

Bishop Wood Junior School – Music Medium Term Plan **Highlighted words are new to the year group**

| Year Group | Area of Study | Key Skills | Knowledge | Vocabulary |
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| YEAR 3 | History The life and work of Saint Saens | <ul style="list-style-type: none"> Listen to Music from Carnival of the animals, considering the musical elements, including timbre, that link the composition to the animal | <ul style="list-style-type: none"> To know that Saint Saens was a classical composer from France who composed his music in the late 19th, early 20th centuries | Composer Timbre (Year 2) Dynamics (Year 2) Tempo Pitch (Year 2) |
| | First Access teaching - Ukelele | <ul style="list-style-type: none"> Rhythmic games to develop ensemble skills and the ability to keep a steady beat. Holding ukulele Strumming patterns using thumb/index finger and a combination of crotchets, quavers and rests (stops). Banjo style picking. C, C7, Am and F chords, including accurate positioning of left hand and changing between chords. <p>KEY NATIONAL CURRICULUM AREAS COVERED</p> <ul style="list-style-type: none"> Pupils will learn to play in ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control Pupils will learn to listen with attention to detail and recall sounds with increasing aural memory expression . | <ul style="list-style-type: none"> Know and understand the meaning of pitch, tempo and dynamics (including piano, forte, crescendo and diminuendo) | <p>Key Vocabulary:</p> Pitch Tempo Dynamics <i>Beat /pulse (Year 2)</i> <i>Rhythm (Year 2)</i> Piano Forte Crescendo Diminuendo Crotchets, quavers, rests Ukulele <p>Supporting vocabulary</p> Strum |

| <u>Year Group</u> | <u>Area of Study</u> | <u>Key Skills</u> | <u>Knowledge</u> | <u>Vocabulary</u> |
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| YEAR 4 Music MT Plan | History The life and work of Joseph Bologne | <ul style="list-style-type: none"> To be able to talk about the music and life of Joseph Bologne Design a poster that shows all the strength the Joseph Bologne displayed https://www.youtube.com/watch?v=vHsEVihv0pg | <ul style="list-style-type: none"> To know that Joseph Bologne was a mixed heritage Composer who lived in France in the 18th Century To be inspired by the composer, who against adversity, became confident and skilled in many things To know that Joseph Bologne composed music in the classical period | |
| | Performance Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | <ul style="list-style-type: none"> Poetry Children develop performances of contrasting poems. They use their voices to speak expressively and rhythmically, and discover ways to create <i>ostinati</i> and accompaniments to enhance their performances. <p>KEY NATIONAL CURRICULUM AREAS COVERED</p> <ul style="list-style-type: none"> Pupils use and understand staff notation (rhythm) Pupils use technology appropriately (create a recording) Pupils explore structure, timbre, and texture Pupils create music on their own and with others | <ul style="list-style-type: none"> To understand the need to use expression, intonation and rhythm to perform a poem for an audience To know what ostinato means in order to identify - short melodic phrase repeated throughout a composition, To know what an accent/ metre means in written music notation - accent - an emphasis, stress, or stronger attack placed on a | Poetry Key Vocabulary Notation metre/accnt Ostinato Diminuendo Dynamics Beat Structure Rhythm Tempo Supporting vocabulary Balance Beatbox Accompaniment Instrumental |


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| | | | <p>particular note or set of notes. metre - refers to regularly recurring patterns and accents such as bars and beats.</p> <ul style="list-style-type: none"> • To know that there is a wide variety of performance poetry, including poetry from the past, raps. • To understand and use the key vocabulary when talking about their performance | <p>Canon</p> |
| | <p>Composition</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> | <ul style="list-style-type: none"> • Environment <p>Seasons and the environment provide the stimuli for compositions in this unit. Children make descriptive accompaniments</p> <ul style="list-style-type: none"> • To recognise and explore combinations of different timbres to accompany a song • To learn how to accompany a song with drone and ostinato on tuned percussion • To follow a score to play an accompaniment • To compare the descriptive music of two major composers • To compose an introduction for a song | <ul style="list-style-type: none"> • To know that the environment has inspired composers throughout history. • To know how different timbres can be descriptive • To know that different instruments can change the mood of a piece of music, as well as dynamics, tempo etc | <p>Environment</p> <p><u>Key Vocabulary</u></p> <p>Texture</p> <p>Pitch</p> <p>Dynamics</p> <p>Duration</p> <p>Tempo</p> <p>Structure</p> <p>Graphic notation</p> <p><u>Supporting vocabulary</u></p> <p>Timbre</p> <p>Introduction</p> <p>Coda</p> |

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| | | <ul style="list-style-type: none"> To be able to describe how different timbres can be descriptive <p>KEY NATIONAL CURRICULUM AREAS COVERED</p> <ul style="list-style-type: none"> Pupils explore timbre, structure, tempo, and dynamics Pupils listen to, review, and evaluate music across a range of historical periods, including the works of the great composers Pupils compose music, organising and manipulating ideas within musical structures Pupils learn to sing with expression | | |
| | <p>Structure</p> <p>Understanding that melodies have phrases Exploring layers and layering</p> | <p>Ancient Worlds (X Curricular Link)</p> <p>Children will celebrate the achievements of the Ancient Egyptians. They explore 20th century minimalist music inspired by the story of Akhenaten and compose music using a layered pyramid structure.</p> <p>Learning a verse and chorus song</p> <ul style="list-style-type: none"> Understanding that melodies have phrases Comparing and contrasting structure Identifying key features of minimalist structure <p>Playing in groups</p> <ul style="list-style-type: none"> Combining sections of music in a layered structure Rehearsing and preparing for a performance <p>KEY NATIONAL CURRICULUM AREAS COVERED</p> <ul style="list-style-type: none"> Pupils explore structure, dynamics, and texture Pupils develop an understanding of the history of music Pupils create music with others Pupils learn to sing | <ul style="list-style-type: none"> To understand layers and layering in musical structure To know what phrasing is in a song melody - Musical phrasing is the method by which a musician shapes a sequence of notes in a passage of music to allow expression To know that a musical score will show the structure of music | <p>Ancient Worlds</p> <p>Key Vocabulary</p> <p>Structure (year 2) Verse/chorus (Year 2) Melody (Year 2)</p> <p>Dynamics</p> <p>Phrase Crescendo Diminuendo</p> <p>Texture</p> <p>ostinato</p> <p>Supporting vocabulary</p> <p>Coda</p> |

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| | | <ul style="list-style-type: none"> • Pupils develop an understanding of musical composition | | |
| | <p>Performance</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> | <ul style="list-style-type: none"> • Food and Drink <p>Leading towards a song performance, children use theme of food and drink to combine expressive use of voice with physical movement. They respond to visual signals.</p> <ul style="list-style-type: none"> •Combining expressive use of the voice with physical movement •Responding to sound with visual signals •Performing sequences of sounds matched to visual sequences •Singing a call and response chant •Composing and playing sequences of word rhythms •Understanding and performing rondo structure •Learning a traditional West African call and response song •Learning to sing a verse and chorus song •Learning rhythmic and melodic accompaniments for a song and combining them in a performance | <ul style="list-style-type: none"> • To understand what a rondo is in order to perform one - The rondo is a musical form that contains a principal theme (sometimes called the "refrain") which alternates with one or more contrasting themes, . • To know how to respond musically to illustrations • To know the difference between tuned and untuned notation | <p>Food and Drink</p> <p>Key Vocabulary</p> <p>Pitch</p> <p>Beat</p> <p>Rhythm</p> <p>Phrase</p> <p>Supporting vocabulary</p> <p>Pentatonic scale</p> <p>Rondo</p> <p>Chant</p> <p>Call and response (question and answer Year 2)</p> <p>Timbre</p> |
| | <p>Listening</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> | <ul style="list-style-type: none"> • Sounds <p>This unit looks at the way sounds are produced and classified. Children use their voices to make beatbox sounds, learn to sing four-part songs, including Swing Low Sweet Chariot and perform a jazzy round.</p> <ul style="list-style-type: none"> • To be able to classifying instruments by the way sounds are produced •Learning some simple beatboxing sounds •Singing a song and adding beatboxing sounds •Learning to sing partner songs •Learning about classifying instruments by the way sounds are produced •Exploring the combined expressive effects of different instrument groups | <ul style="list-style-type: none"> • To know what beatboxing is • To know what aerophones are • To understand combined expressive effects of different instrument groups • To know what a round is • to know what binary means in terms of music - a 2 part structure | <p>Sound</p> <p>Key Vocabulary</p> <p>Melody</p> <p>Round</p> <p>Binary</p> <p>Rhythm</p> <p>Verse</p> <p>Chorus</p> <p>Improvise (Year 2)</p> <p>Supporting vocabulary</p> <p>Groove</p> |

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| | | <p>KEY NATIONAL CURRICULUM AREAS COVERED</p> <ul style="list-style-type: none"> • Pupils understand and explore how music is created, produced, and communicated • Pupils appreciate and understand a wide range of recorded music drawn from different traditions, styles, and genres • Pupils listen with attention to detail and recall sounds with increasing aural memory • Pupils sing with increasing fluency and expression | | |
| | <p>Structure and composition</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> | <ul style="list-style-type: none"> • Recycling <p>Provides an opportunity for children to be creative and make their own instruments from junk. They use these instruments to improvise, compose and play junk jazz music in a variety of different musical structures.</p> <ul style="list-style-type: none"> •Performing verse and chorus structure •Interpreting notation •Improvising <ul style="list-style-type: none"> • Making instruments •Performing verse and chorus structure •Interpreting notation and improvising <ul style="list-style-type: none"> • Using ABACA+ structure, compose and perform a Bangra rhythm style rondo. •Performing repeating rhythms •Chanting in three parts •Exploring sounds •Performing rondo form <p>KEY NATIONAL CURRICULUM AREAS COVERED</p> <ul style="list-style-type: none"> • Pupils explore structure, timbre, and appropriate musical notations • Pupils play musically, with increasing confidence and control | <ul style="list-style-type: none"> • To understand ABA structure • To know that awareness of the rest of the group is essential when performing with others • To develop an understanding of different types of musical representation • To understand ternary - Ternary form is a musical form consisting of three distinct sections with an ABA pattern of large-scale repetition | <p>Recycling</p> <p><u>Key Vocabulary</u></p> <p>Binary Rhythm Verse Chorus Ternary Improvisation</p> <p><u>Supporting vocabulary</u></p> <p>Rondo structure (ABACA) Groove</p> <p>Instruments</p> <p>Jazz: trumpet, saxophone, trombone, clarinet, piano, a bass instrument (such as a double bass or electric bass guitar), and drums</p> <p>Banghra: tumbi, sarangi, dhol; flute, zither, fiddle, harmonium, tabla, guitar, mandolin,</p> |

| | | <ul style="list-style-type: none"> • Pupils appreciate and understand a wide range of music, across a range of genres and traditions • Pupils use their voices expressively • Pupils understand and explore how music is created, produced, and communicated | | saxophone, synthesizer, drum set, |
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| <u>Year Group</u> | <u>Area of Study</u> | <u>Key Skills</u> | <u>Knowledge</u> | <u>Vocabulary</u> |
| YEAR 5 Music MT Plan | History The Life and work of Holst | <ul style="list-style-type: none"> • Linked to Space topic, listen and respond to the Planet's Suite • | <ul style="list-style-type: none"> • To know features of different planets' music in the Planets Suite • To know about the life and times of Holst • To know that Holst's music was composed in the Romantic period | Composer |
| | Performance Young Voices | <ul style="list-style-type: none"> • Year 5 take part in Young voices early in the spring term. • Part singing • Singing in unison • Partner songs • To evaluate own singing and be able to talk about ways of improving • To be able to remember actions to go with songs • to recognise and use change in dynamics and tempo | <ul style="list-style-type: none"> • To know the joy and responsibility of singing in a choir • To know what unison means • To know the definitions of: structure, tempo, duration, rhythm, pitch and dynamics in the contexts of the songs being learnt | Unison Structure Tempo Duration Rhythm Pitch Dynamics |
| | Listening ♣listen with attention to detail and recall sounds | <ul style="list-style-type: none"> • Solar System • Relating sound sequences to images • Interpreting images to create descriptive sound sequences | <ul style="list-style-type: none"> • To know how to use musical vocabulary to describe pieces of | Key Vocabulary Structure Dynamics |

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| <p>with increasing aural memory</p> | <p>with increasing aural memory</p> | <ul style="list-style-type: none"> •Developing the use of dynamics in a song •Listening to music, focusing on dynamics and texture •Developing techniques of performing rap using texture and rhythm •Learning a song with a complex texture •Listening to music and describing its use of the musical dimensions •Performing a song with expression and with attention to tone and phrasing •Creating a musical background to accompany a poem <p>Creating and presenting a performance of song, music and poetry</p> | <p>music and their own compositions</p> <ul style="list-style-type: none"> •To know about the sound of the whole tone scale <p>Whole Tone Scale</p>  <ul style="list-style-type: none"> •To know what a melodic ostinato is and recognise one in staff notation - short melodic phrase repeated throughout a composition, | <p>Tempo Texture Pitch Rhythm Verse Chorus Crescendo Diminuendo Graphic notation Staff notation</p> <p>Supporting Vocabulary Bridge Timbre</p> |
| <p>Structure, History</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> | <p>Life Cycles</p> <p>Children explore the human life cycle with music from Brahms, Berio, Liszt and Monteverdi. The wide variety of musical moods, styles and genres inspires singing, performing and composing using new techniques and structures.</p> <p>Singing in three parts</p> <ul style="list-style-type: none"> •Accompanying a song with tuned and untuned instruments •Composing and performing together •Singing in two parts <p>Combining vocal sounds in performance</p> <ul style="list-style-type: none"> •Creating a performance using voices and instruments in four parts <p>Exploring extended vocal techniques</p> <p>Creating musical effects using contrasting pitch</p> <ul style="list-style-type: none"> •Creating descriptive music | <ul style="list-style-type: none"> •To know about the music of early opera •To know how to read a melody in staff notation •To know the importance of developing a structure to combine sounds •To know what grid notation is | <p>Life Cycles –</p> <p>Key vocabulary</p> <p>Melody Structure Round Grid notation Pitch Ostinato Timbre Rhythm Metre Beat/pulse Tempo Dynamics Chord</p> | |

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| | | <ul style="list-style-type: none"> •Developing a performance with awareness of audience <p>KEY NATIONAL CURRICULUM AREAS COVERED</p> <ul style="list-style-type: none"> • Pupils appreciate and understand a wide range of recorded music drawn from different traditions, styles, and genres, including the works of the great composers and musicians • Pupils develop an understanding of musical composition • Pupils play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression • Pupils explore structure, timbre, and appropriate musical notations | | <p><u>Supporting vocabulary</u></p> <p>Lead vocal Backing vocal Cumulative Clusters Symmetrical Minor</p> <p>Percussion Four-part vocal</p> |
| <p>Composition</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of musi</p> | <ul style="list-style-type: none"> ● At the Movies <p>Children explore movie music from 1920s animated films to present day movies. They learn techniques for creating soundtracks and film scores, and compose their own movie music.</p> <ul style="list-style-type: none"> •Interpreting notation •Using a storyboard to structure sounds •Composing sound effects to perform with a movie •Identifying changes in tempo and their effects •Exploring phrase structure of a song melody •Creating and performing a sequence of phrases with a movie •Using the musical dimensions to create and perform music for a movie •Creating sounds for a movie, following a timesheet •Working in groups to create descriptive movie music •Evaluating and refining compositions • Using cue scores | <ul style="list-style-type: none"> •To understand music narrative •To know about about the use of sound effects in movies • To explore and use narrative structure • To understand phrase structure of a song melody •To know about the use of musical clichés in movie soundtracks •To explore the effects of music on movies | <ul style="list-style-type: none"> •To understand music narrative •To know about about the use of sound effects in movies • To explore and use narrative structure • To understand phrase structure of a song melody •To know about the use of musical clichés in movie soundtracks •To explore the effects of music on movies | <p>At the Movies</p> <p><u>Key Vocabulary</u></p> <p>Dynamics Graphic notation Tempo Melody Phrase Pitch Texture Rhythm Duration</p> <p><u>Supporting vocabulary</u></p> <p>Timbre Sound effects</p> |

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| | | <p>KEY NATIONAL CURRICULUM AREAS COVERED</p> <ul style="list-style-type: none"> • Pupils develop an understanding of the history of music • Pupils listen with attention to detail and recall sounds with increasing aural memory • Pupils develop an understanding of musical composition, organising and manipulating ideas within musical structures • Pupils explore tempo, texture, structure, duration, and appropriate musical notations | <ul style="list-style-type: none"> • To know about n about techniques used in movie soundtracks • To know about cue scores - one complete piece of music from start to end, meant to play against a scene or sequence. • To know what graphic notation is | <p>Sound track</p> <p>Mickey Mousing</p> |
| Year Group | Area of Study | Key Skills | Knowledge | Vocabulary |
| YEAR 6 Music MT Plan | History The life and work of Florence Price | <p>To review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</p> <ul style="list-style-type: none"> • To be able to form and explain opinions of music • Create a poster that shows an understanding of the life and work of Florence Price • Describe a piece of music using musical vocabulary | <ul style="list-style-type: none"> • To know that Price’s music combined the traditions of classical music with the sound of spirituals and West African rhythms and dance from her own culture. • To understand the challenges of being a black female composer in the early 20th Century | <p>Composer</p> <p>Spirituals</p> <p>West African rhythms</p> |
| | Structure and rhythm Listen with attention to detail and recall sounds with increasing aural memory | <ul style="list-style-type: none"> • World Unite <p>Get into the groove by exploring rhythm and melody in singing, movement and dance. Children learn about beat, syncopation, pitch and harmony, and take a trip around the world to celebrate the universal language of music</p> <ul style="list-style-type: none"> • Exploring beat and syncopation through a song and body percussion | <ul style="list-style-type: none"> • To develop the idea of pitch shape and relate it to movement | <p>World Unite</p> <p>Key Vocabulary</p> <p>Structure</p> <p>Beat</p> <p>Melody</p> <p>Rhythm</p> <p>Pitch</p> <p>Harmony</p> |

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| | | <ul style="list-style-type: none"> •Developing co-ordination and rhythm skills •Performing a rhythmic sequence to a piece of music •Creating rhythm patterns •Arranging different musical sections to build a larger scale performance •Exploring rhythm through dance •Combining different rhythms •Exploring ways of combining and structuring rhythms through dance <p>KEY NATIONAL CURRICULUM AREAS COVERED</p> <ul style="list-style-type: none"> • Pupils improvise and compose music for a range of purposes using the inter-related dimensions of music • Pupils are taught to sing and play musically with increasing confidence and control • Pupils develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory | <ul style="list-style-type: none"> • To understand pitch through movement and notation | <p><u>Supporting vocabulary</u></p> <p>Syncope Scat singing</p> |
| | <p>Composition</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> | <ul style="list-style-type: none"> • Growth <p>‘The street’ is the setting for this unit of buskers and flash mobs. Children explore Ravel’s <i>Boléro</i> through rhythmical mime, learn songs with instrumental accompaniments, and create a dance to build into a thrilling street performance.</p> <ul style="list-style-type: none"> •Feeling and moving to a three-beat pulse and revising rhythmic ostinato •Performing and improvising rhythmic and melodic ostinati | <ul style="list-style-type: none"> •To know what chords are •To understand the process of creating a musical performance •To know what harmony is - the relation between 2 or more notes played at the same time •To understand song cycle - group of songs played in a defined sequence | <p>Growth</p> <p><u>Key Vocabulary</u></p> <p>Texture Ostinato Beat Graphic score Conduct Metre Harmony Chord Unison Dynamics Rhythm</p> |

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| | | <ul style="list-style-type: none"> •Singing in harmony •Performing music and dance •Revising, rehearsing and developing music for performance <p>KEY NATIONAL CURRICULUM AREAS COVERED</p> <ul style="list-style-type: none"> • Pupils perform and listen to music, including the works of the great composers • Pupils develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory • Pupils play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, - fluency, control, and expression | | <p>Verse/Chorus Song cycle Structure Phrasing Pitch</p> <p><u>Supporting vocabulary</u> Minor key - sad Major key - happy</p> <p>Flash Mob Key Middle eight</p> <p>Instruments <u>Orchestral:</u> Strings. Learn about the string instruments: violin, viola, cello, double bass, and harp Woodwind: flute, oboe, clarinet, and bassoon Brass: trumpet, french horn, trombone, and tuba Percussion.</p> |
| | <p>Performance</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency,</p> | <ul style="list-style-type: none"> • Performance <p>Year 6 production To take part in a class performance with confidence, expression, control and timing</p> | <ul style="list-style-type: none"> • To know that each part of the choir has an important part to play - all as important as each other • To understand musical elements used in the context of learning and | |

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| | control and expression | <ul style="list-style-type: none"> ● In the performance, recall songs and actions, singing in an ensemble with awareness of others and of the audience | performing new songs: pitch, dynamics, structure, tempo, texture, rhythm, duration | |
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Pupils should be taught to: ♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ♣ improvise and compose music for a range of purposes using the inter-related dimensions of music ♣ listen with attention to detail and recall sounds with increasing aural memory ♣ use and understand staff and other musical notations ♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ♣ develop an understanding of the history of music.



Music Theory Academy



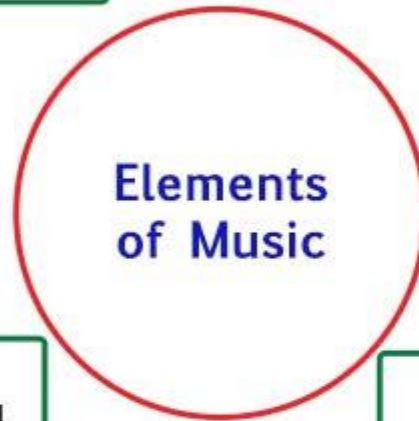
Rhythm
the pattern of regular or irregular pulses caused in music by the occurrence of strong and weak beats.

Pitch
how high or low a note sounds

Duration
the length of a musical note

Pulse
the beat of the music

Timbre
the tone of a musical note



Tempo
the speed of the pulse

Structure
the way in which an overall piece of music is arranged into similar and contrasting sections.

Dynamics
how loud/quiet the music is (either the overall sound or of individual notes/instruments within it)

Texture
the way in which melody, rhythm and harmony are combined in a piece of music. What each part/instrument is doing at any given point.

Tonality
the key in which a piece is written (can change as piece progresses)

Harmony
the relationship between 2 or more simultaneously sounding notes