

# Bricknell Primary School



## Music Medium Term Plan

Music is taught through units which enable pupils to become confident, create and expressive musicians. The music curriculum is taught progressively through three interrelated pillars: Technical, Constructive and Expressive.

### Key concepts:

The pillars of music are developed through the curriculum which progressively builds pupils knowledge and skills of the following key concepts:

**Singing** (developing pitch, melody, rhythm and control individually and as part of a group)

**Listening** (exploring feelings and emotions in response to music, giving opinions, identifying instruments, structure, musical features)

**Composing** (improvising, composing, notating: representing sounds through symbols, standard and non-standard notation)

**Performing** (singing, playing instruments, individual and groups, practising, rehearsing, presenting, recording, evaluating)

**Musicianship** (understanding music: pulse/beat/metre, rhythm, pitch/melody, tempo, dynamics, timbre, texture, structure/form)

### Second order concepts:

The following second order concepts are also explored:

**Chronology** (history of music and changes over time)

**Similarity and difference** (comparing pieces of music, identifying common/different styles and techniques)

**Significance** (significant composers, pieces of music and musical movements)

**Written, oral and creative expression:** (Using musical terminology, responding, refining, describing, experimenting, exploring)





# As Musicians in EYFS, we will learn...

The Charanga scheme of scheme of learning starts at Year 1 and therefore learning intentions have been taken from Development Matters and Birth to Five.

## Singing

Learn and sing entire songs.  
Sing the pitch of a tone sung by another person.  
Sing the melody of familiar songs.  
Create their own songs, or improvise a song around one they know.  
Sing in a group or on their own matching the pitch and following the melody.  
Begins to build a collection of songs.

## Listening

Explore and learn how sounds can be changed.  
Listen attentively and talk about music, expressing their feelings and responses.  
Talk about changes and patterns in a piece of music.  
Explore moving in a range of ways and create own movement patterns.  
Tap out simple repeated rhythms.  
Watch and talk about a performance and express their feelings.







## Composing

Explore making sounds with a variety of resources.  
Tap out a steady beat and rhythm.  
Move in time to music and respond to changes.  
Create own music and sounds with instruments and sound makers.  
Make music in a range of ways.







## Performing

Explore and engage in music making and dance.  
Sing songs solo or as a part of a group.  
Create own dances and movement to music.  
Perform songs/dances to an audience.







# As Musicians in Year 1, we will learn...

|  |  |   |   |
|--|--|---|---|
|                       | <p><b>Autumn 1</b><br/>How can we make friends when<br/>we sing together?</p>  |     | <p><b>Autumn 2</b><br/>How does music tell<br/>stories from the past?</p>   |
| <p><b>Prior Knowledge</b><br/>(Please link learning from previous<br/>year groups, including EYFS)</p> | <p>By then end of EYFS, Pupils should be able to sing a range of well-known nursery rhymes and songs, perform songs, rhymes, poems and try to move in time with the music. Express their ideas and feelings about music, explore and engage in music making and perform solo or in groups as well as exploring simple beats and pulses in music.</p> |   |   |
| <p><b>Key Vocabulary</b></p>   | <p><b>Beat, Rhythm , Pitch, Pattern, Expression, Pulse, Rhyme, Sound, Listen, Solo, Chorus, Verse, Style/Genre, Pulse, High, Low, Loud, Quiet, Fast, Slow.</b></p>   |   |   |
| <p><b>Singing</b></p>  | <p>I can sing simple songs, chants and rhymes from memory.</p>   |    | <p>I can sing collectively and at the same pitch, responding to simple visual directions and counting in .</p>  |
| <p><b>Listening</b></p>  | <p>I can move and dance with the music.<br/>I can talk about feelings created by the music/song .<br/>I can describe the tempo as fast and slow.<br/>I can describe the dynamics as loud and quiet.</p>  |    | <p>I can describe the tempo as fast and slow.<br/>I can describe the dynamics as loud and quiet.<br/>Begin to understand about different styles of music.<br/>I can talk about feelings created by the music/song .</p> |
| <p><b>Performing and composing</b></p>   | <p>I have fun and enjoy performing.</p>  |  | <p>I can play some simple instrumental parts.<br/>I have fun and enjoy performing.<br/>I can communicate the meaning of a song.</p>   |
| <p><b>Musicianship</b></p>   | <p>I can find the steady beat.<br/>I can copy back simple rhythmic patterns using long and short<br/>I can copy back simple melodic patterns using high and low.</p>   |  | <p>I can copy back simple rhythmic patterns using long and short .<br/>I can find and keep a steady beat.</p>   |







# As Musicians in Year 2, we will learn...

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|---|---|---|---|
|  | <p>Autumn 1</p> <p>How does music help us to make friends?</p>  |    | <p>Autumn 2</p> <p>How does music teach us about the past?</p>  |
| <p><b>Prior Knowledge</b></p>   | <p>By the end of year 1, pupils should be able to sing simple songs, sing collectively and at the same pitch, sing a wide range of call and response. Express feelings about songs, recognise band orchestral instruments, describe tempo as fast and slow and dynamics as loud and quiet. Create musical sound effects, invent, recall and retain rhythm and pattern. Enjoy and have fun performing, prepare a song to perform, add actions to songs. Use body percussion, find and keep a steady beat, copy long and short rhythmic patterns.</p> |   |   |
| <p><b>Key Vocabulary</b></p>  | <p><b>Beat, Rhythm, Pitch, Pattern, Expression, Pulse, Rhyme, Sound, Listen, Solo, Chorus, Verse, Style/Genre</b><br/> <b>Solo, Ensemble, Confidence, Control, Composition, Structure, Improve</b><br/>           Combine, Fluency, Control, Expression, Accompaniments</p>   |   |   |
| <p><b>Singing</b></p>   | <p>I know the meaning of dynamics (loud/quiet) and tempo (fast/slow).<br/>           I can sing songs with a small pitch range, pitched accurately.</p>   |    | <p>I know the meaning of dynamics (loud/quiet) and tempo (fast/slow).<br/>           I can sing songs with a small pitch range, pitched accurately.</p>   |
| <p><b>Listening</b></p>   | <p>I can find the beat or groove of the music.<br/>           I can share thoughts and feelings about the music with others.<br/>           I can start to talk about the style of a song<br/>           I can move and dance with the music confidently.</p>   |    | <p>I can find the beat or groove of the music.<br/>           I can share thoughts and feelings about the music with others.<br/>           I can start to talk about the style of a song<br/>           I can move and dance with the music confidently.</p> |
| <p><b>Performing and Composing</b></p>  | <p>I can practise, rehearse and share a song that has been learned in the lesson, from memory or with notation and with confidence<br/>           I can improvise simple vocal chants, using question and answer phrases.</p>   |   | <p>I can practise, rehearse and share a song that has been learned in the lesson, from memory or with notation and with confidence<br/>           I can improvise simple vocal chants, using question and answer phrases.</p>                                 |
| <p><b>Musicianship</b></p>  | <p>I can find and keep a steady beat.<br/>           I can copy back simple rhythmic patterns using long and short.<br/>           I can copy back simple melodic patterns using high and low. I can use body percussion, instruments and voices.</p>   |  | <p>I can find and keep a steady beat<br/>           I can copy back simple rhythmic patterns using long and short.<br/>           I can copy back simple melodic patterns using high and low. I can use body percussion, instruments and voices.</p>          |







# As Musicians in Year 3, we will learn...

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|  | <p>Autumn 1</p> <p>How does music bring us closer together?</p>   |    | <p>Autumn 2</p> <p>How does music connect us with the past?</p>   |
| <p><b>Prior Knowledge</b></p>   | <p><b>By the end of Year 2 pupils will:</b> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select, and combine sounds using the interrelated dimensions of music.</p> |   |   |
| <p><b>Key Vocabulary</b></p>  | <p><b>Beat, Rhythm , Pitch, Pattern, Expression, Pulse, Rhyme, Sound, Listen, Solo, Chorus, Verse, Style/Genre</b><br/> <b>Solo, Ensemble, Confidence, Control, Composition, Structure, Improvise</b><br/>           Combine, Fluency, Control, Expression, Accompaniments, staves, clefs, crotchet, quaver, minim, rest.</p>   |   |   |
| <p><b>Singing</b></p>   | <p>I can perform as part of an ensemble/choir.<br/>           I enjoy singing solo.</p>   |    | <p>I can perform as part of an ensemble/choir.<br/>           I enjoy singing solo.</p>   |
| <p><b>Listening</b></p>   | <p>I can share my thoughts and feelings about the music with others.<br/>           I can talk about the style of the songs.<br/>           I can talk about what the song means.</p>   |    | <p>I can share my thoughts and feelings about the music with others.<br/>           I can talk about the style of the songs.<br/>           I can talk about what the song means.</p>   |
| <p><b>Performing and Composing</b></p>  | <p>To become more skilled in improvising (using voices, tuned and untuned percussion and instruments, inventing short responses using a limited note range.<br/>           I can play and perform melodies following staff notation using a small range.<br/>           I can compose in response to different stimuli eg: stories, verse, images and musical sources.</p>                  |  | <p>Develop skills in playing tuned percussion or a melodic instrument.<br/>           To become more skilled in improvising (using voices, tuned and untuned percussion and instruments, inventing short responses using a limited note range.<br/>           I can play and perform melodies following staff notation using a small range.</p> |
| <p><b>Musicianship</b></p>  | <p>I can find and keep a steady beat.<br/>           I can copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests.<br/>           I can copy back and improvise simple melodic patterns using the notes CDE, GAB, FGA, ABC.<br/>           I can use the time signatures of: 2/4, 3/4, 4/4.</p>  |  | <p>I can find and keep a steady beat.<br/>           I can copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests.<br/>           I can copy back and improvise simple melodic patterns using the notes CDE, GAB, FGA, ABC.<br/>           I can use the time signatures of: 2/4, 3/4, 4/4.</p>      |







# As Musicians in Year 4, we will learn...

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|---|---|---|---|
|  | <p>Autumn 1</p> <p>How does music bring us closer together?</p>   |    | <p>Autumn 2</p> <p>How does music connect us with the past?</p>   |
| <p><b>Prior Knowledge</b></p>   | <p><b>By the end of Year 3 pupils will be able to:</b> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select, and combine sounds using the interrelated dimensions of music. Perform in a choir, talk about the meaning and styles of songs, become more skilled at improvising and identify instruments.</p> |   |   |
| <p><b>Key Vocabulary</b></p>  | <p><b>Beat, Rhythm , Pitch, Pattern, Expression, Pulse, Rhyme, Sound, Listen, Solo, Chorus, Verse, Style/Genre</b><br/> <b>Solo, Ensemble, Confidence, Control, Composition, Structure, Improvise</b><br/>         Combine, Fluency, Control, Expression, Accompaniments, staves, clefs, crotchet, quaver, minim, rest.</p>   |   |   |
| <p><b>Singing</b></p>   | <p>I can perform as part of an ensemble/choir.<br/>         I enjoy singing solo.</p>   |    | <p>I can perform as part of an ensemble/choir.<br/>         I enjoy singing solo.</p>   |
| <p><b>Listening</b></p>   | <p>I can talk about the words of a song.<br/>         Think about why the song was written .<br/>         I can discuss the structures of songs .</p>   |    | <p>can talk about the words of a song.<br/>         Think about why the song was written .<br/>         I can discuss the structures of songs .</p>   |
| <p><b>Performing and Composing</b></p>  | <p>I can be part of a performance.<br/>         I can explore developing knowledge of musical components by composing music to create a specific mood eg: to accompany a film clip.</p>   |  | <p>I can be part of a performance.<br/>         I can explore developing knowledge of musical components by composing music to create a specific mood eg: to accompany a film clip.</p>   |
| <p><b>Musicianship</b></p>  | <p>I can find and keep a steady beat.<br/>         I can listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers and their rests by ear or from notation .<br/>         I can copy back melodic patterns using the notes CDE, CDEGA, GAB, GABDE, FGA, ABC .<br/>         I can use the time signatures of: 2/4, 3/4, 4/4..</p>   |  | <p>I can find and keep a steady beat.<br/>         I can listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers and their rests by ear or from notation .<br/>         I can copy back melodic patterns using the notes CDE, CDEGA, GAB, GABDE, FGA, ABC .<br/>         I can use the time signatures of: 2/4, 3/4, 4/4..</p> |

# As Musicians in Year 5, we will learn...

|  | Autumn 1<br><br>How does music bring us closer together?   |    | Autumn 2<br><br>How does music connect us with the past?   |
|---|--|---|--|
| <b>Prior Knowledge</b>  | <b>By the end of Year 4 pupils will:</b> sing a broad range of unison songs, begin to sing a repertoire, talk about words of songs, think about why songs are written, identify 2/4, 3/4, and 4/4 metre, describe a legato and staccato, use major and minor chords, combine rhythmic notation with letter names, develop skills and proficiency in the basic skills of a selected instrument, follow and perform simple rhythmic scores to a steady beat, use body percussion and voices. |   |  |
| <b>Key Vocabulary</b>   | <b>Beat, Rhythm , Pitch, Pattern, Expression, Pulse, Rhyme, Sound, Listen, Solo, Chorus, Verse, Style/Genre</b><br><b>Solo, Ensemble, Confidence, Control, Composition, Structure, Improve</b><br>Combine, Fluency, Control, Expression, Accompaniments, staves, clefs, crotchet, quaver, minim, rest.   |   |  |
| <b>Singing</b>  | I can perform as part of an ensemble/choir.<br>I can sing a broad range of songs from an extended repertoire, including phrasing, accurate pitching, appropriate style and a sense of performance.   |    | I can perform as part of an ensemble/choir.<br>I can sing a broad range of songs from an extended repertoire, including phrasing, accurate pitching, appropriate style and a sense of performance.                                     |
| <b>Listening</b>  | I can talk about feelings created by a song.<br>I can recognise musical styles..<br>I can Identify the musical style of a song .   |    | I can talk about feelings created by a song.<br>I can recognise musical styles..<br>I can Identify the musical style of a song .   |
| <b>Performing and Composing</b>   | I can find a steady beat.<br>I can experiment with a wider range of dynamics through improvisation and composition work.   |  | I can find a steady beat.<br>I can experiment with a wider range of dynamics through improvisation and composition work.   |
| <b>Musicianship</b>   | I can find and keep a steady beat.<br>I can Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests by ear or from notation.   |  | I can find and keep a steady beat.<br>can Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests by ear or from notation. |

# As Musicians in Year 6, we will learn...

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|---|--|---|--|
|  | <p>Autumn 1</p> <p>How does music bring us closer together?</p>  |    | <p>Autumn 2</p> <p>How does music connect us with the past?</p>  |
| <p><b>Prior Knowledge</b></p>   | <p><b>By the end of Year 5 pupils will:</b> sing three part rounds, partner songs and songs with a verse, identify major and minor tonality, identify 2/3, 2/4, 4/4, 6/8 metre, identify music by ear and through a range of media, compose a short piece in ternary form (ABA), read and play short rhythmic scores to a steady beat.</p>   |   |  |
| <p><b>Key Vocabulary</b></p>  | <p><b>Beat, Rhythm, Pitch, Pattern, Expression, Pulse, Rhyme, Sound, Listen, Solo, Chorus, Verse, Style/Genre</b><br/> <b>Solo, Ensemble, Confidence, Control, Composition, Structure, Improve</b><br/>         Combine, Fluency, Control, Expression, Accompaniments, staves, clefs, crotchet, quaver, minim, rest.</p>   |   |  |
| <p><b>Singing</b></p>   | <p>I can perform as part of an ensemble/choir.<br/>         I can sing a broad range of songs, including those with syncopated rhythms, from an extended repertoire, including phrasing, accurate pitching, appropriate style and a sense of performance.</p>  |    | <p>I can perform as part of an ensemble/choir.<br/>         I can sing a broad range of songs, including those with syncopated rhythms, from an extended repertoire, including phrasing, accurate pitching, appropriate style and a sense of performance.</p>  |
| <p><b>Listening</b></p>   | <p>I can talk about feelings created by the song and justify a personal opinion with reference to musical concepts.<br/>         I can identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and a cappella groups.</p>  |    | <p>I can talk about feelings created by the song and justify a personal opinion with reference to musical concepts.<br/>         I can identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and a cappella groups.</p>  |
| <p><b>Performing and Composing</b></p>  | <p>I can read and play from rhythm notation in up to four parts.<br/>         I can engage with others through ensemble playing taking on melody or accompaniment roles.</p>   |  | <p>I can read and play from rhythm notation in up to four parts.<br/>         I can engage with others through ensemble playing taking on melody or accompaniment roles.</p>   |
| <p><b>Musicianship</b></p>  | <p>I can find and keep a steady beat.<br/>         I can copy back melodic patterns using the notes DEFGA, CDEFGAB, FGAB<math>\flat</math>CDE, GAB<math>\flat</math>CDEF<math>\sharp</math>, DEF<math>\sharp</math>GABC<math>\sharp</math>, ABCDEFG.<br/>         Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers, and their rests by ear or from notation.</p> |  | <p>I can find and keep a steady beat.<br/>         I can copy back melodic patterns using the notes DEFGA, CDEFGAB, FGAB<math>\flat</math>CDE, GAB<math>\flat</math>CDEF<math>\sharp</math>, DEF<math>\sharp</math>GABC<math>\sharp</math>, ABCDEFG.<br/>         Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers, and their rests by ear or from notation.</p> |