



Music Medium Term Plan

Intent	At Talavera Infant School we aim to help children learn to love and enjoy music. Music is a practical subject and includes but is not limited to singing, playing, listening, notating, rehearsing, performing and creating. We underpin practical experiences with an understanding of music and the way it works. Children have opportunities to develop their range of musical skills over time and build on their understanding of the dimensions of music as they progress throughout the school. We provide opportunities for children to experience a wide range of music from various composers and cultures and aim to provide access to live performances to both engage and inspire.
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Reception Goals	Early Learning Goals Expressive arts and design The children will learn to understand how they can use their voices to create different feelings and moods. They will develop their confidence to be able to perform for an audience. The children will learn about music in different cultures to represent the diverse nature of our community. The children will learn to express themselves by moving to music and listening carefully to how it changes. They will explore loud and soft sounds and begin to use musical words to describe what they hear. The children will be introduced to call and response rhymes and rhythms and begin to understand playing and composing tuned and untuned instruments. Educational Programme The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	We learn to sing simple nursery rhymes and enjoy exploring how we can use our voices and instruments to create different feelings and moods. We mark the beat of songs with actions and are beginning to use words like louder, quieter, faster, slower, higher, and lower to describe the sounds we make.	We learn to sing a range of Nativity songs with actions and enjoy performing them together. We build confidence by taking part in a performance and sharing our learning with an audience of family and friends.	We learn to move in time to a beat as we take part in the Chinese Dragon Dance. We explore Chinese music and begin to play both tuned and untuned percussion instruments in time with the music. We also learn to sort instruments by how they are played: tapping, scraping, or shaking, and enjoy discovering the different sounds they make.	We learn to express ourselves by moving to music and listening carefully to how it changes. We explore loud and quiet sounds and begin to use musical words to describe what we hear. We enjoy noticing how different styles of music can make us feel and move in different ways.	We learn to sing in call-and-response and have fun changing our voices to make buzzing sounds like bees. We play along using tuned and untuned percussion instruments and listen carefully to recognise when the tempo changes in the music.	We learn to sing songs using a call-and-response structure and create sea sound effects using percussion instruments. With some support, we play short, stepping tunes like C-D-E and listen carefully to music from different cultures. We respond with movement and explore how different sounds and instruments can create a soundscape.



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Year 1	Menu Song Focus: Active listening (movement), beat, progression snapshot 1 (echo singing, showing pitch moving). Objectives: - Participate in creating a dramatic group performance using kitchen-themed props. - Copy a leader in a call-and-response song, waiting their turn to sing. - Sing a cumulative song from memory, remembering the order of the verses. - Play classroom instruments on the beat. Watch/Listen/Move: ‘Be our guest’ from Disney film <i>Beauty and the Beast</i> ‘Food, glorious food’ from <i>Oliver!</i> The herring song performed by Chris Haslam	Colonel Haithi’s March Focus: Moving and counting in time to march music, composing their own marching music, listening to contrasting low and high instruments typically found in a marching band, as well as responding to music through movement. Objectives: - Compose music to march to using tuned and untuned percussion. - Respond to musical characteristics through movement. - Describe the features of a march using music vocabulary (e.g. that it has a steady beat, that soldiers ‘march’ to music, naming the instruments playing in the clips). Watch/Listen/Move: ‘Colonel Hathi’s march’ from <i>The Jungle Book</i> by Richard M. Sherman and Robert B. Sherman.	Football Focus: Beat, ostinato, pitched/unpitched patterns, mi-re-do (notes E-D-C), progression snapshot 2. Objectives: - Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C). - Chant together rhythmically, marking rests accurately. - Sing an echo song while tapping the beat, and clap the rhythm of the words understanding there is one beat for each syllable. - Play a simple ostinato on untuned percussion. - Recognise the difference between a pattern with notes (pitched) and without (unpitched). Watch/Listen/Move: <i>Don’t clap this one back</i>	‘Dawn’ from Sea interludes Focus: Beat, active listening (singing game – musical signals – movement), 20th century classical music. Objectives: - Sing a simple singing game, adding actions to show a developing sense of beat. - Listen actively by responding to musical signals and musical themes using appropriate movement. - Create a musical movement picture. Watch/Listen/Move: Pitch pencils activity video from Sing Up’s Developing Musicianship Toolkit (Lessons 1 – 3) ‘Dawn’ from Sea interludes by Benjamin Britten. <i>Sailor, sailor on the sea</i> Key Vocab Pitch, tempo, timbre	Nautilus Focus: Active listening (musical signals, internalising beat, draw to music, movement /actions), electronic music. Objectives: - Perform actions to music, reinforcing a sense of beat. - Respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece. - Develop awareness of duration and the ability to move slowly to music. - Create art work, drawing freely and imaginatively in response to a piece of music. Watch/Listen/Move: Nautilus by Anna Meredith. Official animated video of Nautilus by	Magical Musical Aquarium Focus: Timbre, pitch, structure, graphic symbols, classical music Objectives: - Experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds using graphic symbols. - Sing a unison song rhythmically and in tune. - Play percussion instruments expressively, representing the character of their composition. - Listen to ‘Aquarium’, reflecting the character of the music through movement. Watch/Listen/Move: Aquarium by Saint-Saëns



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	Progression snapshot 1 teaching videos: Key Vocab Duration, structure, tempo, timbre / texture	'Colonel Hathi's march' from <i>The Jungle</i> - Minnesota Orchestra: <u>Tuba demonstration</u> (from 0:00 to 0:15) - Magic Flute <u>Glockenspiel excerpt</u>. Demonstration of glockenspiel playing, featuring music from Wolfgang Amadeus Mozart's <i>The magic flute</i>. - Minnesota Orchestra: <u>Piccolo demonstration</u> (from 0:00 to 0:20) Minnesota Orchestra piccolo player Roma Duncan demonstrates the piccolo. <u>Royal Marines massed bands – beating retreat 2018</u> <u>Follow my feet</u> (from Sing Up) 'March of the toy soldiers' from the <i>Nutcracker suite</i> 'March of the toy soldiers' from the <i>Nutcracker suite</i> Key Vocab Duration, pitch, tempo, timbre	- Video/audio – <u>Teacher demonstration video: Rain is falling down: matching pitch using body ladders</u> (Lessons 2 & 3). <i>Rain is falling down</i> Progression snapshot 2 videos: <i>Rain is falling down: Sing together, tap the beat</i> <i>Rain is falling down: Sing in call-and-response, tapping the beat</i> <i>Rain is falling down: Learn mi-re-do</i> <i>Rain is falling down: Sing and tap the rhythm</i> Key Vocab Duration, pitch, structure, tempo		Anna Meredith. <u>Live video of Nautilus</u> by Anna Meredith. Performed by Anna Meredith and her band. <i>Tremble</i> by Scottish Ballet. Co-choreographed and directed by Jess and Morgs films, and set to <i>Nautilus</i>. <u>Prada Spring/Summer 2014 Women's clothes advert</u>. Featuring <i>Nautilus</i>. Key Vocab Pitch, tempo, duration	<i>Hebrides overture</i> by Felix Mendelssohn. <i>La mer</i> by Claude Debussy. <i>Four sea interludes</i> by Benjamin Britten. Key Vocab Pitch, timbre, structure
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	Tony Chestnut Focus: Beat, rhythm, melody, echo, call-and-response, tuned and untuned percussion, progression snapshot 1. Objectives: - Improvise rhythms along to a backing track using the note C or G. - Compose call-and-response music. - Play the melody on a tuned percussion instrument. - Sing with good diction. Recognise and play echoing phrases by ear. Watch/Listen/Move: - I want you to be my baby (Louis Jordan & his Tympany Five). - Pitch pencils video from Sing Up's Developing musicianship toolkit. - Hi lo chicka lo progression snapshot 1 videos (Sing Up). Fanfarra (Cabua-le-le) (Sérgio Mendes).	Carnival of the Animals Focus: Timbre, tempo, dynamics, pitch, classical music. Objectives: - Select instruments and compose music to reflect an animal's character. - Listen with increased concentration to sounds/music and respond by talking about them using music vocabulary, or physically with movement and dance. - Identify different qualities of sound (timbre) e.g. smooth, scratchy, clicking, ringing, and how they are made. Recognise and respond to changes of speed (tempo), the length of notes (duration – long/ short), short/detached/smooth (articulation), and pitch (high/low) using music vocabulary, and/ or movement. Watch/Listen/Move: 'Aquarium', 'Characters with long ears', 'Fossils', 'The swan', 'Tortoises'. 'The elephant' and 'Aviary' from Carnival of the animals (Camille Saint-Saëns).	Grandma Rap Focus: Duration (crotchet, quavers, crotchet rest), unison, round, progression snapshot 2. Objectives: - Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app. - Chant Grandma rap rhythmically, and perform to an accompaniment children create. - Chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation. - Learn a clapping game to Hi lo chicka lo that shows the rhythm. Show the following durations with actions 'walk' (crotchet) and 'jogging' (quavers). Watch/Listen/Move: - Walk and stop, Copy my actions, and Stepping durations videos from Sing Up's Developing musicianship toolkit. - Hi lo chicka lo progression snapshot 2 videos (Sing Up). - Marble machine (Wintergatan).	Orowa Focus: Beat, rhythm, repetition, structure, 20th century classical music. Objectives: - Improvise and compose, structuring short musical ideas to form a larger piece. - Sing and play, performing composed pieces for an audience. Listen and appraise, with focus and attention to detail, recalling sounds and patterns. Watch/Listen/Move: - Orawa (Wojciech Kilar). Key vocab: Beat, rhythm, repetition, structure Trains Focus: To create music inspired by train travel, volume/dynamics (crescendo, diminuendo), speed/ tempo (accelerando, ritenuto). Objectives:	Swing along with Shostakovich Focus: 2- and 3-time, beat, beat groupings, 20th century classical music. Objectives: - Create action patterns in 2- and 3-time. - Listen actively and mark the beat by tapping, clapping, and swinging to the music. - Listen and move, stepping a variety of rhythm patterns ('walk', 'jogging', 'skippy'). - Understand and explain how beats can be grouped into patterns and identify them in familiar songs. Move freely and creatively to music using a prop. Watch/Listen/Move: Jazz suite No. 1 – 2. 'Polka' (Dmitri Shostakovich).	Tanczmy labada Focus: Singing games, traditional Polish dances, follow a changing beat and tempo, playing a percussion accompaniment, body percussion patterns, progression snapshot 3. Objectives: - Demonstrate an internalised sense of pulse through singing games. - Sing confidently in Polish, and play a cumulative game with spoken call-and-response sections. - Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern. - Listen and match the beat of others and recorded music, adapting speed accordingly. - Listen to traditional and composed music from Poland. Begin to understand how music helps people share tradition and culture.



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	Key Vocab: beat, rhythm, percussion, echo	Danse macabre (Camille Saint-Saëns). Key Vocab: Timbre, tempo, dynamics, pitch	Supercalifragilisticexpialidocious lyric video (Sherman & Sherman). Key Vocab: Duration (crotchet, quavers, crotchet rest), unison, round	• Begin to understand duration and rhythm notation. • Structure musical ideas into a whole-class composition. • Learn a simple rhythm pattern and perform it with tempo and volume changes. • Learn about the musical terms crescendo, diminuendo, accelerando, ritenuto. • Follow signals from a conductor. Listen to and analyse four pieces of music inspired by travel/vehicles. Watch/Listen/Move: • Short ride in a fast machine (John Adams). • The little train of Caipira (Heitor Villa-Lobos). • Main theme from 633 Squadron (Ron Goodwin) The wagon passes (Nursery suite V) (Edward Elgar). Key vocab: volume/dynamics (crescendo, diminuendo), speed/ tempo (accelerando, ritenuto).	Jazz suite No. 2 – 6. 'Waltz II' (Dmitri Shostakovich). Key vocab: 2- and 3-time, beat, beat groupings,	Watch/Listen/Move: • Demonstration of the Krakowiak dance. • Follow my feet and Walk and freeze videos from Sing Up's Developing musicianship toolkit. • Rondo à la Krakowiak in F major (Op.14) (Frédéric Chopin). • Hi lo chicka lo progression snapshot 3 videos (Sing Up). • Polish folk music, performed live (FisBanda). • Polish traditional folk dance: Krakowiak (Lublin, Folk Dances Around the World) Key vocab: beat, tempo
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