



Year 1 Autumn 1 Music		
Theme: Introducing beat – phase 1	Cross Curricular Links: N/A	
Key vocabulary	Prior learning	Next steps
Pulse Beat Long beat Short beat	Range of songs and clapping games in EYFS	Further develop understanding of beat and pulse applying this to a range of songs and untuned percussion.
Key assessment questions		
What is a pulse in music? Can you clap the beat or pulse in a song?		
Knowledge to be taught	Useful pictures / diagrams / weblinks	
<ul style="list-style-type: none"> • That all music has a steady pulse. • That this pulse can be developed into a beat. • That beats can be long and short. 	https://www.wakefieldmusicservicesonline.co.uk/c/1370757-english-model-music-curriculum-scheme-v2/1370758-year-1/1370759-my-musical-heartbeat/lessons/612511-find-the-beat Additional support for SEND music resources https://www.wakefieldmusicservicesonline.co.uk/send	
Definitions / technical vocabulary for teachers.		
<p>Beat: regular repeating sound keeping time.</p> <p>Pulse: Underlying rhythmic feel of music, not strictly occurring every beat. For example, a straightforward rock song and an Irish jig have a different pulse.</p> <p>If unsure describe it as 'beat is what we count in music, pulse is what we feel'.</p>		

Medium term plan – Year 1 – Autumn 1 – MUSIC						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.	Range of songs and clapping games sung during EYFS.	That pulse is a regular beat within all music.	That beats can be longer or shorter.	That beats can be longer or shorter.	That pulse and beat can both be found in music.	Range of songs sung previously plus pulse and beat knowledge from this unit.
Key learning focus for the lesson (s)	<p>Finding the pulse.</p> <p>Discuss the pulse (regular beat in a piece of music).</p> <p>Work through the first blue section in 'understanding music' on the link above.</p> <p>Clap or dance to pulse in well known songs.</p>	<p>Identify long and short beats</p> <p>Discuss these</p> <p>Work through the first green section in 'understanding music' on the link above.</p> <p>Clap long and short beats in well known song.</p>	<p>Clap long and short beats based on words and syllables.</p> <p>Discuss these</p> <p>Work through the second green section in 'understanding music' on the link above.</p> <p>Try to clap syllables in names.</p>	<p>Put beat and pulse together.</p> <p>Listen and join in with 'listening' on the link above.</p> <p>Choose one or two other well known songs to dance, stamp and clap along to showing pulse and beat.</p>	<p>Fit pulse and beat into a song.</p> <p>Practice the song 'Find the Beat' on the link above using the words on screen and following the prompts for the beat.</p>	<p>Rehearse and perform the song 'Find the beat'.</p> <p>Move on to performing it with the video and no words if possible.</p>
Potential amendments for SEND	<p>Ear defenders if needed.</p> <p>Adult support to follow and stay on track.</p>	<p>Ear defenders if needed.</p> <p>Adult support to follow and stay on track.</p>	<p>Ear defenders if needed.</p> <p>Adult support to follow and stay on track.</p>	<p>Ear defenders if needed.</p> <p>Adult support to follow and stay on track.</p>	<p>Support with following the words on screen.</p>	<p>Support with following the words on screen</p>

Year 1 Autumn 2 Music		
Theme: Introducing beat – phase 2	Cross Curricular Links: Some links to history topic and RE through Christmas songs.	
Key vocabulary	Prior learning	Next steps
Pulse Beat Long beat Short beat	Basic knowledge of pulse and beat	Deepen understanding and develop knowledge of rhythm and introduce pitch.
Key assessment questions		
How can the pulse and beat be kept with a range of songs? Can you name some untuned percussion instruments?		
Knowledge to be taught	Useful pictures / diagrams / weblinks	
<ul style="list-style-type: none"> • That pulse and beat are key musical ingredients in all music. • That the pulse and beat within music can be kept using our bodies or untuned instruments. 	https://www.wakefieldmusicservicesonline.co.uk/c/1370757-english-model-music-curriculum-scheme-v2/1370758-year-1/1370759-my-musical-heartbeat/lessons/612513-head-shoulders-knees-and-toes	
Definitions / technical vocabulary for teachers.	Clave: Two wooden sticks tapped together.	
To play claves well children need to rest them loosely in their hands so they can still vibrate.		
Tambours can be hit with beaters or hands – use flat hands at this stage. They should be held by the wooden rim and not the skin.		
Triangles must be held by the string and the beater must rest loosely in the hand.		
	Tambour: small drum – like a tambourine but without metal chimes. Triangle: 	


Medium term plan – Year 1 – Autumn 2 – Music						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.	Pulse and beat from last half term.	Pulse and beat from last half term.	Pulse and beat from last half term.	Pulse and beat from last half term.	Pulse and beat from last half term.	Names and uses of untuned percussion instruments.
Key learning focus for the lesson (s)	Sing 'Heads. Shoulders. Knees and toes' on first link above	Add movement to the song from last week to show pulse and claps and stamps to show beat.	Discuss and rehearse pulse and beat during learning of Christmas songs. Practice and perform.	Continue with Christmas songs. Possibly teach 'London's Burning' (teacher own knowledge) and practice with beat and pulse clapped out to apply knowledge from music to topic focus.	Introduce basic untuned percussion – claves, tambours, triangles. Show children how to keep a regular pulse and short and long beats on these as practised last half term. Revise this work from last half term using instruments.	Choose a song learned in this unit, or a song from the Christmas production, and rehearse and perform using untuned percussion to keep the pulse and play the beat.
Potential amendments for SEND	<p>Ear defenders if needed.</p> <p>Adult support to follow and stay on track.</p> <p>Support with following the words on screen.</p> <p>https://www.wakefieldmusicservicesonline.co.uk/send</p>					

Year 2 Autumn 1 MUSIC		
Theme: Pulse, rhythm and pitch	Cross Curricular Links: N/A	
Key vocabulary	Prior learning	Next steps
Loud sound Soft sound High sound Low sound	Singing, pulse, beat and rhythm work from year 1.	Further consolidation of these key musical elements within a range of singing, performing and listening activities. Development of graphic scores and improvisation
Key assessment questions		
<ul style="list-style-type: none"> • Is a loud sound the same as a low sound? • Is a quiet sound the same as a high sound? • Can you explain and demonstrate high and low and loud and soft? 		
Knowledge to be taught	Useful pictures / diagrams / weblinks	
<ul style="list-style-type: none"> • Developing and consolidating knowledge from year 1 and applying it in a range of contexts. • That sounds in music can be high or low (pitch), short or long (rhythm) and fast or slow (dynamics). • That these sounds combine to make music. • Gaining greater control of tuned and untuned percussion and applying the knowledge of musical elements to play these with purpose and musicality. 	https://www.wakefieldmusicservicesonline.co.uk/c/1370757-english-model-music-curriculum-scheme/1370765-year-2/1370766-pulse-rhythm-and-pitch Support for music SEND: https://www.wakefieldmusicservicesonline.co.uk/send	
Definitions / technical vocabulary for teachers.		
<p>Loud and soft sounds relate to volume and can also be high or low. Think of loud and soft in relation to turning up the volume on a piece of music – it makes it louder or quieter.</p> <p>High and low sounds relate to pitch and have nothing to do with volume. A high sound is one which is higher on the scale of notes and a low sound is one which is lower. Higher sounds are generally more shrill and piercing; low sounds are generally deeper and more booming. Children find it difficult to differentiate between high and low and loud and soft so this will need to be reinforced frequently.</p>		



Medium term plan – Year 2 – Autumn 1 – MUSIC						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre-requisite knowledge required before the lesson.	Pulse, beat and rhythm from year 1	Introductory work from last week.	Work from last week	Pulse, beat and rhythm from year 1 Listening work from assemblies	Learning from this unit and instrument work from year 1.	
Key learning focus for the lesson (s)	Work through the baseline quiz together – allegro version. Recap anything from year 1 which is shown as uncertain. Work through the understanding music activities reminding the children of their year 1 learning on pulse, beat and rhythm.	Work through the listen and respond activities for ‘Music is in my Soul’ https://www.wakefieldmusicsonline.co.uk/c/1370757-english-model-music-curriculum-scheme/1370765-year-2/1370766-pulse-rhythm-and-pitch/lessons/612547-music-is-in-my-soul-part-1	Learn to sing the song ‘Music is in my soul’ and perform together using clapping, body percussion and movement to show the pulse and the beat.	Revisit the ‘understanding music’ activities. Work through the listen and respond activities for Bolero including the ‘did you know’ section. https://www.wakefieldmusicsonline.co.uk/c/1370757-english-model-music-curriculum-scheme/1370765-year-2/1370766-pulse-rhythm-and-pitch/lessons/612548-music-is-in-my-soul-part-2	Work through the ‘play your instruments’ activity for Music is in my soul. Use chime bars and / or boomwhackers in notes C and D only. Remind the children of when they used these in Y1 and how to use them. Practice playing part 2 following the music. To ensure this activity builds on the work from last year and consolidates understanding also choose some untuned percussion instruments and ask children to play these to keep the beat with the music. Practice and perform.	
Potential amendments for SEND	<p>Ear defenders if needed.</p> <p>Adult support to follow and stay on track.</p> <p>Support with following the words on screen.</p> <p>Support to physically use the instruments.</p>					

Year 2 Autumn 2 MUSIC		
Theme: Recognising different sounds	Cross Curricular Links: RE / Christmas	
Key vocabulary	Prior learning	Next steps
Loud sound Soft sound High sound Low sound Rhythm dynamics	Singing, pulse, beat and rhythm work from year 1.	Further consolidation of these key musical elements within a range of singing, performing and listening activities. Development of graphic scores and improvisation
Key assessment questions		
<ul style="list-style-type: none"> • Is a loud sound the same as a low sound? • Is a quiet sound the same as a high sound? • Can you explain and demonstrate high and low and loud and soft? 		
Knowledge to be taught	Useful pictures / diagrams / weblinks	
<ul style="list-style-type: none"> • Developing and consolidating knowledge from year 1 and applying it in a range of contexts. • That sounds in music can be high or low (pitch), short or long (rhythm) and fast or slow (dynamics). • That these sounds combine to make music. • Gaining greater control of tuned and untuned percussion and applying the knowledge of musical elements to play these with purpose and musicality. 	https://www.wakefieldmusicservicesonline.co.uk/c/1370757-english-model-music-curriculum-scheme/1370765-year-2/1370766-pulse-rhythm-and-pitch Support for music SEND: https://www.wakefieldmusicservicesonline.co.uk/send	
Definitions / technical vocabulary for teachers.		
<p>Loud and soft sounds relate to volume and can also be high or low. Think of loud and soft in relation to turning up the volume on a piece of music – it makes it louder or quieter.</p> <p>High and low sounds relate to pitch and have nothing to do with volume. A high sound is one which is higher on the scale of notes and a low sound is one which is lower. Higher sounds are generally more shrill and piercing; low sounds are generally deeper and more booming. Children find it difficult to differentiate between high and low and loud and soft so this will need to be reinforced frequently.</p>		


Medium term plan – Year 2 – Autumn 2 – MUSIC						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre-requisite knowledge required before the lesson.	Basic understanding of pulse and beat should now be becoming consolidated.	Understanding from previous listening work such as Bolero.		Pulse, beat, rhythm, high and low and loud and quiet sounds. This basic knowledge should now be further consolidated so that children can apply this to their performances with confidence.		
Key learning focus for the lesson (s)	<p>Work through the 'understanding music' slides.</p> <p>Listen and respond to 'The Music Man'</p> <p>Discuss the different instruments the music man plays and what type of sounds they make. How are they similar and different? Encourage the use of loud and quiet and high and low to describe the sounds.</p>	<p>Sing 'The Music Man'</p> <p>Go to part 2 of 'The Music Man' https://www.wakefieldmusicservicesonline.co.uk/c/1370757-english-model-music-curriculum-scheme/1370765-year-2/1370769-recognising-different-sounds/lessons/612569-the-music-man-part-2</p> <p>Listen and respond to 'The Way you look tonight'. After working through the prompts and questions discuss how the voice can make different sounds as well as instruments. Link back to 'Bolero' from last half term which had no voice.</p>		<p>Sing and perform – Christmas songs for concerts. Ensure that you mention pulse and beat, long and short sounds, high and low sounds and different instruments when learning these songs to embed this understanding.</p>	<p>Sing and perform – Christmas songs for concerts. Ensure that you mention pulse and beat, long and short sounds, high and low sounds and different instruments when learning these songs to embed this understanding.</p>	<p>Sing and perform – Christmas songs for concerts. Ensure that you mention pulse and beat, long and short sounds, high and low sounds and different instruments when learning these songs to embed this understanding.</p>
Potential amendments for SEND	<p>Ear defenders if needed.</p> <p>Adult support to follow and stay on track.</p> <p>Support with following the words on screen.</p> <p>Support to physically use the instruments.</p>					

Year 3 Autumn 1 MUSIC		
Theme: Play and perform - recorder	Cross Curricular Links: N/A	
Key vocabulary	Prior learning	Next steps
Crochet Quaver Minim Dotted minim Rest Time signature Treble clef Stave Bar	<p>KS1 learning on pulse, beat, rhythm and pitch will all form a basis for the understanding in this unit of work.</p> <p>Instrumental work using tuned percussion in KS1 will have introduced the children to some basic musical notation.</p> <p>Singing and listen and respond activities during KS1 will have introduced the children to basic musicality.</p>	<ul style="list-style-type: none"> • The knowledge of and ability to read and play note E on a recorder. • How to read and play $\frac{3}{4}$ time • How to play in a round. • How to play an ostinato • Introduction to tied notes • Identify and play a semibreve
Key assessment questions		
<ul style="list-style-type: none"> • Can the children hold the recorder correctly? • Can the children position it correctly in the mouth? • Can the children cover the holes effectively? • Can the children tongue the notes accurately? 		
Knowledge to be taught	Useful pictures / diagrams / weblinks	
<ul style="list-style-type: none"> • That music is written on a stave • Introduce a treble clef • That musical notation shows how long and short (rhythm) and how high or low (pitch) a note is. • That music can be written in different time signatures relating to how many beats are in each bar. Explore 2 beats in a bar and 4 beats in a bar. • That rests are used in music. • Notes B, A and G on a descant recorder. 	<p>All recorder teaching is from 'Recorder From the Beginning' by John Pitts. Charangha is not used for this.</p> <p>Each class will have a set of books and recorders which the children will keep until the end of the unit. All books and recorders will be numbered. Children will need to take these home to practice between lessons so please keep a log of this. IWB versions of the tunes are available here: year 3</p>	
Definitions / technical vocabulary for teachers.		
<p>Stave: 5 lines that music is written on</p> <p>Treble clef: The sign at the beginning of recorder music and much other music.</p>	 <p>Treble clef minim</p> <p>Crochet quavers</p>	

Medium term plan – Year 3 – Autumn 1 – MUSIC						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre-requisite knowledge required before the lesson.	Beat, rhythm and pitch knowledge from KS1.	Beat, rhythm and pitch knowledge from KS1. Recorder basic technique and note B.	Beat, rhythm and pitch knowledge from KS1. Recorder basic technique and note B.	Beat, rhythm and pitch knowledge from KS1. Recorder basic technique and note B.	Beat, rhythm and pitch knowledge from KS1. Recorder basic technique and notes B and A.	Beat, rhythm and pitch knowledge from KS1. Recorder basic technique and notes B and A.
Key learning focus for the lesson (s)	How to hold the recorder – practice and reinforce this. (p4) How to tongue a note when playing the recorder -practice and reinforce this (p5). How to play and read the note b (p5)	How to read crochets and quavers. Revisit the learning from last week and ensure that correct hand positions and tonguing are being used. Clap the rhythm and say the words in the songs Little Fly (p6) and No More Milk (p7). Practice these using the recorder.	Revisit the learning from last week and ensure that correct hand positions and tonguing are being used. Practice all of the songs played so far and make sure that the children are covering the holes on the recorder fully and tonguing the notes correctly	How to read and play the note A. Revisit the songs from last week and ensure that correct hand positions and tonguing are being used. Introduce note A. Practice playing it alone and practice changing between A and B. Clap the rhythm and say the words in the song Traffic jam (p8 and 9) Practice this using the recorder.	Revisit the learning from last week and ensure that correct hand positions and tonguing are being used. Practice all of the songs played so far and make sure that the children are covering the holes on the recorder fully and tonguing the notes correctly.	Introduce the repeat sign. Review previous learning and practice anything that is needed. Clap the rhythm and say the words in the song Caterpillar Bye Bye (p10). Practise this on the recorder.
Potential amendments for SEND	<p style="text-align: center;">Some children may need to use ear defenders Some children may need support with reading the music Some children may need support with the physical act of covering the holes effectively.</p>					

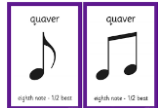
Year 3 Autumn 2 MUSIC		
Theme: Play and perform - recorder	Cross Curricular Links: N/A	
Key vocabulary	Prior learning	Next steps
Crochet Quaver Minim Dotted minim Rest Time signature Treble clef Stave Bar	KS1 work as above and basic recorder playing technique from last half term.	<ul style="list-style-type: none"> • The knowledge of and ability to read and play note E on a recorder. • How to read and play $\frac{3}{4}$ time • How to play in a round. • How to play an ostinato • Introduction to tied notes • Identify and play a semibreve
Key assessment questions		
<ul style="list-style-type: none"> • Can the children clap and play crochets, quavers and minims correctly within tunes? • Can they maintain accuracy and technique when playing all three notes learned? • Can they move between these notes accurately keeping time with the tune? 		
Knowledge to be taught	Useful pictures / diagrams / weblinks	
<ul style="list-style-type: none"> • That music is written on a stave • Introduce a treble clef • That musical notation shows how long and short (rhythm) and how high or low (pitch) a note is. • That music can be written in different time signatures relating to how many beats are in each bar. Explore 2 beats in a bar and 4 beats in a bar. • That rests are used in music. • Notes B, A and G on a descant recorder. 	<p>All recorder teaching is from 'Recorder From the Beginning' by John Pitts. Charangha is not used for this.</p> <p>Each class will have a set of books and recorders which the children will keep until the end of the unit. All books and recorders will be numbered. Children will need to take these home to practice between lessons so please keep a log of this. IWB versions of the tunes are available here: year 3</p>	
Definitions / technical vocabulary for teachers.		
<p>Stave: 5 lines that music is written on</p> <p>Treble clef: The sign at the beginning of recorder music and much other music.</p>	<p>Treble clef minim</p> <p> Crochet  quavers</p>	

Medium term plan – Year 3 – Autumn 2 – MUSIC						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre-requisite knowledge required before the lesson.	Basic recorder technique and notes A and B.	Basic recorder technique and notes A and B.	Basic recorder technique and notes A and B.	Basic recorder technique and notes A and B.	Basic recorder technique and notes A and B.	Basic recorder technique and notes A and B.
Key learning focus for the lesson (s)	<p>Introduce the note G and practice playing this.</p> <p>Practice the three notes that children have learned and make sure that technique is still good.</p> <p>Say and clap Joe Joe on pg 12 and start playing this.</p>	<p>Continue learning and performing Joe Joe.</p> <p>Revise earlier songs and rhythms if needed.</p>	<p>Count and clap the rhythms in Gypsy Dance (p13).</p> <p>Remind the children of the repeat sign.</p> <p>Play Gypsy Dance</p>	<p>Continue learning and performing Gypsy Dance.</p> <p>Revise earlier songs and rhythms if needed.</p>	<p>Teach the children about the one beat rest sign.</p> <p>Clap, count and play Who's that yonder (p17)</p>	<p>Remind the children about minims.</p> <p>Teach them about dotted minims.</p> <p>Clap, count and play Gliding (p19)</p>
Potential amendments for SEND	<p>Some children may need to use ear defenders</p> <p>Some children may need support with reading the music</p> <p>Some children may need support with the physical act of covering the holes effectively.</p>					

Year 4 Autumn 1 MUSIC		
Theme: Play and perform - recorder	Cross Curricular Links: N/A	
Key vocabulary	Prior learning	Next steps
Tied notes Slurred notes ¾ time – waltz time Rounds Duets Ostinato	<ul style="list-style-type: none"> • That music is written on a staff • Introduce a treble clef • That musical notation shows how long and short (rhythm) and how high or low (pitch) a note is. • That music can be written in different time signatures relating to how many beats are in each bar. Explore 2 beats in a bar and 4 beats in a bar. • That rests are used in music. • Notes B, A and G on a descant recorder. 	<ul style="list-style-type: none"> • The knowledge of and ability to play the note D on a recorder • How to play slurred notes • Further understanding and skill of playing in rounds and parts. • Further development of musicality and performance skills.
Key assessment questions		
<ul style="list-style-type: none"> • Can the children demonstrate or explain the basic meaning of 2/4, 3/4 and 4/4 time signatures? • What is a round? • Can the children play B, A, G and E with accuracy and correct technique? 		
Knowledge to be taught	Useful pictures / diagrams / weblinks	
<ul style="list-style-type: none"> • The knowledge of and ability to read and play note E on a recorder. • How to read and play 3/4 time • How to play in a round. • How to play an ostinato • Introduction to tied notes • Identify and play a semibreve 	<p>All recorder teaching is from 'Recorder From the Beginning' by John Pitts. Charanga is not used for this.</p> <p>Each class will have a set of books and recorders which the children will keep during the unit. All books and recorders will be numbered. Children will need to take these home to practice between lessons and they must be returned at the end of the unit so please keep a log of this. IWB versions of the tunes are available here: year 4</p>	
Definitions / technical vocabulary for teachers.		
<p>Rounds: music where different groups start at different times but all play or sing the same tune. Duets: music where two groups play or singing slightly different tunes or different parts of tunes. Ostinato: Part of a tune which is played over and over often as an accompaniment to a main tune.</p>		 semibreve


Medium term plan – Year 4 – Autumn 1 – MUSIC						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.	Basic notation from Y3. Basic recorder technique from year 3. B, A and G	Crotchets, quavers, minims and rest signs.	Crotchets, quavers, minims and rest signs. Dotted minims. Note E	Crotchets, quavers, minims and rest signs. Dotted minims. Note E	Crotchets, quavers, minims and rest signs. Dotted minims. Note E	Crotchets, quavers, minims and rest signs. Dotted minims. Note E
Key learning focus for the lesson (s)	Revise from Y3 Remind children of correct technique and practice notes B, A and G. Remind children of crotchets, quavers, minims and rests. Listen to, clap and play Joe Joe and gliding from year 3 (pg 12 and 19)	Revise from last week. Remind children about dotted minims. Teach the note E. Ensure the children are aware that they have to blow more softly when playing lower pitched notes. Practice this. Introduce Elephants (pg20). Clap say and play the basic tune. DO NOT introduce the ostinato.	Revise from last week. Play Elephants (p20) and experiment with a group playing the ostinato.	Say, clap and begin to play Indian Warrior (p21)	Complete learning, play and perform Indian Warrior (p21)	Revise and play choices from the book so far.
Potential amendments for SEND	<p>Some children may need to use ear defenders</p> <p>Some children may need support with reading the music</p> <p>Some children may need support with the physical act of covering the holes effectively.</p>					

Year 4 Autumn 2 MUSIC

Year 4 Autumn 2 MUSIC		
Theme: Play and perform - recorder	Cross Curricular Links: N/A	
Key vocabulary	Prior learning	Next steps
Tied notes Slurred notes ¾ time – waltz time Rounds Duets Ostinato	<ul style="list-style-type: none"> • That music is written on a stave • Introduce a treble clef • That musical notation shows how long and short (rhythm) and how high or low (pitch) a note is. • That music can be written in different time signatures relating to how many beats are in each bar. Explore 2 beats in a bar and 4 beats in a bar. • That rests are used in music. • Notes B, A and G on a descant recorder. 	<ul style="list-style-type: none"> • The knowledge of and ability to play the note D on a recorder • How to play slurred notes • Further understanding and skill of playing in rounds and parts. • Further development of musicality and performance skills.
Key assessment questions		
<ul style="list-style-type: none"> • Can the children demonstrate or explain the basic meaning of 2/4, 3/4 and 4/4 time signatures? • What is a round? • Can the children play B, A, G and E with accuracy and correct technique? 		
Knowledge to be taught		Useful pictures / diagrams / weblinks
<ul style="list-style-type: none"> • The knowledge of and ability to read and play note E on a recorder. • How to read and play 3/4 time • How to play in a round. • How to play an ostinato • Introduction to tied notes • Identify and play a semibreve 		<p>All recorder teaching is from 'Recorder From the Beginning' by John Pitts. Charangha is not used for this.</p> <p>Each class will have a set of books and recorders which the children will keep during the unit. All books and recorders will be numbered. Children will need to take these home to practice between lessons and they must be returned at the end of the unit so please keep a log of this. IWB versions of the tunes are available here: year 4</p>
Definitions / technical vocabulary for teachers.		
<p>Split quaver: these aren't technically called a split quaver but sometimes quavers aren't written in pairs. This will need to be explained. I suggest using the vocabulary from phonics when teaching split digraphs and calling these special friends who like to be together but sometimes have to be separated.</p> <p>Semibreve: a note that lasts for 4 beats.</p>		


Medium term plan – Year 4 – Autumn 2 – MUSIC						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre-requisite knowledge required before the lesson.	Learning from autumn 1	Notation and rhythm learning from last week.	Blues introductory knowledge from assemblies.	Notation and rhythm learning from this unit.	Ostinato from autumn 1	Notation and rhythm learning from this unit.
Key learning focus for the lesson (s)	<p>Teach split quavers. Explain these like split digraph special friends in phonics.</p> <p>Spend time clapping the rhythm for skateboard ride and listening to the example on the CD. Ensure the rhythm and way it is represented are clearly understood before moving to play. Use the information and examples on pg 22 if needed. Begin to play skateboard ride (p23)</p>	<p>Complete skateboard ride (p23).</p> <p>Play, rehearse and perform.</p>	<p>Teach tied notes using the information on pages 22 and 23.</p> <p>Teach the semibreve and semibreve rest using the information on page 24.</p> <p>Say, clap and begin to learn Chicka Hanka.</p> <p>Discuss how this is a blues style song and link back to the blues songs from assembly. Listen to the 'blues assembly playlist' on spotify.</p>	<p>Read, clap and begin to play fandango (pg 25)</p>	<p>Continue to learn and play Fandango (p25)</p> <p>Add the ostinato on claves or tambourine as suggested if the recorder playing is sufficiently embedded.</p>	<p>Revisit Indian Warrior.</p> <p>Teach the children what a round is and then practice playing this in two parts. The first half of the class start and the second half start when the first half reach line 3.</p> <p>If time create a class concert – playing requests from the book so far.</p> <p>Revise the recorder learning from this term.</p>
Potential amendments for SEND	<p>Some children may need to use ear defenders</p> <p>Some children may need support with reading the music</p> <p>Some children may need support with the physical act of covering the holes effectively.</p>					

Year 5 Autumn 1 MUSIC

Theme: Play and perform - recorder		Cross Curricular Links: N/A
Key vocabulary	Prior learning	Next steps
Slurred notes	<ul style="list-style-type: none"> The knowledge of and ability to read and play note E on a recorder. How to read and play $\frac{3}{4}$ time How to play in a round. How to play an ostinato Introduction to tied notes Identify and play a semibreve 	<ul style="list-style-type: none"> The knowledge of and ability to play the notes F, top D and low C on a recorder. Further development of skill and musicality. Further development of duets and two part tunes.
Key assessment questions (end of term)		
<ul style="list-style-type: none"> Can the children play the notes learned so far with good technique and musicality? Can the children explain and play slurred notes? 		
Knowledge to be taught		Useful pictures / diagrams / weblinks
<ul style="list-style-type: none"> The knowledge of and ability to play the note D on a recorder How to play slurred notes Further understanding and skill of playing in rounds and parts. Further development of musicality and performance skills. 		<p>All recorder teaching is from 'Recorder From the Beginning' by John Pitts. Charangha is not used for this. Each class will have a set of books and recorders which the children will keep until the end of the unit. All books and recorders will be numbered. Children will need to take these home to practice between lessons so please keep a log of this. IWB versions of the tunes are available here: Year 5</p>
Definitions / technical vocabulary for teachers.		
<p>Tied notes: these are usually two notes that are the same and are linked with a tie (see picture). This increases the length of time the note is played for rather than playing two separate notes.</p> <p>Slurred notes: these are usually two notes that are different but are linked with a tie. To play these you don't tongue the second note and just continue to blow as you move your fingers creating a smoother, slurred sound between the notes.</p>		 <p>Tied notes</p>

Medium term plan – Year 5 – Autumn 1 – MUSIC						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre-requisite knowledge required before the lesson.	Learning from recorder work in year 4.	Learning from recorder work in year 4.	Note D	Note D and rounds from previous playing and singing work.	Slurred notes	Slurred notes
Key learning focus for the lesson (s)	<p>Revise the notes and terminology met in year 4.</p> <p>Remind the children how to hold their recorder and how to position their fingers correctly.</p> <p>Return to these songs. Read them, play the CD version and ask the children to try playing them as a refresher. Joe Joe (p12), Indian Warrior (p21), Fandango (p25)</p>	<p>Introduce D – remind children of tied notes</p> <p>Clap, read and begin to play Chatter with the Angels (p26)</p>	<p>Remind children of rounds</p> <p>Clap, read and play Cameron’s spaceship. (p27)</p>	<p>Rehearse and perform Cameron’s spaceship in a round. (p27)</p>	<p>Remind the children of slurred notes.</p> <p>Remind the children of 3/4 time.</p> <p>Clap and play the first two lines of Karen’s waltz. (p28)</p>	<p>Complete Karen’s waltz (p28) and practice this. Children will need to practice this at home over the half term.</p>
Potential amendments for SEND	<p>Some children may need to use ear defenders</p> <p>Some children may need support with reading the music</p> <p>Some children may need support with the physical act of covering the holes effectively.</p>					

Year 5 Autumn 2 MUSIC

Theme: Play and perform - recorder	Cross Curricular Links:	
Key vocabulary	Prior learning	Next steps
Stacatto DC al fine	<p>The knowledge of and ability to read and play note E on a recorder.</p> <ul style="list-style-type: none"> • How to read and play $\frac{3}{4}$ time • How to play in a round. • How to play an ostinato • Introduction to tied notes • Identify and play a semibreve 	<ul style="list-style-type: none"> • The knowledge of and ability to play the notes F, top D and low C on a recorder. • Further development of skill and musicality. • Further development of duets and two part tunes.
Key assessment questions		
<ul style="list-style-type: none"> • Can the children play the notes learned so far with good technique and musicality? • Can the children explain and play slurred notes? 		
Knowledge to be taught		Useful pictures / diagrams / weblinks
<ul style="list-style-type: none"> • The knowledge of and ability to play the note D on a recorder • How to play slurred notes • Further understanding and skill of playing in rounds and parts. • Further development of musicality and performance skills 		<p>All recorder teaching is from 'Recorder From the Beginning' by John Pitts. Charangha is not used for this. Each class will have a set of books and recorders which the children will keep until Y6. All books and recorders will be numbered. Children will need to take these home to practice between lessons so please keep a log of this. IWB versions of the tunes are available here: Year 5</p>
Definitions / technical vocabulary for teachers.		
<p>Tied notes: these are usually two notes that are the same and are linked with a tie (see picture). This increases the length of time the note is played for rather than playing two separate notes.</p> <p>Slurred notes: these are usually two notes that are different but are linked with a tie. To play these you don't tongue the second note and just continue to blow as you move your fingers creating a smoother, slurred sound between the notes.</p>		 <p>Tied notes</p>

Medium term plan – Year 5 – Autumn 2 – MUSIC						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre-requisite knowledge required before the lesson.	All musical experience and knowledge from units taught so far throughout school.					
Key learning focus for the lesson (s)	Revise Karen's Waltz. (p28) Clap and begin to play the first two lines of Adele's Waltz. (p29)	Practice and rehearse the remainder of Adele's Waltz. (p29)	Divide the class into two parts – one part play Karen's Waltz while the other part play Adele's. It will take a lot of practice and time to play this well. (p28 and 29)	Finalise Karen and Adele's Waltz. Perform.	Clap, sing and play Old McDonald. (p30)	Review and play requests from the book so far.
Potential amendments for SEND	<p>Some children may need to use ear defenders</p> <p>Some children may need support with reading the music</p> <p>Some children may need support with the physical act of covering the holes effectively.</p>					

Year 6 Autumn 1 MUSIC		
Theme: Play and perform - recorder	Cross Curricular Links: N/A	
Key vocabulary	Prior learning	Next steps
Staccato Del campo al fine	<ul style="list-style-type: none"> The knowledge of and ability to play the note D on a recorder How to play slurred notes Further understanding and skill of playing in rounds and parts. Further development of musicality and performance skills. 	<ul style="list-style-type: none"> Learn low C, F, F# and Bb. Play and perform a wider range of music
Key assessment questions (end of term)		
<ul style="list-style-type: none"> Can the children play all of the notes taught with good technique and developing musicality? What is staccato? What does D.C. al fine mean in music? 		
Knowledge to be taught	Useful pictures / diagrams / weblinks	
<ul style="list-style-type: none"> The knowledge of and ability to play the note top C on a recorder. How to play staccato Further development of skill, performance and musicality. The meaning of the terms D.C and fine when used together in a piece of music. 	<p>All recorder teaching is from 'Recorder From the Beginning' by John Pitts. Charangha is not used for this.</p> <p>Each class will have a set of books and recorders which the children will keep until the end of the unit. All books and recorders will be numbered. Children will need to take these home to practice between lessons so please keep a log of this. IWB versions of the tunes are available here: year 6</p>	
Definitions / technical vocabulary for teachers.		
<p>Stacatto: notes played with a very short, sharp sound. Shown on music by a dot underneath the staff. Played on the recorder by using the tongue to say 'tut' into the mouth piece.</p> <p>DC al fine: (pronounced fee-nay). DC means del capo which is an instruction to go back the beginning. Fine means end. So, when this is used in music you start playing again and stop when you reach the fine.</p>		

Medium term plan – Year 6 – Autumn 1 – MUSIC						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.	Learning from recorder teaching in year 5.	Staccato notes	Staccato notes and upper C	3/4 beat, tied and slurred notes, rhythms taught earlier in recorder units of work.	3/4 beat, tied and slurred notes, rhythms taught earlier in recorder units of work.	3/4 beat, tied and slurred notes, rhythms taught earlier in recorder units of work.
Key learning focus for the lesson (s)	Revise previous learning. Ask the children to choose a tune they played last year and revisit and play this. Teach staccato notes and how to make this sound (p32)	Teach the note upper C Clap and say the song tadpoles and start learning this. (p34)	Complete tadpoles (p34).	Clap and begin to play Loch Morlich part one (pg 44)	Continue to learn Loch Morlich part 1 (pg 44)	Perfect and perform Loch Morlich part 1 (p 44)
Potential amendments for SEND	<p>Some children may need to use ear defenders</p> <p>Some children may need support with reading the music</p> <p>Some children may need support with the physical act of covering the holes effectively.</p>					

Year 6 Autumn 2 MUSIC		
Theme: Play and perform - recorder	Cross Curricular Links: N/A	
Key vocabulary	Prior learning	Next steps
Staccato Del campo al fine	<ul style="list-style-type: none"> The knowledge of and ability to play the note D on a recorder How to play slurred notes Further understanding and skill of playing in rounds and parts. Further development of musicality and performance skills. 	<ul style="list-style-type: none"> Learn low C, F, F# and Bb. Play and perform a wider range of music
Key assessment questions (end of term)		
<ul style="list-style-type: none"> Can the children play all of the notes taught with good technique and developing musicality? What is staccato? What does D.C. al fine mean in music? 		
Knowledge to be taught	Useful pictures / diagrams / weblinks	
<ul style="list-style-type: none"> The knowledge of and ability to play the note upper C on a recorder. How to play staccato Further development of skill, performance and musicality. The meaning of the terms D.C and al fine in a piece of music. 	<p>All recorder teaching is from 'Recorder From the Beginning' by John Pitts. Charangha is not used for this.</p> <p>Each class will have a set of books and recorders which the children will keep until the end of the unit. All books and recorders will be numbered. Children will need to take these home to practice between lessons so please keep a log of this. IWB versions of the tunes are available here: year 6</p>	
Definitions / technical vocabulary for teachers.		
<p>Stacatto: notes played with a very short, sharp sound. Shown on music by a dot underneath the staff. Played on the recorder by using the tongue to say 'tut' into the mouth piece.</p> <p>DC al fine: (pronounced fee-nay). DC means del capo which is an instruction to go back the beginning. Fine means end. So, when this is used in music you start playing again and stop when you reach the fine.</p>		

Medium term plan – Year 6 – Autumn 2 – MUSIC						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.	3/4 beat, tied and slurred notes, rhythms taught earlier in recorder units of work.	3/4 beat, tied and slurred notes, rhythms taught earlier in recorder units of work.	3/4 beat, tied and slurred notes, rhythms taught earlier in recorder units of work. Previous singing in parts in class work and assembly.	Previous learning in recorder units.	Previous learning in recorder units.	Previous learning in recorder units.
Key learning focus for the lesson (s)	Clap and begin to learn the descant to Loch Morlich (p 45)	Continue to learn the descant to Loch Morlich (p45)	Split the class in two and play both parts of Loch Morlich together.	Clap, read and begin to play Woody's Blues (p43) It's not essential that children can play this fully but they must understand the rhythm in it and the meaning of 'fine' and 'DC al fine'	Review and revise. Play any favourite songs from the recorder book. You could look at some of the carols in the Christmas book (see Rob) though all of these use at least one additional note to those taught. If you are confident and would like to do this the additional notes to teach are low C, F, F# and Bb.	Review and revise. Play any favourite songs from the recorder book. You could look at some of the carols in the Christmas book (see Rob) though all of these use at least one additional note to those taught. If you are confident and would like to do this the additional notes to teach are low C, F, F# and Bb.
Potential amendments for SEND	Some children may need to use ear defenders Some children may need support with reading the music Some children may need support with the physical act of covering the holes effectively.					

