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| **Lewknor Medium-Term Plan** | | | | | | |
| **Music – Reception** | | | | | | |
|  | **Choose your Unit** | | | | | |
| **Theme/Unit** | **Exploring sound** | **Celebrating music** | **Music and movement** | **Musical stories** | **Transport** | **Big band** |
| **Choose your lesson**  **Lesson 1** | **Vocal sounds**  To explore using voices to make a variety of sound. | **Diwali music**    To learn about music from another culture, particularly when related to festivals of Diwali; to respond to music with movement. | **Action Songs**  To understand why songs have actions  To learn some simple Makaton signs to accompany a song | **Moving to music**  To listen to the lyrics and melody: “Teddy Bear’s Picnic” by John Walter Bratton and Jimmy Kennedy and recall part of the story.  To move to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece.  To talk about how a piece of music makes you feel. | **Exploring transport**  To explore creating sound effects. | **What makes an instrument?**  To discuss what makes a musical instrument  To use recyclable materials to create a simple representation of a musical instrument |
| **Lesson 2** | **Body sounds**  To explore how to use our bodies to make sounds. | **Hanukkah music**  To learn about music from another culture, particularly when relating to the festival of Hanukkah; to learn the names of some traditional Jewish musical instruments; to play and move a traditional Jewish Hanukkah music. | **Finding the beat**  To explore beat through body movement  To express feelings and emotions through movement to music | **Storytelling with actions**  To use actions to retell a story to music  To sing and perform a group song | **Trains**  To explore making sounds at different speeds. | **Introduction to orchestra**  To learn what an orchestra is  To learn about the four different groups of musical instruments |
| **Lesson 3** | **Instrumental sounds**  To explore the sounds of different instruments. | **Kwanzaa music**  To learn about music from culture, particularly when related to the festival of Kwanzaa; to take part in traditional call and response sings. | **Exploring tempo**  To explore beat through body movement  To express feelings and emotions through movement to music | **Using instruments to represent actions**  To learn how instruments can represent a certain mood, character or action  To experiment with the sounds of different instruments | **Boats**  To explore moving to different tempos. | **Follow the beat**  To copy and follow a beat  To follow a beat using an untuned instrument |
| **Lesson 4** | **Environmental sounds**  To identify sounds in the environment and differentiate between them. | **Traditional Christmas songs**  To learn about traditional Christmas music; to take part in a group song involving singing, voice sounds and playing instruments. | **Exploring tempo and pitch through dance**  To explore pitch and tempo through scarf dancing and body movement  To express feelings and emotions through movement to music | **Musical story composition**  To create a musical story based upon a familiar routine  To use instruments to represent moods or actions  To play an instrument as part of a group story | **Cars**  To interpret symbols to show a change in speed. | **Tuned and untuned instruments**  To experiment with playing tuned and untuned instruments  To play in time to familiar songs |
| **Lesson 5** | **Natural sounds**  To use voices to imitate natural sounds. | **Christmas action songs**  To suggest appropriate actions to match songs lyrics; to sing and move to Christmas. | **Music and movement performance**  To perform action songs to a small audience. | **Musical story performance**  To create a musical story based upon a familiar routine  To use movement to express moods or actions within a musical story  To play an instrument as part of a musical story and perform as a group | **Transport journey**  To interpret a simple score to show tempo changes. | **Big band performance**  To choose appropriate instruments to represent different parts of a song.  To perform a practised song to a small audience. |

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| **Lewknor Medium-Term Plan** | | | | | | |
| **Music – Year 1/2 - Cycle A** | | | | | | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Theme/Unit** | **Keeping the pulse**  (Theme: My favourite things)  Yr. 1 | **Tempo**  (Theme: Snail and mouse)  Yr. 1 | **Pitch**  (Theme: Superheroes)  Yr. 1 | **Instruments** (Theme: Musical storytelling)  Yr. 2 | **Singing**  (Theme: On this island)  Yr. 2 | **Pitch**  (Theme: Musical Me)  Yr. 2 |
| **Week 1** | **Finding the pulse**  To demonstrate an understanding of pulse using parts of the body. | **Snail and mouse**  To use voices and bodies expressively, while exploring tempo. | **Recognising sounds**  To identify high- and low-pitched sounds. | **Listening for dynamics and tempo**  To explore listening and analysing a piece of music in relation to a story. | **Seaside sounds**  To learn to sing a British folk song. | **Exploring pitch patterns**  To understand and practice reading different symbols to show pitch. |
| **Week 2** | **Singing a sound pattern**  To keep a pulse and show a sound pattern using bodies and voices. | **Exploring rhyme with snail and mouse**  To practice a rhyme using fast and slow beats on instruments. | **Pitch patterns**  To explore pitch by creating two-pitch patterns. | **Sound effects and dynamics**  To explore how music and sound effects can tell a story. | **Countryside sounds**  To practise and perform a song relating to the countryside. | **Singing pitch patterns**  To sing and draw pitch patterns. |
| **Week 3** | **Using a thinking voice**  To explore using a thinking voice to show the pulse. | **Singing snail and mouse**  To use voices to perform a song with a fast and slow beat. | **Changing tempo**  To demonstrate tempo changes. | **Creating a soundscape**  To select appropriate sounds to match events, characters and feelings in a story. | **City sounds**  To practise and perform a song relating to the city. | **Introducing notation**  To read and understand the notation for the song ‘Once a Man Fell in a Well.’ |
| **Week 4** | **Reading sound patterns**  To play short rhythms in time with the pulse. | **Performing snail and mouse**  To use singing voices and an instrument to perform a song with a fast and slow beat. | **Superhero theme tune**  To create a superhero theme tune with a variety in tempo and pitch. | **Using sound to represent events**  To suggest appropriate sounds to represent parts of a story. | **Structured soundscape**  To create symbols to represent sounds. | **Instrumental pitch practice**  To use a tuned percussion instrument to play a song. |
| **Week 5** | **Practice makes perfect**  To demonstrate an understanding of pulse through performance. | **The story of snail and mouse**  To demonstrate fast and slow beats within the context of a story. | **Final performance**  To perform a piece of superhero music showing a change of pitch and tempo. | **Musical story performance**  To perform a composition showing changes in tempo and dynamics. | **Performing a composition**  To develop and perform a musical composition. | **Writing musical notation**  To complete the notation for a short song using a three-line stave. |

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| **Lewknor Medium Term Plan** | | | | | | |
| **Music – Year 1/2 - Cycle B** | | | | | | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Theme/Unit** | **Dynamics**  (Theme: Seaside)  Yr. 1 | **Sound patterns** (Theme: Fairytales)  Yr. 1 | **Call and response**  (Theme: Animals)  Yr. 2 | **Musical symbols** (Theme: Under the sea)  Yr. 1 | **Contrasting dynamics**  (Theme: Space)  Yr. 2 | **Structure**  **(**Theme: Myths and legends)  Yr. 2 |
| **Week 1** | **Vocal and body sounds**  To understand how music can be used to represent an environment. | **Character voices**  To explore and change dynamics using the voice. | **Animal sounds**  To create short sounds with varied dynamics that represent an animal. | **Showing tempo**  To explore tempo changes through movement. | **Vocal soundscape**  To create a simple soundscape using dynamic changes. | **Reading and clapping rhythms**  To read and clap a rhythm based on a phrase from a story. |
| **Week 2** | **Embodying the seaside**  To understand how music can represent changes in an environment. | **Starting with instruments**  To experiment with creating different sounds using a single instrument. | **Sound pattern safari**  To copy a short sound pattern. | **Exploring dynamics**  To explore how dynamics can be represented by different symbols. | **Creatively responding to music**  To listen to music and respond creatively, considering how dynamics can be represented. | **Clapping and writing rhythms**  To hear, write and clap rhythms based on a phrase from a story. |
| **Week 3** | **Musical treasure hunt**  To explore using instruments, body and voice to create a seaside soundscape. | **Sound patterns**  To read simple rhythmic patterns comprising of one beat sounds and one beat rests. | **Call and response**  To explore call and response using instruments. | **Rhythm**  To clap simple rhythmic patterns while keeping the pulse. | **Comparing music**  To compare two pieces of music. | **Structure**  To use a rhythm in different ways to demonstrate structure. |
| **Week 4** | **Seaside story**  To identify how dynamics can reflect environments. | **Responding to music**  To play sound patterns in time with the pulse using a visual stimulus. | **Instrumental response**  To create sound patterns based on call and response. | **Using pitch**  To interpret symbols to demonstrate a pitch pattern. | **Pitch patterns**  To create a short pitch pattern to represent a planet. | **Compose with structure**  To create a structure using rhythmic patterns. |
| **Week 5** | **Seaside soundscape**  To create and represent sounds using symbols. | **Fairytale performance**  To show awareness of different roles when performing in a group performance. | **Dynamics performance**  To perform different sound patterns with contrasting dynamics. | **Under the sea performance**  To perform as part of a group to demonstrate dynamics, pitch and rhythm. | **Creating and performing a musical structure**  To perform a pitch pattern representing a planet, using vocal and instrumental sounds and changes in dynamics. | **Rehearse and perform**  To perform a group composition. |

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| **Lewknor Medium Term Plan** | | | | | |
| **Music – Year 5/6 - Cycle A** | | | | | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer** |
| **Theme/Unit** | **Film music**  Yr. 6 | **Composition notation**  Yr. 5 | **Musical theatre**  Yr. 5 | **Theme and** variations (Theme: Pop Art)  Yr. 6 | **Composing and performing a Leavers' song**  Yr. 6 |
| **Week 1** | **Soundtracks**  To appraise different musical features in a variety of film contexts. | **Here come the Egyptians**  To sing with accuracy, fluency, control and expression. | **What is musical theatre?**  To understand the history of musical theatre. | **Pop Art and music**  To explore the musical concept of theme and variations. | **A single year**  To listen to and describe music. |
| **Week 2** | **Scenes and sounds**  To identify and understand some composing techniques in film music. | **Hieroglyphic score**  To explore and use different forms of notation. | **Character or action song**  To identify character songs and action songs. | **The Young Person’s Guide to the Orchestra**  To compare and contrast different variations in the piece The Young Person’s Guide to the Orchestra. | **Writing chorus lyrics**  To write lyrics for a song. |
| **Week 3** | **Following the score**  To use graphic scores to interpret different emotions in film music. | **Play like an Egyptian**  To understand note length. | **Create your own musical**  To create a musical theatre scene. | **Learning the theme**  To use complex rhythms to be able to perform a theme. | **Writing verse lyrics**  To organise lyrics into a song structure. |
| **Week 4** | **Composing for film**  To create and notate musical ideas and relate them to film music. | **Pitch pyramids**  To read simple pitch notation. | **Rehearsing my musical**  To rehearse a musical theatre scene. | **Exploring rhythms**  To play TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in 3/4 time. | **Backing track**  To use vocal improvisation and known melodies against a backing track. |
| **Week 5** | **The soundtrack**  To play a sequence of musical ideas to convey emotion. | **Egyptian farewell**  To use hieroglyphs and stave notation to write a piece of music. | **Performing my musical**  To perform a musical theatre scene. | **Picturing Pop Art**  To use music notation to create visual representations of TIKI-TIKI, TI-TIKI and TIKI-TI rhythms. | **Creating a melody**  To compose a melody.  **The final piece**  To compose a verse melody. |

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| **Lewknor Medium Term Plan** | | | | | | |
| **Music – Year 5/6 - Cycle A** | | | | | | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Theme/Unit** | **Looping and remixing**  Yr. 5 | **Blues**  Yr. 5 | **Dynamics, pitch and texture** (Theme: Coast - Fingal’s Cave by Mendelssohn)  Yr. 6 | **Composition to represent the festival of colour** (Theme: Holi festival)  Yr. 5 | **South and West Africa**  Yr. 5 | **Composing and performing a Leavers' song**  Yr. 6 |
| **Week 1** | **Body percussions loops**  To play a simple looped rhythm from notation. | **History of the blues**  To know some features of blues music. | **Exploring Fingal’s Cave**  To appraise the work of a classical composer (Felix Mendelssohn). | **Hearing colours**  To understand that music can be represented with colours. | **Shosholoza a cappella**  To sing a traditional African song unaccompanied. | **A single year**  To listen to and describe music. |
| **Week 2** | **Mixing loops**  To explore how sound can be layered using loops. | **Playing a chord**  To play the first line of the 12-bar blues. | **Making waves: Pitch and dynamics**  To improvise as a group, using dynamics and pitch. | **Picturing music**  To represent a piece of music as a graphic score. | **Playing Shosholoza**  To use tuned percussion to play a chord progression. | **Writing chorus lyrics**  To write lyrics for a song. |
| **Week 3** | **Learning the original**  To play a melody line accurately and fluently. | **The 12-bar blues**  To be able to play the 12-bar blues. | **Making waves: Texture**  To improvise as a group, using texture. | **Vocal composition**  To create a vocal composition based on a picture. | **The Shosholoza show**  To use vocals or tuned percussion to perform a piece of music as an ensemble. | **Writing verse lyrics**  To organise lyrics into a song structure. |
| **Week 4** | **Looping fragments**  To select a section of a tune and perform it as a loop. | **Blues scale**  To be able to play the blues scale on a tuned instrument. | **Group compositions**  To use knowledge of dynamics, texture and pitch to create a group composition. | **Colour composition**  To create a piece of music inspired by a single colour. | **Drumming away to Africa**  To play call and response rhythms using percussion instruments**.** | **Backing track**  To use vocal improvisation and known melodies against a backing track. |
| **Week 5** | **Remix**  To combine loops to create a remix. | **Improvisation and the blues**  To be able to improvise with notes from the blues scale. | **We are waves**  To use teamwork to create a group composition featuring changes in texture, dynamics and pitch. | **Performing in colour**  To work as a group to perform a piece of music. | **Eight-beat breaks**  To create an eight-beat break to play within a performance. | **Creating a melody**  To compose a melody.  **The final piece**  To compose a verse melody. |