HIGH LITTLETON CHURCH OF ENGLAND PRIMARY SCHOOL
MUSIC MEDIUM TERM PLAN TERM 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Owl (YR) Journeys	To respond appropriately to written symbols and begin to write rhythms.	To respond appropriately to written symbols incorporating silent beats.	To respond appropriately to written symbols incorporating rests.	To add sound effects to enhance a song.	To talk about music in an abstract way which shows imagination and thought.	To create a piece of music in response to a given theme.
Hedgehog (Y1) Senses	To find the pulse and follow simple instructions when performing.	To sing and play exploring pulse and tempo.	To explore dynamics and the length of notes.	To explore how sounds can be changed.	To explore pulse and rhythm.	To perform as a class ensemble.
Fox (Y2) Folksongs	To identify the pulse, playing on beat 1 to accompany singing.	To embed pulse and explore key features of folk songs.	To understand how texture can be created when singing in a round.	To use texture and dynamics in a class performance.	To understand the difference between pulse and rhythm.	To read and respond to notated rhythm patterns.
Badger (Y3) Stone Age	To read, perform and write 1 beat and ½ beat notes.	To read and perform rhythms in time with the pulse.	To read, perform and write rhythm notation using ½ beat, 1 beat, 2 beat and 4 beat notes.	To notate and perform rhythms including a rest.	To compose and perform rhythm notation as an ensemble.	To perform as an ensemble and provide feedback to others.

Otter (Y4) Ancient China	To explore harmonious sounds and pitch notation.	To explore pitch, harmonious notes and scales.	To sing and play a melody using the pentatonic scale.	To improvise, read and write melodies using the pentatonic scale.	To choose and combine notes from the pentatonic scale to create a piece of music.	To refine and perform compositions.
Robin (Y5) Africa	To copy and improvise rhythms through musical games and song.	To perform an independent part within a whole class ensemble.	To apply and use key features of African music to create rhythmic compositions.	To develop a piece of music considering the structure.	To refine and perform our composition and critically appraise it.	To perform a group composition with confidence, using the key features of African music.
Deer (Y6) WW2	To identify what makes a successful melody.	To explore melodic structure and sing a melody and counter melody.	To arrange, notate and perform a well structured melody.	To compose and perform a catchy melody and lyrics for a D-day song.	To accompany a melody selecting the most appropriate chords.	To refine and perform as an ensemble with appropriate expression, chordal and rhythmic accompaniment.