HIGH LITTLETON CHURCH OF ENGLAND PRIMARY SCHOOL
MUSIC MEDIUM TERM PLAN TERM 4

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Owl (YR) Circus	To explore movement and sound effects for the circus.	To sing, move and play to the pulse.	To describe music and respond through movement.	To perform simple rhythms.	To improvise on instruments in a small group.	To perform using the skills I have learnt.
Hedgehog (Y1) Carnival of the Animals	To identify how music can represent different moods or characters.	To identify changes in the music representing the mood or character of a piece.	To create a soundscape showing an awareness of tempo.	To recognise changes in pitch and play a repeating rhythm.	To understand pitch and play different notes on an instrument.	To use and identify musical elements to convey different animals.
Fox (Y2) Toys	To explore pulse through listening and performing.	To recognise the relationship between dot notation and movement of pitch.	To use dot notation to compose a simple melody.	To perform from dot notation as a pair.	To perform as a class following dot notation.	To improvise a rhythm within a performance
Badger (Y3) Greek Myths	To be able to sing, dance and play with an awareness of the pulse.	To improvise and perform simple melodies, maintaining a strong sense of pulse.	To explore, select and combine sounds as a class.	To explore, select and combine sounds as a group.	To rehearse and refine compositions for a final performance.	To evaluate my own music and music from another era.
Otter (Y4) Words, Words, Words	To explore music through the inter-related dimensions.	To use the inter-related dimensions to turn words into music.	To begin to interpret music notation using dynamics.	To create a symphonic poem and develop my understanding of tempo.	To create a symphonic poem using the inter-related dimensions of music.	To perform and evaluate a final piece using the inter-related dimensions of music.

Robin (Y5) Rock and Roll	To sing as part of an ensemble.	To sing as part of an ensemble in a two part harmony.	To know what a chord is and be able to play a chord pattern on tuned percussion.	To improvise a melody line within a call and response structure.	To read and perform pitch notation to a steady beat.	To perform an independent part within an ensemble.
Deer (Y6) Arctic	To explore and create a programmatic Arctic soundscape.	To record ideas using graphic notation.	To compose a melody considering phrasing.	To explore contrasts in dissonance and consonance.	To organise music using ternary form structure.	To share, listen and appraise the performances of others.