HIGH LITTLETON CHURCH OF ENGLAND PRIMARY SCHOOL
MUSIC MEDIUM TERM PLAN TERM 3

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Owl (YR) Minibeasts	To listen to music and respond by talking, moving and mark making.	To develop the singing voice and create simple actions to accompany the song.	To play percussion instruments to accompany a song.	To respond appropriately to written symbols and create simple rhythms.	To make comparisons about music.	To create music based on a theme.
Hedgehog (Y1) Superheroes	To compose, perform and notate a sequence of sounds to create descriptive music.	To compose a piece of music inspired by words.	To create a soundscape.	To perform music as a class.	To compose music based on a theme.	To compose and perform music based on a theme.
Fox (Y2) Great Fire of London	To explore dynamics through listening and performing.	To explore dynamics through composition and performance.	To perform with a steady pulse with a partner.	To identify beat groupings.	To create and perform rhythms using notation.	To perform a rhythm using notation as part of a whole class ensemble.
Badger (Y3) In the Garden	To read and perform notation and understand the difference between pulse and rhythm.	To read, write and perform rhythmic notation.	To compose and notate a rhythm using one, two and half beat notes.	To explore pitch using graphic and western notation.	To compose, notate and perform a melody.	To perform a solo as part of a class ensemble.
Otter (Y4) Samba	To introduce samba music through listening,	To create and perform rhythms	To refine, perform and appraise	To learn and perform rhythms of a samba	To perform a solo in an ensemble.	To create a suitable ending for a samba piece

	appraising and singing.	using call and response.	samba introductions.	groove as a class ensemble.		and perform in carnival style.
Robin (Y5) Planet	To listen and appraise music exploring the sounds used to capture characteristics of different planets.	To compose a programmatic piece of music considering the inter-related dimensions of music.	To create a motif considering the inter-related dimensions of music.	To consider how motifs can be accompanied and record this using Western notation.	To use ABA structure to organise music and create a satisfying listening experience.	To perform as a group and appraise the work of others.
Deer (Y6) Garageband	To play and record a chord sequence using GarageBand.	To have an understanding of how chords are constructed.	To compose and record a melody fitting with a chord sequence.	To add rhythmic and harmonic accompaniment to a piece.	To compose section A for a final piece in a chosen style.	To use ternary form to structure a piece of music.