

Spring Term 1 Medium Term Plan - Music Curriculum 2023/24

Year Group	Year 1	Year 2	Year 3
1st January 2024	LO: To understand the role of an orchestral conductor and follow his/her instruction as a mixed ensemble.	LO: To identify and classify the instruments of the Indonesian Gamelan orchestra, adapting class instruments to play in the style.	LO: To identify and classify the instruments of the symphony orchestra, using the inter-related dimensions of music.
8th January 2024	LO: To understand dynamics and describe different sounds and instruments according to their volume.	LO: To understand how music is layered as texture by analysing and playing Gamelan music on tuned percussion.	LO: To understand the typical roles played by sections of the orchestra using Prokofiev's Peter and the Wolf and Britten's Young Person's Guide.
15th January 2024	LO: To conduct and play instruments at different dynamics and notate them accordingly.	LO: To discover the pentatonic and use dot notation to record and perform Gamelan question and answer melodies.	LO: To describe orchestral timbre and pitch and analyse how Mussorgsky uses these in 'Night on a Bare Mountain' to tell story through music.
22nd January 2024	LO: To understand tempo and describe and perform pieces of music at contrasting speeds.	LO: To discover the slendro scale and use dot notation to record and perform Gamelan question and answer melodies.	LO: To perform our own classroom version of Mussorgsky's 'Night', using recorders, handbells and percussion to create a layered texture.
29th January 2024	LO: To conduct and play instruments at different tempi and notate them accordingly.	LO: To understand and perform the Gong Cycle and compose our own pieces using Gamelan melodies and rhythmic ostinati.	LO: To improvise and compose our own simple melodies which use timbre, dynamics and texture to create a tone poem.
5th February 2024	LO: To compose a group musical story employing different dynamics, timbre, pitch and tempo.	LO: To understand the Balungan and compose our own layered Gamelan composition, recording it in writing using dot notation.	LO: To compose our own orchestral story, using rising/falling call and response, instruments representing characters and a start/middle/end.

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Year Group	Year 4	Year 5	Year 6
1st January 2024	LO: To identify the history, origins and instruments used in jazz bands, and play chromatic and high notes on the saxophone.	LO: To understand the significance of repetition across all styles of music, and identify it rhythmically, melodically and structurally in a variety of pieces.	LO: To revise our knowledge of staff notation rhythms, and read and notate some popular folk rhythms from around the world.
8th January 2024	LO: To analyse and perform jazz swing jazz rhythms, syncopation and scat-singing.	LO: To identify, perform and notate West African untuned ostinati on djembes, using Babatunde Olatunji's drums of passion as examples of the genre.	LO: To identify, notate and perform rhythmic patterns found in the folk music of Argentina (Libertango by Piazzolla) and the Middle East (Sprinting Gazelle by Reem Kelani).
15th January 2024	LO: To use the letters A, B and C to label the structure and perform some jazz songs, using 'Take the A Train' by Duke Ellington as an example.	LO: To improvise and compose our own rhythmic ostinati in the style of Babatunde Olatunji and Western works inspired by his music.	LO: To identify, perform and notate rhythmic patterns and texture in the music of Steve Reich; defining music as organized patterns of sound.
22nd January 2024	LO: To understand the key jazz element of improvisation and improvise our own 'free jazz' solos using junior saxophone and voice.	LO: To explain the importance of musical conversation, listening to and performing Ladysmith Black Mambazo's South African close harmony in 2 or 3 parts.	LO: To identify and perform some contrasting layers of rhythmic body percussion in contemporary sound composition 'Connect It' by Anne Meredith; both as a unison ensemble and then in two parts.
29th January 2024	LO: To identify stab chords, staccato and dissonance in jazz music and compose some of our own in small ensembles.	LO: To explore the development of Western works using African harmony and ostinato, using Elton John's 'Lion King' and Paul Simon's 'Graceland' as examples.	LO: To use 'Connect It' as inspiration to compose our own body percussion rhythmic motifs; then notate and perform them as an ensemble, using dynamics for contrast.
5th February 2024	LO: To distinguish homophony and polyphony in jazz and compose our own jazz piece with a two-layered texture.	LO: To compose our own whole class composition influenced by Nigerian drumming and South African vocal harmonisation.	LO: To combine our rhythmic motifs in sequence and layers to compose our own ternary composition with contrasting dynamics and up to four overlapping parts.