**Music Medium Term Planning**

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| **Term:** Spring 1 | **Year:** 3/4 | **Topic/Unit:** |
| **Key Vocabulary**  **Lesson 1 – Musical style, rapping, lyrics, choreography, digital/electronic sounds**  **Lesson 2 –, turntables, synthesisers, drums, unison, pulse, rhythm, pitch, compose,**  **Lesson 3 – improvise, hook, riff, melody, solo compose,**  **Lesson 4 – tempo, dynamics, texture structure, compose,**  **Lesson 5 – tempo, dynamics, texture structure, compose,**  **Lesson 6 – perform, audience** | | |

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| **National Curriculum** | **Week** | **NC Coverage** | **Skills taught** | **Knowledge** | **Activity Outline** |
| Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.  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 | 1 | Listen with attention to detail and recall sounds with increasing aural memory  Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians | ● To sing in unison and in simple two-parts.  ● To demonstrate a good singing posture.  ● When they talk, use musical words. | ● To know the style of songs. To choose one song and be able to talk about:  - Some of the style indicators of that song (musical characteristics that give the song its style).  - The lyrics: what the song is about.  – Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).  Identify the main sections of the song (introduction, verse, chorus etc).  To know and be able to talk about:  -Singing in a group can be called a choir  - Leader or conductor: A person who the choir or group follow  - Songs can make they feel different things e.g. happy, energetic or sad  - Singing as part of an ensemble or large group is fun, but that they must listen to each other  -Texture: How a solo singer makes a thinner texture than a large group | Listen and Appraise - Stop! by Joanna Mangona: Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. The coloured timeline denotes the song sections.  After listening, talk about the song and answer the questions together using correct musical language.  2. Musical Activities (embed with increasing depth over time).  a. Warm-up Games (including vocal warm-ups) - Stop!  b. Flexible Games (an optional extension activity)  c. Learn to Sing the Song - Stop!: Start to learn the sung and rapped chorus, A and B.  3. Perform  Performance - Stop!: Perform and share what has taken place in today’s lesson - sing and rap. |
| 2 | Listen with attention to detail and recall sounds with increasing aural memory  Play in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  Use and understand staff and other musical notations | ● To sing with awareness of being ‘in tune’.  ● To re-join the song if lost.  ● To listen to the group when singing. | ●To know and be able to talk about:  -Singing in a group can be called a choir  - Leader or conductor: A person who the choir or group follow  - Songs can make they feel different things e.g. happy, energetic or sad  - Singing as part of an ensemble or large group is fun, but that they must listen to each other  -Texture: How a solo singer makes a thinner texture than a large group  ● To know why they must warm up their voice  To know and be able to talk about:  - what a composition is | 1. Listen and Appraise (Hip hop)  ● Listen and Appraise - Gotta Be Me by Secret Agent 23 Skidoo: Play the song. Use your body  to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language.  Listen and Appraise - Stop! (if you want to): How are the songs different, how are they similar?  2. Musical Activities (embed with increasing depth over time.  a. Warm-up Games (including vocal warm-ups) - Stop!  b. Flexible Games (an optional extension activity)  c. Learn to Sing the Song - Stop!: Continue to rap with option to learn the examples.  d. Compose with the Song: Start to compose your own raps.  Notes  3. Perform  Performance - Stop!: Perform and share what has taken place in today’s lesson. |
| 3 | Listen with attention to detail and recall sounds with increasing aural memory  Play 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 | ● Plan and create a section of music that can be performed within the context of the unit song.  ● Talk about how it was created.  ● Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.  ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). | ●To know and be able to talk about:  - what a composition is  - Different ways of recording compositions (letter names, symbols, audio etc. | Listen and Appraise (A Classical March)  Listen and Appraise - Radetzky March by Strauss: Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language.  Listen and Appraise - Stop! (if you want to): How are the songs different, how are they similar?  2. Musical Activities (embed with increasing depth over time. Refer to the Unit Overview and use the  Activity Manual for guidance)  a. Warm-up Games (including vocal warm-ups) - Stop!  b. Flexible Games (an optional extension activity)  c. Learn to Sing the Song - Stop!: Continue to learn the rap.  d. Compose with the Song: Continue to compose your own raps.  3. Perform  Performance - Stop!: Perform and share what has taken place in today’s lesson. |
| 4 | Listen with attention to detail and recall sounds with increasing aural memory  Play 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 | ● Plan and create a section of music that can be performed within the context of the unit song.  ● Talk about how it was created.  ● Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.  ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). | ●To know and be able to talk about:  - what a composition is  - Different ways of recording compositions (letter names, symbols, audio etc. | 1. Listen and Appraise ( Bhangra)  Listen and Appraise - Ho Gaya Sharabi by Panjabi MC: Play the song. Use your body to find  the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk  about the song and answer the questions together using correct musical language.  Listen and Appraise - Stop! (if you want to): How are the songs different, how are they similar?  2. Musical Activities (embed with increasing depth over time. Refer to the Unit Overview and use the  Activity Manual for guidance)  a. Warm-up Games (including vocal warm-ups) - Stop!  b. Flexible Games (an optional extension activity)  c. Learn to Sing the Song - Stop!: Rap  d. Compose with the Song:  Notes  3. Perform  Performance - Stop!: Perform and share what has taken place in today’s lesson. Rap and  perform your composition(s) within the song. |
| 5 | Listen with attention to detail and recall sounds with increasing aural memory  Play 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 | ● Plan and create a section of music that can be performed within the context of the unit song.  ● Talk about how it was created.  ● Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.  ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). | ●To know and be able to talk about:  - what a composition is  - Different ways of recording compositions (letter names, symbols, audio etc. | 1. Listen and Appraise (Tango)  Listen and Appraise - Libertango by Astor Piazzolla: Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language.  Listen and Appraise - Stop! (if you want to): How are the songs different, how are they similar?  2. Musical Activities (embed with increasing depth over time. Refer to the Unit Overview and use the  Activity Manual for guidance)  a. Warm-up Games (including vocal warm-ups) - Stop!  b. Flexible Games (an optional extension activity)  c. Learn to Sing the Song - Stop!:  d. Compose with the Song:  3. Perform  Performance - Stop!: Perform and share what has taken place in today’s lesson. Rap and perform your composition(s) within the song. |
| 6 | Listen with attention to detail and recall sounds with increasing aural memory  Play 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 | ● Present a musical performance designed to capture the audience.  ● To communicate the meaning of the words and clearly articulate them.  ● To talk about the best place to be when performing and how to stand or sit. | ● To know and be able to talk about:  - Performing is sharing music with other people, an audience  - know and have planned everything that will be performed  - sing or rap the words clearly and play with confidence  - It is planned and different for each occasion  - It involves communicating feelings, thoughts and ideas about the song/music | 1. Listen and Appraise (Brazilian Samba/Hip hop Fusion)  ● Listen and Appraise - Mas Que Nada performed by Sergio Mendes and The Black Eyed  Peas: Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language.  ● Listen and Appraise - Stop! (if you want to): How are the songs different, how are they similar?  2. Musical Activities (embed with increasing depth over time.  a. Warm-up Games (including vocal warm-ups) - Stop!  b. Flexible Games (an optional extension activity).  c. Learn to Sing the Song - Stop!:  d. Compose with the Song:  3. Perform  ● Performance - Stop!: Perform and share what has taken place in today’s lesson. Choose what  you perform today. |