examples of Indian music, identifying traditional instruments as well as creating their own improvisations and performing as a class.	Getting a feel for the music and culture of South America, children are introduced to samba and the sights and sounds of the carnival. They familiarise themselves with traditional sounds and instruments, before learning about syncopated rhythms and then composing their own samba breaks in groups.
<b>YEAR 5</b>	<b>Looping and Remixing</b> Learning about how dance music is created, focusing particularly on the use of loops, and learning how to play a well-known song before putting a dance music spin on it to create their own versions.	<b>Composition to Represent the Festival of Colour - Holi</b> Exploring the associations between music, sounds and colour, building up to composing and, as a class, performing their own musical composition to represent Holi, the Hindu festival of spring and the triumph of good over evil.	<b>Rock and Roll</b> Learning about the origin and features of rock and roll music, children learn how to play the Hand Jive and Rock Around the Clock, looking specifically at a walking bass line, and performing a piece as a class.
	<b>Musical Theatre</b> An introduction to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance, as well as exploring how music can be used to tell a story and learning about performance aspects as they use songs to convey emotions.	<b>Blues</b> Children are introduced to this famous genre of music and its history, and learn to identify the key features and mood of Blues music and its importance and purpose. They also learn the 12-bar Blues and the Blues scale, and combining these to create an improvised piece with a familiar, repetitive backing	<b>South and West Africa</b> Learning 'Shosholoza', a traditional South African song, playing the accompanying chords using tuned percussion and learning to play the djembe. They also learn a traditional West African drum and add some dance moves ready to perform the song in its entirety
<b>YEAR 6</b>	<b>Songs of World War II</b> Developing greater accuracy in pitch and control. Identifying pitches within an octave when singing and using knowledge of pitch to develop confidence when singing in parts.	<b>Dynamics, Pitch and Texture – Coast – Fingal's Cave by Mendelssohn</b> Appraising the work of Mendelssohn and further developing the skills of improvisation and composition	<b>Theme and Variations – Pop Art</b> Exploring the musical concept of theme and variations and discovering how rhythms can 'translate' onto different instruments
	<b>Advanced Rhythms</b> Exploring rhythmic patterns in order to build a sense of pulse and using this understanding to create a composition.	<b>Film Music</b> Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film.	<b>Composing and Performing a Leaver's Song</b> Children create their own leavers' song personal to their experiences as a class; listening to and critiquing well known songs reflective of new beginnings, writing the lyrics for the chorus and verses, exploring the concept of the four chord backing track and composing melodies.