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| Year: CY1 2022-23  **KS2 MUSIC Medium Term Plan** | Term Spring A: **ONCE UPON A TIME**  (inc Young Voices Preparation) Alternating 45mins fortnightly with 15 mins fortnightly (French on the opposite weeks) + 20mins singing assembly. | **Subject: MUSIC**  For our KS2 pupils, the **3 most important qualities of the curriculum are:**   * **Personal Development skills such as kindness, compassion, learning to care and share, respect and tolerance.** * **Making connections with their learning.** * **Creative Thinking. The generating and extending of ideas; noticing detail; making connections; suggesting hypotheses; using and applying imagination; looking for innovative outcomes; asking unusual questions**   These characteristics of learning will form a golden thread through our curriculum. We will be able to identify opportunities in each subject area each half term of how these skills are promoted and developed. | |
| Key Vocabulary:  Programme Music  Tempo Accelerando  Octave  Dynamics – crescendo; piano; forte  Motif  Major/ Minor  Performance skills | Key Questions:  How many notes in an octave?  How is the instrument being played?  What is the next word?  What is a scotch snap?  How does the music change speed? What does it represent? | Resources:  Young Voices music and myclassmate.ai  BBC Ten Pieces website – In the Hall of the Mountain King, Grieg  Worksheets (listening and composition) | Cross-curricular links:  Literacy  PSHE  PE/Dance |
| Progression of Skills (Y3/4)  **Use voices expressively and creatively**  Sing with confidence with a wider vocal range Yr4 exploring more vocal effects.  Sing with accurate pitch. Maintain the correct pitch with secure intonation with increasing attention to phrasing (y4).  Understand how posture and mouth shape affect the different voice sounds.(y4)  Sing in unison and simple part songs, considering dynamics, tempo and timbre.  Internalise sounds and sing with increasing secure intonation and some attention to phrasing.  Sing expressively with an awareness of dynamics, tempo and timbre.  **Play tuned and untuned instruments understanding staff and other musical notations. Perform in solo and ensemble contexts.**  Play and perform simple rhythmic and musical parts using a small to mid range of notes.  Play instruments with care and so notes are clear.  Play repeated patterns rhythmically and melodically, grow to explore musical patterns.  Begin to use and recognise traditional notation with more confidence.  Also use non-standard notation.  Maintain a simple part within a group with control and an awareness of others.  **Listen with concentration and understanding. To know music is used for different purposes. Aware of the history of music.**  Use musical words to describe music – pitch, tempo, instrumentation, texture.  Be aware of how music has changed over time.  Be able to justify opinions about a piece of music.  Listen to and explore a wide variety of music from a range of genres.  **To evaluate and appraise their own work.**  Develop ability to reflect on their work and that of others. Aim to improve their own work and explain how it has been improved.  **KS2 improvise and compose music for a range of purposes**  Work individually, in pairs or small groups to compose and perform music. Maintain their own part in the group and perform it with control and awareness of others.  Use repeated patterns to compose and also to create accompaniments for melodies.  Choose, combine, control and order sounds to create a specific effect. Create textures by combining sounds in different ways – ostinato accompaniments and melodies.  Develop the use of structure within their music.  Use instruments and voice to create music. | | Progression of Skills (Y5/6)  **Use voices expressively and creatively**  Sing with confidence with a wider vocal range with clear diction.  Sing in unison and several parts with controlled pitch, expression and phrasing.  Sing in tune with an awareness of other parts, learning to project the voice.  **Play tuned and untuned instruments understanding staff and other musical notations. Perform in solo and ensemble contexts.**  Perform an independent part keeping a steady beat using an increased number of notes.  Perform longer pieces with an increased number of notes.  Perform with accuracy, some fluency and control.  Maintain a part within an ensemble, knowing how it fits together.  Use and read traditional notation with some fluency.  Perform with control and know how the other parts fit together.  **Listen with concentration and understanding. To know music is used for different purposes. Aware of the history of music.**  Describe compare and evaluate different types of music and analyse different features within different pieces of music.  Continue to use musical vocabulary to describe the music.  Be able to describe the character of a piece of music.  Listen to and explore a wide variety of music from a range of genres from different traditions, cultures, great composers and musicians.  Be aware of how music has changed over time.  Develop a basic awareness of the history of music and evaluate how venue, occasion and purpose affects the way that music is created and performed. (y6)  **To evaluate and appraise their own work.**  Comment on the effectiveness and success of their own work and others work, suggesting improvements based on the intended outcomes and comment on how this could be achieved..  **KS2 improvise and compose music for a range of purposes**  Create increasingly complicated rhythmic and melodic phrases within given structures. Use a variety of musical devices in composition – melody, rhythm, chords.  Use standard notation to record groups of pitches/ rhythms and to support performance. | |
| **Planned Learning Experiences:** | | **Assessment Opportunities and Learning Outcomes:** | |
| Session 1 6/01/23 (15 MINS) | |  | |
| **Learning Objective:** **To develop ability to sing in tune, 2 parts and to remember lyrics.**  Sing through Trolls Pop Medley and Don’t Worry Mashup  RECAP in SINGING ASSEMBLY | | I am beginning to remember the lyrics of the songs for The Young Voices concert.  I can sing in 2 parts. | |
| Session 2 13/01/23 | |  | |
| **Learning Objective**: **To learn how to pronounce Welsh words in folksong.**  Complete Over the Hills Medley (including Welsh)  Sing from Your Heart actions and sing through  Listen to Grieg’s In the Hall of the Mountain King – explain the story and analyse the music. (Answer questions on worksheet.)  Dance moves for Urban Strides. | | I can sing in Welsh.  I understand what an accelerando is.  I understand what folk music is.  I can add actions to interpret the lyrics.  I am growing in confidence when I sing the songs for The Young Voices concert.  I am aware of a Norwegian composer.  I know that music can tell a story.  I can describe music using some musical vocabulary.  I can recognise instruments and instrumental techniques. | |
| Session 3 20/01/23 (15mins) | |  | |
| **Learning Objective**: **To develop performance skills recalling the melody, parts and lyrics of songs.**  Sing through Over the Hills Medley.  Sing through Sing from your Heart with actions.  RECAP in SINGING ASSEMBLY | | I can recall song lyrics  I am building my ability to sing songs for The Young Voices concert.  I can add actions to interpret the meaning of a song. | |
| Session 4 27/01/23 | |  | |
| **Learning Objective:** **To develop performance skills recalling the melody and lyrics of songs. To compose music to represent part of a story.**  Sing through Over the Hills, welsh song.  Sing through Disco Party.  Compose music for a chase scene linked to Grieg’s In the Hall of the Mountain King. Use D minor scale and create a short motif.  Discuss speeding it up; changing the octave; changing the dynamics; combinations of instruments.  . | | I can sing in Welsh.  I can recall song lyrics  I am growing in confidence when I sing the songs for The Young Voices concert.  I can control and order sounds to create a specific effect.  I understand the difference between major and minor.  I can explain what is meant by chromaticism.  I can develop a musical idea – understanding tempo; dynamics; instrumentation and/or octaves. | |
| Session 5 3/02/23 EXTRA DUE TO YV (? Ask if they can have a late break?) | |  | |
| **Learning Objective:** **To perform all YV songs without lyrics on screen**  Milligantics  Message (+actions)  Over the Hills  Rockstar (+actions)  Just Around the Riverbend  Pop Medley  Sing from Your Heart (+actions)  Don’t worry Mashup  Proud  Disco Party  Dance with Urban Strides | | I am ready to perform atThe Young Voices concert. | |
| Session 6 10/02/23 YOUNG VOICES TRIP | |  | |