



Medium Term Planning

Year 6



Bricknell Primary School

Music Long 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)

Autumn Term 1 Year 6

Developing Melodic Phrases

How does music bring us closer together?

<i>Prior Learning</i>	<ul style="list-style-type: none"> Can you find the beat in the music? Display different notation. What note do the children recognise? 				
<i>End Points</i>	Find and keep a steady beat. 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. experiment with a wider range of dynamics through improvisation and composition work.				
<i>Vocabulary</i>	Sing, perform, listen, tempo, fast, slow, loud, quiet, steady beat, rhythm, patterns, long, short, like, dislike, appraise, move, dance, rhyme, chant.				
Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching Points	Skills	Resources
<i>Singing</i> <i>Listening</i> <i>Performing and Composing</i> <i>Musicianship</i>	<i>Similarity and Difference</i> <i>Written, oral and creative expression</i>	1 & 2	<p>OO: I can Find and keep a steady beat. 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. experiment with a wider range of dynamics through improvisation and composition work.</p> <p>LO: I can perform as part of an ensemble/choir.</p> <p>LO:I can identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and a cappella groups .</p> <p>LO: I can copy back melodic patterns using the notes DEFGA, CDEF-GAB, FGABbCDE, GABCDEF#, DEF#GABC#, ABCDEFG.</p> <p>LO: 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>Do what you want to (part 1 & 2): Ghost Parade (part 1 and 2): Children are asked to feel pulse in the music then clap out the beat. Children to then read the music and clap it out. Use a glockenspiel to copy the music. Listen and respond to the song, expressing thoughts and feelings. Learn the song and play glockenspiel and recorders. Finish the lesson with a performance of the song.</p>	<p>I can perform as part of an ensemble/choir.</p> <p>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 talk about feelings created by the song and justify a personal opinion with reference to musical concepts.</p> <p>I can identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and a cappella groups .</p>	<ul style="list-style-type: none"> Do what you want Glockenspiel Recorder

Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching Points	Skills	Resources
<p><i>Singing</i></p> <p><i>Listening</i></p> <p><i>Performing and Composing</i></p> <p><i>Musicianship</i></p>		1 & 2 continued		<p>I can read and play from rhythm notation in up to four parts.</p> <p>I can engage with others through ensemble playing taking on melody or accompaniment roles.</p> <p>I can find and keep a steady beat.</p> <p>I can copy back melodic patterns using the notes DEFGA, CDEFGAB, FGAB\flatCDE, GABCDEF\sharp, DEF\sharpGABC\sharp, ABCDEFG.</p> <p>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>	

Key Concept	Second Order	Lesson Sequence	Learning Objectives and Expected Teaching Points	Skills	Resources
<p style="text-align: center;"><i>Singing</i></p> <p style="text-align: center;"><i>Listening</i></p> <p style="text-align: center;"><i>Performing and Composing</i></p> <p style="text-align: center;"><i>Musicianship</i></p>	<p style="text-align: center;"><i>Similarity and Difference</i></p> <p style="text-align: center;"><i>Written, oral and creative expression</i></p>	3 & 4	<p>OO: I can use time signatures , listen and copy rhythmic and melodic patterns. I can perform as part of an ensemble and identify the different styles of music.</p> <p>LO: I can perform as part of an ensemble/choir.</p> <p>LO:I can identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and a cappella groups .</p> <p>LO: I can copy back melodic patterns using the notes DEFGA, CDEF-GAB, FGABbCDE, GABCDE#F, DEF#GABC#, ABCDEFG.</p> <p>LO: Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semi-quavers, and their rests by ear or from notation.</p> <p>It's all above the love (part 1 and 2): Children are asked to feel pulse in the music then clap out the beat. Children to then read the music and clap it out. Use a glockenspiel to copy the music. Listen and respond to the song, expressing thoughts and feelings. Learn the song and play glockenspiel and recorders. Finish the lesson with a performance of the song. Lesson 4—choice of improvising and comping activities.</p>	As above	<ul style="list-style-type: none"> • It's all about the love • Glockenspiel • Recorder
	<p style="text-align: center;"><i>Similarity and Difference</i></p> <p style="text-align: center;"><i>Written, oral and creative expression</i></p>	5	<p>OO: I can use time signatures , listen and copy rhythmic and melodic patterns. I can perform as part of an ensemble and identify the different styles of music.</p> <p>LO: I can perform as part of an ensemble/choir.</p> <p>LO:I can identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and a cappella groups .</p> <p>LO: I can copy back melodic patterns using the notes DEFGA, CDEF-GAB, FGABbCDE, GABCDE#F, DEF#GABC#, ABCDEFG.</p> <p>LO: Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semi-quavers, and their rests by ear or from notation.</p>	As above	<ul style="list-style-type: none"> • Sunshine on a rainy day • Glockenspiels • Recorders

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<p><i>Singing</i></p> <p><i>Listening</i></p> <p><i>Performing and Composing</i></p> <p><i>Musicianship</i></p>		5 continued	<p>Sunshine on a Rainy day : Children are asked to feel pulse in the music then clap out the beat. Children to then read the music and clap it out. Use a glockenspiel to copy the music. Listen and respond to the song, expressing thoughts and feelings. Learn the song and play glockenspiel and recorders. Finish the lesson with a performance of the song.</p>	As above	<ul style="list-style-type: none"> • Sunshine on a rainy day • Glockenspiels
	<p><i>Similarity and Difference</i></p> <p><i>Written, oral and creative expression</i></p>	6	<p>OO: I can use time signatures , listen and copy rhythmic and melodic patterns. I can perform as part of an ensemble and identify the different styles of music.</p> <p>LO: I can perform as part of an ensemble/choir.</p> <p>LO:I can identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and a cappella groups .</p> <p>LO: I can copy back melodic patterns using the notes DEFGA, CDEF-GAB, FGAB\flatCDE, GABCDEF\sharp, DEF\sharpGABC\sharp, ABCDEFG.</p> <p>LO: Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semi-quavers, and their rests by ear or from notation.</p> <p>Choose composing and improvising options . Teachers to select songs from the unit to perform as a class or different songs for each group. Record children singing and playing instruments.</p>		<ul style="list-style-type: none"> • Songs from the unit • Glockenspiels • Recorders

Autumn Term 2 Year 5

Understanding Structure and Form
How does music connect us with the past?

<i>Prior Learning</i>	<ul style="list-style-type: none"> Use the instruments to explore composing a simple melodic pattern. Can you make a graphic score for a partner to use on their instrument? 				
<i>End Points</i>	Find and keep a steady beat. 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. experiment with a wider range of dynamics through improvisation and composition work.				
<i>Vocabulary</i>	Sing, perform, listen, tempo, fast, slow, loud, quiet, steady beat, rhythm, patterns, long, short, like, dislike, appreciate, move, dance, rhyme, chant.				
Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching Points	Skills	Resources
<i>Singing</i> <i>Listening</i> <i>Performing and Composing</i> <i>Musicianship</i>		1&2	<p>OO: I can use time signatures , listen and copy rhythmic and melodic patterns. I can perform as part of an ensemble and identify the different styles of music.</p> <p>LO: I can perform as part of an ensemble/choir.</p> <p>LO:I can identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and a cappella groups .</p> <p>LO: I can copy back melodic patterns using the notes DEFGA, CDEF-GAB, FGABbCDE, GABCDEF#, DEF#GABC#, ABCDEFG.</p> <p>LO: 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>My Best Friend (part 1 & 2): Start the lesson by children feeling, finding the pulse, clapping along and then copying with instruments. Listen and respond to the song, expressing thoughts and feelings. Learn the song and play glockenspiel and recorders. Finish the lesson with a performance of the song. Lesson 2—option to improvise and compose through music note pad.</p>	<p>I can perform as part of an ensemble/choir.</p> <p>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 talk about feelings created by the song and justify a personal opinion with reference to musical concepts.</p> <p>I can identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and a cappella groups .</p>	

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<p><i>Singing</i></p> <p><i>Listening</i></p> <p><i>Performing and Composing</i></p> <p><i>Musicianship</i></p>		1 & 2 continued	<p>OO: I can use time signatures , listen and copy rhythmic and melodic patterns. I can perform as part of an ensemble and identify the different styles of music.</p> <p>LO: I can perform as part of an ensemble/choir.</p> <p>LO:I can identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and a cappella groups .</p> <p>LO: I can copy back melodic patterns using the notes DEFGA, CDEF-GAB, FGABbCDE, GABCDEF#, DEF#GABC#, ABCDEFG.</p> <p>LO: Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semi-quavers, and their rests by ear or from notation.</p> <p>My Best Friend (part 1 & 2): Start the lesson by children feeling, finding the pulse, clapping along and then copying with instruments. Listen and respond to the song, expressing thoughts and feelings. Learn the song and play glockenspiel and recorders. Finish the lesson with a performance of the song. Lesson 2—option to improvise and compose through music note pad.</p>	<p>I can read and play from rhythm notation in up to four parts.</p> <p>I can engage with others through ensemble playing taking on melody or accompaniment roles.</p> <p>I can find and keep a steady beat.</p> <p>I can copy back melodic patterns using the notes DEFGA, CDEFGAB, FGABbCDE, GABCDEF#, DEF#GABC#, ABCDEFG.</p> <p>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>	<ul style="list-style-type: none"> • My Best Friend • Glockenspiels and Recorders.

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<p><i>Singing</i></p> <p><i>Listening</i></p> <p><i>Performing and Composing</i></p> <p><i>Musicianship</i></p>	<p><i>Similarity and Difference</i></p> <p><i>Written, oral and creative expression</i></p>	3 & 4	<p>OO: I can use time signatures , listen and copy rhythmic and melodic patterns. I can perform as part of an ensemble and identify the different styles of music.</p> <p>LO: I can perform as part of an ensemble/choir.</p> <p>LO:I can identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and a cappella groups .</p> <p>LO: I can copy back melodic patterns using the notes DEFGA, CDEF-GAB, FGABbCDE, GABCDE#F#, DEF#GABC#, ABCDEFG.</p> <p>LO: Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semi-quavers, and their rests by ear or from notation.</p> <p>Singing Swinging Star (part 1 and 2): Children are asked to feel pulse in the music then clap out the beat. Children to then read the music and clap it out. Use a glockenspiel to copy the music. Listen and respond to the song, expressing thoughts and feelings. Learn the song and play glockenspiel and recorders. Finish the lesson with a performance of the song.</p>	As above	<ul style="list-style-type: none"> • Adoration of the Earth • The Rights of Spring • Singing Swinging Star • Recorder • Glockenspiels
	<p><i>Similarity and Difference</i></p> <p><i>Written, oral and creative expression</i></p>	5	<p>OO: I can use time signatures , listen and copy rhythmic and melodic patterns. I can perform as part of an ensemble and identify the different styles of music.</p> <p>LO: I can perform as part of an ensemble/choir.</p> <p>LO:I can identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and a cappella groups .</p> <p>LO: I can copy back melodic patterns using the notes DEFGA, CDEF-GAB, FGABbCDE, GABCDE#F#, DEF#GABC#, ABCDEFG.</p> <p>LO: Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semi-quavers, and their rests by ear or from notation.</p>	As above	<ul style="list-style-type: none"> • Sunshine on a rainy day • Glockenspiels • Recorders

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<p><i>Singing</i></p> <p><i>Listening</i></p> <p><i>Performing and Composing</i></p> <p><i>Musicianship</i></p>		5 continued	<p>Roll Alabama: Children are asked to feel pulse in the music then clap out the beat. Children to then read the music and clap it out. Use a glockenspiel to copy the music. Listen and respond to the song, expressing thoughts and feelings. Learn the song and play glockenspiel and recorders. Finish the lesson with a performance of the song.</p>	As above	<ul style="list-style-type: none"> • Roll Alabama • Glockenspiels
	<p><i>Similarity and Difference</i></p> <p><i>Written, oral and creative expression</i></p>	6	<p>OO: I can use time signatures , listen and copy rhythmic and melodic patterns. I can perform as part of an ensemble and identify the different styles of music.</p> <p>LO: I can perform as part of an ensemble/choir.</p> <p>LO:I can identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and a cappella groups .</p> <p>LO: I can copy back melodic patterns using the notes DEFGA, CDEF-GAB, FGAB^bCDE, GABCDEF[#], DEF[#]GABC[#], ABCDEFG.</p> <p>LO: Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semi-quavers, and their rests by ear or from notation.</p> <p>Choose composing and improvising options . Teachers to select songs from the unit to perform as a class or different songs for each group. Record children singing and playing instruments.</p>		<ul style="list-style-type: none"> • Songs from the unit • Glockenspiels • Recorders

Spring Term 1 Year 6

Gaining Confidence Through Performing *How does music improve our world?*

<i>Prior Learning</i>	<ul style="list-style-type: none"> • Can you perform a song to a partner? • Can you perform with an instrument? 				
<i>End Points</i>	Find and keep a steady beat. 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. experiment with a wider range of dynamics through improvisation and composition work.				
<i>Vocabulary</i>	Sing, perform, listen, tempo, fast, slow, loud, quiet, steady beat, rhythm, patterns, long, short, like, dislike, appreciate, move, dance, rhyme, chant.				
Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching Points	Skills	Resources
<i>Singing</i> <i>Listening</i> <i>Performing and Composing</i> <i>Musicianship</i>	<i>Similarity and Difference</i> <i>Written, oral and creative expression</i>	1&2	OO: I can use time signatures, listen and copy rhythmic and melodic patterns. I can perform as part of an ensemble and identify the different styles of music. LO: I can perform as part of an ensemble/choir. LO: I can identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and a cappella groups. LO: I can copy back melodic patterns using the notes DEFGA, CDEFGAB, FGABbCDE, GABCDEF#, DEF#GABC#, ABCDEFG. LO: 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. Disco Fever (part 1 and 2): Children are asked to feel pulse in the music then clap out the beat. Children to then read the music and clap it out. Use a glockenspiel to copy the music. Listen and respond to the song, expressing thoughts and feelings. Learn the song and play glockenspiel and recorders. Finish the lesson with a performance of the song. Lesson 2—improvising and composing options.	I can perform as part of an ensemble/choir. 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. I can talk about feelings created by the song and justify a personal opinion with reference to musical concepts. I can identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and a cappella groups.	<ul style="list-style-type: none"> • Disco Fever • Glockenspiels • Recorders

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<p><i>Singing</i></p> <p><i>Listening</i></p> <p><i>Performing and Composing</i></p> <p><i>Musicianship</i></p>	<p><i>Similarity and Difference</i></p> <p><i>Written, oral and creative expression</i></p>	<p>3 & 4</p>	<p>OO: I can use time signatures , listen and copy rhythmic and melodic patterns. I can perform as part of an ensemble and identify the different styles of music.</p> <p>LO: I can perform as part of an ensemble/choir.</p> <p>LO:I can identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and a cappella groups .</p> <p>LO: I can copy back melodic patterns using the notes DEFGA, CDEF-GAB, FGABbCDE, GABCDE#F, DEF#GABC#, ABCDEFG.</p> <p>LO: Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semi-quavers, and their rests by ear or from notation.</p> <p>La Bamba (part 1 and 2): Children are asked to feel pulse in the music then clap out the beat. Children to then read the music and clap it out. Use a glockenspiel to copy the music. Listen and respond to the song, expressing thoughts and feelings. Learn the song and play glockenspiel and recorders. Finish the lesson with a performance of the song. Lesson 2—improvising and composing options.</p>	<p>As above</p>	<ul style="list-style-type: none"> • La Bamba • Glockenspiels
	<p><i>Similarity and Difference</i></p> <p><i>Written, oral and creative expression</i></p>	<p>5</p>	<p>OO: I can use time signatures , listen and copy rhythmic and melodic patterns. I can perform as part of an ensemble and identify the different styles of music.</p> <p>LO: I can perform as part of an ensemble/choir.</p> <p>LO:I can identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and a cappella groups .</p> <p>LO: I can copy back melodic patterns using the notes DEFGA, CDEF-GAB, FGABbCDE, GABCDE#F, DEF#GABC#, ABCDEFG.</p> <p>LO: Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semi-quavers, and their rests by ear or from notation.</p>	<p>As above</p>	<ul style="list-style-type: none"> • Sunshine on a rainy day • Glockenspiels • Recorders

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<p><i>Singing</i></p> <p><i>Listening</i></p> <p><i>Performing and Composing</i></p> <p><i>Musicianship</i></p>		5 continued	<p>All Change Children are asked to feel pulse in the music then clap out the beat. Children to then read the music and clap it out. Use a glockenspiel to copy the music. Listen and respond to the song, expressing thoughts and feelings. Learn the song and play glockenspiel and recorders. Finish the lesson with a performance of the song.</p>	As above	<ul style="list-style-type: none"> • All Change • Glockenspiels
	<p><i>Similarity and Difference</i></p> <p><i>Written, oral and creative expression</i></p>	6	<p>OO: I can use time signatures , listen and copy rhythmic and melodic patterns. I can perform as part of an ensemble and identify the different styles of music.</p> <p>LO: I can perform as part of an ensemble/choir.</p> <p>LO:I can identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and a cappella groups .</p> <p>LO: I can copy back melodic patterns using the notes DEFGA, CDEF-GAB, FGAB\flatCDE, GABCDEF\sharp, DEF\sharpGABC\sharp, ABCDEFG.</p> <p>LO: Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semi-quavers, and their rests by ear or from notation.</p> <p>Choose composing and improvising options . Teachers to select songs from the unit to perform as a class or different songs for each group. Record children singing and playing instruments.</p>		<ul style="list-style-type: none"> • Songs from the unit • Glockenspiels • Recorders