

Summer Term 1 Medium Term Plan - Music Curriculum 2024/25

Year Group	Year 1	Year 2	Year 3
21st April 2025	LO: To revise our knowledge of the musical dimensions: timbre, pitch, dynamics and tempo, and the differences between them.	LO: To use contrasting dynamics and tempo in our voices when we sing to vary the emotions and feelings songs express.	LO: To identify the key instruments and features of Funk Music and play some simple grooves on the classroom drum kits.
28th April 2024	LO: To listen, identify and notate musical phrases in a variety of pieces which denote specific characters or people.	LO: To sing traditional folk songs from Australia and Oceania using solfege to pitch and tempo & dynamics to tell a story through music.	LO: To identify the elements of the drum kit and use them to compose and notate our own group funk grooves, adding vocals as a class.
5th May 2025	LO: To study Gustav Holst's 'Planets Suite' to identify leitmotifs denoting a range of different characters musically.	LO: To understand, perform and notate call and response, canon and round, using the folk songs from across Asia.	LO: To analyse and perform James Brown's 'I Feel Good' with movement, notate it with dot/graphic notation and improvise on its catchy rhythmic hook.
12th May 2025	LO: To use language and syllables to compose and notate our own appropriate leitmotif for Planet Earth.	LO: To clap back copycat rhythms, and perform and notate rhythmic ostinati, using folk songs from Africa.	LO: To vamp our own bass riffs which underpin Funk songs and compose our own using the Pentatonic scale.
19th May 2025	LO: To study Lionel Bart's musical 'Oliver' and identify leitmotifs denoting a range of different characters musically.	LO: To sing traditional folk songs from Scotland and Ireland to understand crescendo, decrescendo, pause and accel/rit in music.	LO: To describe disco music; perform Le Freak's 'Chic' with movement, notate it with dot/graphic notation and improvise our own musical riffs to add to the song.
2nd June 2025	LO: To compose a collection of leitmotifs to represent characters in our own story, using tempo, dynamics and timbre, and tell the story using them.	LO: To combine canon part-singing and ostinato together to compose our own traditional Claygate folk songs.	LO: To understand the layered texture and structure of funk, disco and pop and compare it with Baroque texture and structure from the Autumn term.

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Year Group	Year 4	Year 5	Year 6
21st April 2025	LO: To revise our knowledge of orchestral instruments, their timbres and functions and woodwind's place in the orchestra, using Beethoven's Symphony No 5.	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 listen and analyse famous compositions celebrating events (including Tchaikovsky's 1812 Overture), notating and performing key melodies and rhythms.
28th April 2024	LO: To distinguish, conduct and play orchestral music in 2, 3 and 4 time, with emphasis on the right note using untuned percussion and woodwind instruments.	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 how composers use the dimensions of music (dynamics, tempo, structure, texture, timbre) to convey a story, cite key vocabulary and perform them to demonstrate understanding.
5th May 2025	LO: To distinguish major and minor keys in orchestral music, understanding the different emotions and atmospheres they create in the music.	LO: To improvise and compose our own rhythmic ostinati in the style of Babatunde Olatunji and Western works inspired by his music.	LO: To understand the musical story of Stravinsky's 'Firebird' and perform key themes from it, using the dimensions of music to tell the folk story.
12th May 2025	LO: To improvise using major and minor keys on the junior saxophone, using these and other musical dimensions to convey a scene or setting.	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 graphically notate existing orchestral works for musical dimensions, and use this as a model to compose our own building, mixed ensemble crescendo like 'The Firebird'.
19th May 2025	LO: To compose using a woodwind melody and untuned percussion accompaniment, then notate this graphically and on a staff, influenced by Beethoven's symphonies.	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 analyse repetition and contrast in our orchestral pieces and explain the effect it creates. utilise these structures to compose our own orchestral works telling a story for mixed classroom ensemble.
2nd June 2025	LO: To perform and evaluate our compositions as a mixed ensemble, reading each other's notation and interpreting each other's settings and atmospheres.	LO: To compose our own whole class composition influenced by Nigerian drumming and South African vocal harmonisation.	LO: To add rhythmic ostinati, bass lines and chordal accompaniments to our compositions to develop them into ternary ABA pieces utilising the full range of musical dimensions we have learned.