

KS2 Medium Term Plan for Music

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Autumn	Samba drumming skills • Listen to samba drumming from a carnival. • Learning about samba traditions in Brazil. • Learning to keep a steady pulse. • Playing 4 different samba instruments. • Playing in several parts as a whole class., creating a groove with parts in layers. • Learning how each sound is produced. • Learning about timbre and basic dynamics. • Developing awareness of high and low pitch. • Exploring fast and slow tempi. • Introducing basic improvisation skills. - Understand that dynamics means volume and can recognise various different levels. - Play tuned & untuned instruments with increasing control & rhythmic accuracy, responding through gestures/movement to changes in the beat. - Explore music from a culture different to their own. - Keep a steady beat and maintain rhythmic accuracy holding their own beat against another contrasting part.	Introduction to Boomwhackers • Exploring how the instruments work, how to hold them and produce a sound, and how the length of tube affects the pitch of the notes. • Working with colours and relating these to a graphic score using Swicks Classroom resources on YouTube. • Learning to play in time with the beat and to follow the score. Extension: using two different colours of boomwhacker to make the exercises more challenging. - Play tuned & untuned instruments with increasing control & rhythmic accuracy, responding through gestures/movement to changes in the beat. - Keep a steady beat and maintain rhythmic accuracy holding their own beat against another contrasting part. - Experience how music can be produced in different ways, including through ICT and described through relevant established and invented notation. Singing skills • Learn “I Can Sing A Rainbow” and “Awesome Autumn”. • Kaboom body percussion – “The Bare Necessities” and “Trish Trash Polka” - Sing songs, speak chants and rhymes in unison, with control of pitch and musical expression presenting performances with an awareness of the audience. - Perform with confidence cumulative songs (songs with a simple melody that change each verse).

	pBuzz skills – basic brass playing. • Learning to produce a sound - vibrating lips. • Learn how to vary the sound by tightening and slackening the lips and moving the slide. • Developing awareness of high and low pitch. • Exploring different sounds on the pBuzz. • Learn how to vary the volume on the pBuzz. • Playing basic tunes with backing track. • Learning the importance of team work, • Developing improvisation skills. - Hear in a piece of music, refer to and compare the different sounds instruments make as their tone colour such as brassy, wooden and metallic. - Understand that dynamics means volume and can recognise various different levels. - Determine upwards and downwards direction in pitch when listening and reviewing music. Producing a Christmas Performance • Learning to sing a variety of festive songs. • Exploring “Sleigh Ride” by Leroy Anderson. • Learning to play sleigh bells in time. • Exploring different sounds on sleigh bells. • Developing vocal skills using festive songs. - Sing songs, speak chants and rhymes in unison, with control of pitch and musical expression presenting performances with an awareness of the audience. - Experience how music can be produced in different ways, including through ICT and described through relevant established and invented notation.	Djembe Drumming • Developing awareness of how djembe drumming contributes to African culture and traditions. • Further develop djembe drumming skills. • Learn how to produce different beats; Bass stroke, open tone and slap. • Learn how solos fit into the groove patterns, and how to create one. • Develop improvisation skills further. • Learn about how a djembe piece is structured and how it fits together. • African song – Toom-Bah-Ee-Lero - Identify silence and sounds that are loud and quiet and the differences between fast and slow speeds. - Play tuned and untuned instruments. - Recognise the difference between a steady beat and no beat and identify sections within a piece of music which sound the same or different. Christmas music • Learn to sing a variety of Christmas songs; traditional carols and pop tunes. • Learn to play a couple of festive tunes using sleigh bells. - Sing songs, speak chants and rhymes in unison, with control of pitch and musical expression presenting performances with an awareness of the audience.
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Spring

Music and movement skills

- Exploring music by several great composers, Greig, Tchaikovsky and Strauss, using Kaboom body percussion resources.
- Explain their ideas and feelings about music using movement, dance & expressive language.
- Begin to understand how music can be organised to communicate different moods and effects (eg: listening to loud & fast music will create a different feeling to slow and quiet).
- Explore and compare sounds of groups of musical instruments, identifying the differences between them eg: strings, woodwind, orchestra, rock band etc.
- Begin to explore the history of music, understanding that time and place can influence how and why music is created, performed and heard.
- Sequence various famous composers on a timeline.

Vocal skills – learning seasonal songs

- Sing Out an Easter Song
- I Love Spring
- Sing songs, speak chants and rhymes in unison, with control of pitch and musical expression presenting performances with an awareness of the audience.
- Understand that texture refers to the difference between thick (many sounds) and thin (few) layers of sounds.

Glockenspiel skills

- Exploring pitch to a greater extent.
- Learning to play a variety of simple tunes.
- Learning about song structure, verses and choruses, and how these alternate.
- Learn to play “It’s All About You, **Danny Jones/McFly re local history.**
- Develop some basic composition techniques and explore simple notation.
- Develop music reading skills and further explore a variety of musical styles.
- Learn to improvise to a 12 bar blues.
- Begin to understand how music can be organised to communicate different moods and effects (eg: listening to loud & fast music will create a different feeling to slow and quiet).
- Improvise and develop rhythmic and melodic material when composing.
- Combine a variety of musical elements when composing using staff and other musical notations.
- Hear in a piece of music, refer to and compare the different sounds instruments make as their tone colour such as brassy, wooden and metallic.

Brass playing skills – cornet & baritone

- Further develop brass playing skills.
- Learn how to produce a sound.
- Learn the valves for C, D,E,F and G.
- Work on basic 2, 3, 4 and 5 note tunes.
- Learn how to vary the volume.
- Learn how moving the valves and tightening and slackening the lips changes the sounds.
- Exploring music by several great composers, Bizet, Offenbach and Rossini, using Kaboom body percussion resources.

Ukulele skills

- Basic introduction to the ukulele.
- How to hold the instrument.
- How to strum open strings to a steady pulse.
- How to change the sounds and make chords.
- Learning to play the C, F and Am chords
- Exploring different styles of music on the ukulele using songs with 2 and 3 chords, for example Iko Iko, Stay With Me.

- Identify contrasting sections of a song, such as the verse and refrain (chorus).
- Improvise and develop rhythmic and melodic material when composing.
- Experience how music can be produced in different ways, including through ICT and described through relevant established and invented notation.

- Hear in a piece of music, refer to and compare the different sounds instruments make as their tone colour such as brassy, wooden and metallic.
- Understand that dynamics means volume and can recognise various different levels.
- Determine upwards and downwards direction in pitch when listening and reviewing music.

Vocal skills –seasonal songs

- Celebrate
- New Life Has Begun
- Space Man – Sam Ryder (Earth & Space)
- Make That Sound (Changing sounds)

- Understand that texture refers to the difference between thick (many sounds) and thin (few) layers of sounds.
- Listen with extended concentration and begin to express their own opinion on a range of live and recorded music.
- Sing solo songs demonstrating call and response form, speak chants and rhymes in unison with control of pitch, a sense of phrase and musical expression.

Summer	Glockenspiel skills • Exploring pitch using simple exercises. • Developing control of the beater. • Learning to play a variety of simple tunes. • Learning about song structure, verses & choruses, & how these alternate. • Composing own melodies to chord sequences. • Learning basic sheet music reading skills. • Learning how to follow and play a tune displayed on the board on the glockenspiel. • Learning to play Beethoven – Ode to Joy. • Trad jazz – When the Saints go marching in. - Begin to understand how music can be organised to communicate different moods and effects (eg: listening to loud & fast music will create a different feeling to slow and quiet). - Begin to improvise and develop rhythmic and melodic material when composing, improving their own and others' work in relation to its intended effect. - Begin to create and combine a variety of the inter-related dimensions (pitch/duration/ dynamics/tempo/timbre/structure) when composing (e.g.: composing using both dynamics and tempo). Bucket drumming skills • Learning to drum together as a team. • Developing left and right, spatial awareness. • Learning to keep a steady pulse. • Exploring fast and slow tempi. • Learning to read basic music: crotchets, quavers, crotchet rests. • Folk music; The Wellerman • Rock Music; Seven Nation Army, Africa • Reggae; Three Little Birds - Play tuned and untuned instruments with increasing control and rhythmic accuracy, responding through gestures or movement to changes in the beat. - Explore music from a culture different to their own. - Keep a steady beat and maintain rhythmic accuracy holding their own beat against another contrasting part.	Ukulele skills • Further development of ukulele skills. • Encouraging good posture & hold. • Strumming open strings to a steady pulse with confidence and control. • How to play chords, changing between chords with greater ease. • Review the C, F and Am chords. Aim to learn how to play G major, G7 and D min, • Explore repertoire with a greater range of chords, eg; Mustang Sally, The Lion Sleeps Tonight, Riptide, Thunder, I'm Yours - Identify contrasting sections of a song, such as the verse and refrain (chorus). - Improvise and develop rhythmic and melodic material when composing. - Experience how music can be produced in different ways, including through ICT and described through relevant established and invented notation. Bucket drumming skills • Developing ensemble drumming skills. • Developing left and right, spatial awareness. • Learning to keep a steady pulse. • Exploring fast and slow tempi. • Learning to read music; semibreves, crotchets, quavers, equivalent rests. • Exploring a variety of musical styles, eg. - Classical Music – Tritsch Tratsch Polka - Rock Music; We Will Rock You - Reggae; Don't Worry, Be Happy - Understand that dynamics means volume and can recognise various different levels. - Play tuned and untuned instruments with increasing control and rhythmic accuracy, responding through gestures or movement to changes in the beat. - Explore music from a culture different to their own. - Keep a steady beat and maintain rhythmic accuracy holding their own beat against another contrasting part.
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	Vocal skills – learning songs in different styles. Repertoire to include the following; • Katy Perry – Roar • Gary Barlow – Sing • Katrina and the Waves – Walking on Sunshine - Experiment with gestures to show the overall contour of the pitch of a melody as it moves upwards, downwards or stays the same. - Identify through gestures such as clapping or using percussion, the strong/first beat whilst singing. - Identify contrasting sections of a song, such as the verse and refrain (chorus).	Vocal skills – learning songs in different styles. Repertoire to include the following; • Do-Re-Mi – The Sound of Music • Power in Me – Rebecca Lawrence • Summer Holiday – Cliff Richard - Listen with extended concentration and begin to express their own opinion on a range of live and recorded music. - Experiment with gestures to show the overall contour of the pitch of a melody as it moves upwards, downwards or stays the same. - Identify through gestures such as clapping or using percussion, the strong/first beat whilst singing. - Identify contrasting sections of a song, such as the verse and refrain (chorus).
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