

Spring Medium Term Plan - Music - Focus: History & Culture / Listening & Evaluating

| | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Lesson 7 | Lesson 8 | | Lesson 9 | Lesson 10 | Lesson 11 | Lesson 12 | Lesson 13 |
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| | Focus on 1 Great composer | Music from the chosen composer's time period | Explore different music from different time period | Focus on: specific style of music / specific unit of music | | | Different music styles / Listening and evaluating | | | Different cultures & music Listening and evaluating | | | Gospel Music Links to Belief & Values | Introduction to Music Instrument |
| Early Years | Music and movement Follow the beat of a song | Music and movement To understand why songs have actions | Music and Movement To explore changes in tempo | Music and Movement To explore pitch | Music and Movement Classical Music To create individual movements to classical music | Music and Movement Classical Music To be able to identify a piano | Music and Movement Jazz To be able to identify different instruments in Jazz | Music and Movement Rock & Roll To identify drums and electric guitar | | Lullabies To listen to and talk about how lullabies make you feel. | Percussion instruments To explore percussion instruments | String instruments To be able to identify one or two string instruments | Instrument families To be able to group some instruments in the correct instrument family | Recognising instruments and their sounds To be able to match instruments to their sounds |
| Yr 1 | Baroque Music Johann Sebastian Bach (Baroque period 1600s-1750s) To know some key facts about Johann Sebastian Bach | Baroque Music To explore music from the Baroque period To explore music from the Baroque period | Teacher's discretion & Pupil Voice Children learn about the style of music they have chosen | Dynamics KAPOW & modified Lesson 1 To understand how music can be used to represent an environment | Dynamics KAPOW Lesson 5 To create and represent sounds using symbols | Sound Patterns KAPOW Lesson 2 To experiment creating different sounds using instruments | Rock & Roll Elvis Presley Other Options The Beatles Bob Dylan Jimi Hendrix etc To talk about how Rock & Roll makes you feel | Jazz Louis Armstrong Other Options Miles Davis To talk about how Jazz music makes you feel | | African African drums rich with drums like the goblet-shaped Djembe , Nigerian Udu , and versatile Talking Drums , To explore music that involves African drumming | Taiko (Japan): Powerful, rhythmic drumming. To explore music that involves Japanese Taiko drums | Klezmer: Traditional Jewish folk music. Instruments: Oud and Lute Links to B&V Judaism To explore traditional Jewish Folk music | Gospel music Call and response Song: Oh happy day | Introduction to drums |
| Yr 2 | Classical | Classical | Teacher's | Pop | Pop | Pop Music | Pop | Blues | | Flamenco: | Indian | Classical | Gospel music | Introduction to piano |

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| | Music Ludwig van Beethoven (Transition period between the classical and romantic eras 1790-1827) Focus: Fur Elise Piece | Music To explore music from the classical music era and the romantic era Mozart Haydn | discretion & Pupil Voice Children learn about the style of music they have chosen | Music Introduction to Pop music Links to pop culture | Music To know the key influences of pop music Links to Science: Thomas Eddison invented the phonograph Links to History | To explore key historical figures in pop music Michael Jackson - King of pop / Beatles Beatles music period after the 2nd World War Links to History | Music contd. To explore key historical figures in pop music Queen / Abba / Elton John | To listen to and evaluate blues music B.B King / Muddy waters / | | Originating in Spain, this genre is known for passionate guitar strumming, soulful singing, and rhythmic footwork. | Bollywood music Bhangra Music | Music: These traditions are characterized by formal training, established theoretical frameworks, and historical depth. | To learn a Gospel song Jesus loves the little children | |
| Yr 3 | Classical Music Wolfgang Amadeus Mozart (Classical period 1750s-1820s) Mozart Haydn | Classical Music To explore music from the classical music era Mozart Haydn | Teacher's discretion & Pupil Voice Children learn about the style of music they have chosen | Rhythms and conventions of latin and caribbean music To explore rhythms and conventions of Latin and Caribbean music | Rhythms and conventions of latin and caribbean music To identify the instruments used in Latin and Caribbean music | Rhythms and conventions of latin and caribbean music To understand the culture behind Latin and Caribbean music | Yodelling To recognise yodelling music and its origins | Opera Music To know some key facts about Opera music | | Celtic Music (Ireland/Scotland): Fiddles, pipes, flutes, traditional reels & jigs To listen to and evaluate Celtic Music | Mariachi: A traditional and highly recognizable musical genre from Mexico, featuring a band of musicians playing violins, trumpets, and various guitars. To understand the culture behind Mariachi music | Rock and Roll: An influential 20th-century genre that emerged from an amalgamation of blues, jazz, and country To know some key facts about Rock and Roll | Gospel music Song: Yes, Jesus loves me... the Bible tells me so | Introduction to ukulele |
| Yr 4 | Classical Music Franz Schubert (Late classical and early romantic period 1810s-1828) Pyotr Ilyich | Classical Music To explore music from the late classical and early romantic music era | Teacher's discretion & Pupil Voice Children learn about the style of music they have chosen | Fusions and Bhangra To explore rhythms and conventions of Fusion Bhangra music | Fusions and Bhangra To identify the instruments used in Bhangra music | Fusions and Bhangra To understand the culture behind Fusions and Bhangra music | Scottish traditional music To know some key facts about Scottish traditional music and its origins | New Orleans Music Genre Song: Iko Iko To learn the song Iko, Iko and understand its origins | | Mbalax (Senegal): Fast-paced, complex rhythms with sabar drums. To listen to and evaluate music from Senegal | Hip-Hop: A cultural movement that includes music (rapping and DJing), dance, and visual art, with significant global influence To create a hip-hop rap | Film music Introduction to film music | Gospel music Song: I've got the joy, joy, joy down in my heart | Introduction to the recorder |
| Yr 5 | Classical Music Pyotr Ilyich | Classical Music | Teacher's discretion & | Musical Theatre | Film & TV music | Film & TV music | Chinese traditional music | African American Spiritual | | Afrobeat: A style originating in Nigeria, known for combining West | Reggae: Originating in Jamaica, reggae is | Country Music: A traditional American music form that grew into a distinct genre | Gospel music | Introduction to the piano |

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| | Tchaikovsky (Romantic period 1860s-1893) | To explore music from the Romantic period | Pupil Voice Children learn about the style of music they have chosen | To understand the history of musical theatre | To appraise different musical features in a variety of film contexts | To identify and understand some composing techniques in film music | To listen to and evaluate Chinese music Pentatonic scale focus | To understand the historical significance of the song Wade in the water Links: Black History | | African musical styles like highlife and fuji with American jazz and funk influences. To know the key elements in Afrobeat music Song: Jeruselema Gospel influenced house beat, influenced by Afrobeats Links Beliefs and Values P.E Dance | instantly recognizable for its offbeat rhythm and strong bassline. To understand the culture linked to Reggae music | with many sub-styles, including honky tonk and outlaw country. To know the key elements of country music | To learn a Christian song. Most Popular Christian Kids Songs Best Christian Song for Kids! Lighthouse Kids Family | |
| Yr 6 | Classical Music Giuseppe Verdi (Romantic period 1830s-1901) To explore music from the classical period | Classical Music To know some key composers from the Romantic era | Teacher's discretion & Pupil Voice Children learn about the style of music they have chosen | Classical Music To understand what an Orchestra is The Young Person's Guide to the Orchestra - Animation | Music around the world Europe / Italy Opera: A theatrical form, largely developed in Italy , in which the dialogue is sung rather than spoken. To understand what an Opera is | Music around the world Asia / China China – Traditional Chinese music (erhu, guzheng) Japan - Taiko drums revisited | Music around the world Africa To explore music from around the world: West Africa - Afro Beats | Techno & Trance Music To know key elements of Techno and Trance music | | Samba/Bossa Nova (Brazil): Rhythmic, samba school percussion, smooth bossa nova jazz. To listen to and evaluate Samba music | Aboriginal Didgeridoo Music: The music of the Indigenous peoples of Australia often features the distinctive, haunting hum of the didgeridoo, a sacred instrument used to connect to the land and ancient traditions To explore Aboriginal Didgeridoo Music: | Accapella To listen to and evaluate acapella music | Music Industry To know the different jobs within the music industry | Introduction to guitar music |