

PICKHURST ACADEMY

MUSIC MEDIUM TERM PLAN

WHERE EVERY CHILD COUNTS

OUR CORE VALUES

We want all of our children to BE **P.I.C.K.H.U.R.S.T**

Proud

Inquisitive

Confident

Kind

Healthy

Understanding

Respectful

Successful

Trustworthy

INTENT

We are committed to ensure children understand the value of music in the wider community and are able to use their musical skills, knowledge and experiences to immerse themselves in music in a variety of different contexts. Children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. We are committed to developing a curiosity for the subject. We aim to provide children with the opportunity to progress to the next level of their creative excellence.

Our intent in Music is for children:

- To perform, listen to and review a wide range of music.
- To learn to sing and use their voices.
- To have the opportunity to learn a musical instrument.
- To develop an understanding of the terminology used within all music, which are referred to as the Inter-related dimensions of music: pitch, timbre, dynamics, tempo, texture, structure and musical notation

Year 3

Term

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Ballads

Ballads

Ballads

Ballads

Ballads

Ballads

Autumn 1

- To use musical vocabulary to

- To explore how actions can impact

- To plan a musical structure inspired by

- To create lyrics that match a melody.

- To show awareness of style,

- To evaluate my performance to

	explain the stylistic features of a ballad.	performance.	a story.		structure and features to perform a ballad.	reflect on how I can improve.
Autumn 2	Christmas Songs - To listen to and appraise the songs from the play. - To begin learning the songs from the play.	Christmas Songs To continue learning songs from the play.	Christmas Songs To continue learning songs from the play, exploring singing in rounds.	Christmas Songs To continue learning songs from the play, developing singing in rounds.	Christmas Songs To polish performances of songs from the play.	Christmas Songs To perform songs from the play, applying knowledge of singing in rounds and different group sizes.
Spring 1	Jazz To sing and clap a syncopated rhythm for a ragtime-style song.	Jazz To improvise a call and response.	Jazz To be able to scat sing using the call and response format.	Jazz To create a jazz motif.	Jazz To adapt a familiar tune using jazz rhythms.	Jazz To evaluate a familiar tune using jazz rhythms.
Spring 2	Pentatonic melodies and composition To learn about the music used to celebrate the Chinese New Year festival.	Pentatonic melodies and composition To play a pentatonic melody on a tuned percussion instrument.	Pentatonic melodies and composition To write and perform a pentatonic melody.	Pentatonic melodies and composition To perform a group composition.	Pentatonic melodies and composition To perform a piece of music as a group.	Pentatonic melodies and composition To evaluate my performance to reflect on what went well and how I can improve.
Summer 1	Creating compositions for an animation To tell a story from a piece of music through movement.	Creating compositions for an animation To create a soundscape using percussion instruments.	Creating compositions for an animation To create a range of sounds to accompany a story.	Creating compositions for an animation To compose and perform a rhythm to accompany a story.	Creating compositions for an animation To compose and notate a short melody to accompany a story.	Creating compositions for an animation To evaluate my performance to reflect on what went well and how I can improve.
Summer 2	Traditional instruments & improvisation To form an opinion of Indian music.	Traditional instruments & improvisation To be able to improvise using given notes.	Traditional instruments & improvisation To be able to improvise using given notes	Traditional instruments & improvisation To create a piece of music using a drone, rag and tal.	Traditional instruments & improvisation To perform a piece of music using musical notation.	Traditional instruments & improvisation To evaluate my performance to reflect on how I can improve.

	To understand that music can be represented with colours.	To represent a piece of music as a graphic score.	To create a vocal composition based on a picture.	To create a piece of music inspired by a single colour.	To work as a group to perform a piece of music.	To evaluate my performance to reflect on how I can improve.
Spring 2	Spring Production To listen to and appraise the songs from the play. To begin learning the songs from the play.	Spring Production To continue learning songs from the play.	Spring Production To continue learning songs from the play, developing dance motifs.	Spring Production To continue learning songs from the play, developing dance motifs.	Spring Production To continue learning songs from the play, and perfect dance motifs.	Spring Production - To perform songs from the play, using rehearsed dance motifs. - To evaluate my performance to reflect on how I can improve.
Summer 1	Looping and remixing To play a simple looped rhythm from notation.	Looping and remixing To explore how sound can be layered using loops.	Looping and remixing To play a melody line accurately and fluently.	Looping and remixing To select a section of a tune and perform it as a loop.	Looping and remixing To combine loops to create a remix.	Looping and remixing To evaluate the loops that were created for a remix.
Summer 2	Musical theatre To understand the history of musical theatre.	Musical theatre To identify character songs and action songs.	Musical theatre To create a musical theatre scene.	Musical theatre To rehearse a musical theatre scene.	Musical theatre To perform a musical theatre scene.	Musical theatre To evaluate my musical theatre scene.
Year 6						
Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Autumn 1	Dynamics, pitch and texture (Fingal's Cave)	Dynamics, pitch and texture (Fingal's Cave)	Dynamics, pitch and texture (Fingal's Cave)	Dynamics, pitch and texture (Fingal's Cave) To use	Dynamics, pitch and texture (Fingal's Cave) To use	Dynamics, pitch and texture (Fingal's Cave)

	To appraise the work of a classical composer (Felix Mendelssohn).	To improvise as a group, using dynamics and pitch.	To improvise as a group, using texture	knowledge of dynamics, texture and pitch to create a group composition.	teamwork to create a group composition featuring changes in texture, dynamics and pitch.	To evaluate the group composition created.
Autumn 2	Theme and variations (Pop Art) To explore the musical concept of theme and variations.	Theme and variations (Pop Art) To compare and contrast different variations in the piece The Young Person's Guide to the Orchestra.	Theme and variations (Pop Art) To use complex rhythms to be able to perform a theme.	Theme and variations (Pop Art) To play TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in 3/4 time.	Theme and variations (Pop Art) To use music notation to create visual representations of TIKI-TIKI, TI-TIKI and TIKI-TI rhythms.	Theme and variations (Pop Art) To evaluate the music notation created visual of TIKI-TIKI, TI-TIKI and TIKI-TI rhythms.
Spring 1	North America To understand the key features of minimalism.	North America To play a minimalist melody in two parts from staff notation.	North America To play an interlocking minimalist melody in two parts from staff notation.	North America To understand the connection between minimalist and electronic dance music.	North America To play music from staff notation with accuracy, fluency, control and expression.	North America To consolidate my learning of key features of minimalism.
Spring 2	Film music To appraise different musical features in a variety of film contexts.	Film music To identify and understand some composing techniques in film music.	Film music To use graphic scores to interpret different emotions in film music.	Film music To create and notate musical ideas and relate them to film music.	Film music To play a sequence of musical ideas to convey emotion.	Film music To evaluate the sequence of musical ideas.

Summer 1

Songs of World War 2

- To use musical vocabulary to identify features of different eras of music.

Songs of World War 2

- To improve accuracy in pitch and control for singing with expression and dynamics.

Songs of World War 2

- To identify pitches within an octave when singing.

Songs of World War 2

- To use knowledge of pitch to develop confidence when singing in parts.

Songs of World War 2

- To be able to notate a melody using pitches up to an octave.

Songs of World War 2

- To consolidate my learning of songs of world war 2.

Summer 2

Composing and performing a Leavers' song

- To listen to and describe music.

Composing and performing a Leavers' song

- To write lyrics for a song.

Composing and performing a Leavers' song

- To organise lyrics into a song structure.

Composing and performing a Leavers' song

- To use vocal improvisation and known melodies against a backing track.

Composing and performing a Leavers' song

- To compose a melody.

Composing and performing a Leavers' song

- To compose a verse melody.