


Music MTP Term: Summer Term 2 - 2023-24							
	Special Events			Make music day			Wed 24th July School Closes
Week Date		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Standard of the week		Be kind and help others	Listen without interrupting	Respond to instructions straight away	Treat yourself and others with respect	Behave safely and sensibly around the school	Treat your property with respect
	TERM TOPIC Vocabulary						
Year R Musical Games	Rhythm Beat Tempo Quarter Note Whole Note Dynamics Coordination Teamwork Creativity Spatial Awareness	LI: We will learn about rhythm and beat by playing hopscotch and clapping games." Musical Equipment Needed: Hand drums, clapping hands Activities: Warm-up with a clapping game to find the beat.Introduce hopscotch using whole and quarter note patterns. Practice clapping and playing simple rhythms on hand drums. Movement break: Play a game of hopscotch while clapping to the beat.	We will improve our motor skills by skipping and singing rhymes." Musical Equipment Needed: Skipping ropes, hand drums. Review rhythm and beat.Introduce skipping rope rhymes and practice timing jumps with the beat Play hand drums to accompany skipping rhymes Movement break: Skipping with ropes while chanting rhymes. Weekly Keyword	We will practice sharing and taking turns in group musical games." Musical Equipment Needed: Maracas, tambourines Introduce group games like "Pass the Maraca" to learn turn-taking.Play "Musical Chairs" with tambourines to practice teamwork. Movement break: Group dancing to a simple song, focusing on cooperation.	We will learn how to create and copy rhythmic patterns with our bodies." Musical Equipment Needed: Clapping hands, body percussion (stomping, patting) Introduce body percussion and practice simple rhythmic patterns. "Copy the Leader" with body movements to create rhythms. Movement break: Move in a circle, clapping and stomping to	We will explore how music can be loud and soft through games." Musical Equipment Needed: Hand drums, bells Activities: Introduce musical dynamics (loud and soft).Play "Loud and Soft" game with hand drums and bells.Practice adjusting movement intensity to changes in music volume.Movement break: Move like animals that represent loud and soft (e.g., elephant and mouse). Weekly Keyword	We will add music to traditional playground games to make them more fun." Musical Equipment Needed: Clapping hands, maracas Introduce a traditional game like "Duck, Duck, Goose" with added music elements.Play "Musical Statues" where music stops and children freeze Movement break: Create new versions of games with musical twists.

		Weekly Keyword Focus: Rhythm, Beat	Focus: Motor Skills, Coordination	Weekly Keyword Focus: Teamwork, Turn-Taking	different rhythms. Weekly Keyword Focus: Rhythmic Patterns, Body Movements	Focus: Dynamics, Volume	Weekly Keyword Focus: Creativity, Imaginative Play
Year 1 Playground Songs	Rhythm Beat Tempo Melody Lyrics Dynamics Coordination Teamwork Creativity Spatial Awareness	We will learn about playground songs and sing them together Warm-up with simple vocal exercises Introduce and sing a popular playground song (e.g., “Miss Mary Mack”).Discuss the rhythm and beat of the song. Movement break: Simple dance moves to the song. Weekly Keyword Focus: Rhythm, Beat	We will learn how songs can go fast and slow by singing and playing games Review “Miss Mary Mack” and introduce the concept of tempo. Sing the song at different tempos (fast and slow).Play a tempo-changing game where students follow the leader’s singing speed Movement break: Marching or skipping to a song at varying speeds. Weekly Keyword Focus: Tempo	We will explore how to sing loud and soft Introduce a new song (e.g., “The Farmer in the Dell”).Practice singing the song with varying dynamics (loud and soft).Play a dynamics game where students sing louder or softer based on signals.Movement break: Move like animals that sing loud (lion) and soft (mouse). Weekly Keyword Focus: Dynamics	We will learn the melody and lyrics of new playground songs Introduce a new song (e.g., “Down by the Bay”).Teach the melody and lyrics line by line.Practice singing the song together.Movemen t break: Create hand motions or dance moves to go with the song. Weekly Keyword Focus: Melody, Lyrics	We will improve coordination by singing and moving together. Review previously learned songs.Introduce a song with coordinated movements (e.g., “If You’re Happy and You Know It”).Practice singing and performing movements in sync.Movement break: Free dance to a favorite song. Weekly Keyword Focus: Coordination	We will practice singing together as a group and taking turns leading Sing a song in a round (e.g., “Row, Row, Row Your Boat”).Practice taking turns leading the group in song.Play a game where students pass the “leader baton” and lead a song.Movement break: Follow-the- leader dance. Weekly Keyword Focus: Teamwork
Year 2 Brittens Young persons guide to the orchestra	Orchestral Nstrument Family Strings Woodwinds Brass Percussion Conductor	We will learn what an orchestra is and listen to different instruments.” Musical Equipment Needed: Recording	We will learn about the string family of the orchestra.” Musical Equipment Needed: Pictures or videos of string instruments (violin,	We will learn about the woodwind family of the orchestra.” Musical Equipment Needed: Pictures or videos of woodwind	We will learn about the brass family of the orchestra.” Musical Equipment Needed: Pictures or videos of brass instruments (trumpet,	We will learn about the percussion family of the orchestra.” Musical Equipment Needed: Pictures or videos of percussion	We will learn about the conductor and their role in the orchestra.” Musical Equipment Needed: Baton (or substitute), video of a conductor

	Dynamics Melody	of Britten's "Young Person's Guide to the Orchestra Warm-up with a discussion on what an orchestra is.Listen to the introduction of Britten's "Young Person's Guide to the Orchestra."Identify and discuss the different sections of the orchestra.Movement break: Pretend to play different instruments in the orchestra. Weekly Keyword Focus: Orchestra, Instrument	viola, cello, double bass) Review the string section in the recording.Introduce each string instrument and listen to their individual sounds.Discuss how string instruments produce sound.Movement break: Pretend to play each string instrument. Weekly Keyword Focus: Strings, Family	instruments (flute, clarinet, oboe, bassoon) Review the woodwind section in the recording.Introduce each woodwind instrument and listen to their individual sounds.Discuss how woodwind instruments produce sound.Movement break: Pretend to play each woodwind instrument. Weekly Keyword Focus: Woodwinds, Family	trombone, French horn, tuba) Review the brass section in the recording.Introduce each brass instrument and listen to their individual sounds.Discuss how brass instruments produce sound.Movement break: Pretend to play each brass instrument. Weekly Keyword Focus: Brass, Family	(drums, cymbals, xylophone, tambourine) Review the percussion section in the recording.Introduce each percussion instrument and listen to their individual sounds.Discuss how percussion instruments produce sound.Movement break: Pretend to play each percussion instrument. Weekly Keyword Focus: Percussion, Family	Introduce the concept of the conductor and their role.Watch a video of a conductor in action.Practice conducting a simple beat pattern with a baton.Movement break: Conduct the class in simple rhythms. Weekly Keyword Focus: Conductor, Beat
Year 3 Just Play, Ensemble Blossom.	Ensemble Teamwork Communication Cooperation Listening Leadership Dynamics Tempo Melody Harmony	We will learn what ensemble playing is and why teamwork is important." Musical Equipment Needed: Various classroom instrumentsDiscuss the concept of ensemble playing and the importance of teamwork.Form	we will practice listening to others and responding with our playing." Musical Equipment Needed: Various classroom instruments Activities:Practice playing call-and-response patterns as a group.Listen to each other's	We will learn how to take turns leading and following in an ensemble." Musical Equipment Needed: Various classroom instruments Activities:Assign a leader for each group who sets the tempo or starts the	We will learn how to use dynamics to add expression to our ensemble playing." Musical Equipment Needed: Various classroom instruments Activities:Discuss the concept of dynamics (loud and soft).Practice	We will focus on maintaining a steady tempo and playing rhythms accurately." Musical Equipment Needed: Various classroom instruments Activities:Practice playing rhythmic patterns together while keeping a	e will explore harmony and melody in ensemble playing." Musical Equipment Needed: Various classroom instruments Activities:Experiment with playing harmonies on different instruments within

		small groups and assign each group different instruments.Practice playing simple rhythms together.Movement break: Group dance to a steady beat. Weekly Keyword Focus: Ensemble, Teamwork	contributions and respond accordingly.Discuss the importance of communication in music. Movement break: Freeze dance, where students stop playing when the music pauses. Weekly Keyword Focus: Listening, Communication	piece.Rotate leadership roles within the group.Practice following the leader's cues while playing.Movement break: Simon Says game with musical commands. Weekly Keyword Focus: Leadership, Cooperation	playing sections of music with different dynamic levels.Experiment with crescendos and decrescendos as a group.Movement break: Dynamic movement activity where students adjust their movements based on the music's volume. Weekly Keyword Focus: Dynamics, Expression	steady beat.Use a metronome or rhythmic backing track to reinforce tempo stability.Discuss the importance of rhythmic precision in ensemble playing.Movement break: Group clapping games to reinforce rhythmic skills. Weekly Keyword Focus: Tempo, Rhythmic Precision	the group.Learn a simple melody to play together as a group.Discuss how harmony and melody work together in music.Movement break: Singing rounds or simple songs in harmony. Weekly Keyword Focus: Harmony, Melody
Year 4 Just Play, Ensemble Blossom. My Shot As It Was Magic Vuela Libre Abide With Me Too Experienced It's A Lovely Day Today Black Is the Colour Deep Down In My Soul	Ensemble Nonverbal Communication Gesture Cue Expression Dynamics Tempo Synchronization Eye Contact Body Language Phrasing	We will learn about proper breathing techniques and posture for singing." Songs Covered: My Shot As It Was Warm-up: Breathing exercises and stretches to promote good posture.Discussion: Importance of breath control and maintaining good posture while singing.Practice: Sing "My Shot"	We will improve our diction and articulation to make our singing clear." Songs Covered: 3. Magic 4. Vuela Libre Warm-up: Tongue twisters and articulation exercises.Discussion: Importance of clear diction in singing.Practice: Sing "Magic" focusing on enunciating each word	We will work on singing in tune and hitting the right pitches." Songs Covered: 5. Abide With Me 6. Too Experienced Warm-up: Pitch-matching exercises and simple scales.Discussion: The importance of pitch accuracy and intonation.Practice : Sing "Abide With Me" focusing on accurate pitch.Practice: Sing "Too Experienced"	We will learn to use dynamics to add expression to our singing." Songs Covered: 7. It's A Lovely Day Today 8. Black Is the Colour Warm-up: Dynamic control exercises, practicing soft and loud singing.Discussion: How dynamics can change the mood and expression of a song.Practice: Sing "It's A Lovely Day	We will practice singing in harmony and blending our voices." Songs Covered: 9. Deep Down In My Soul (Revisit any challenging song for blending practice) Warm-up: Interval exercises and simple harmonizing.Discussion: Techniques for blending voices and singing harmonies.Practice : Sing "Deep Down	We will prepare for and perform our songs, reflecting on our progress." Songs Covered: My Shot As It Was Magic Vuela Libre Abide With Me Too Experienced It's A Lovely Day Today Black Is the Colour Deep Down In My Soul Activities: Warm-up: Comprehensive vocal warm-up covering all technical

		<p>focusing on breath control in longer phrases.Practice: Sing “As It Was” paying attention to posture and maintaining breath support.Reflection: Discuss how proper breathing and posture affected singing.</p>	<p>clearly.Practice: Sing “Vuela Libre” with an emphasis on crisp consonants and clear vowels.Reflection: Share feedback on clarity of singing.</p>	<p>while maintaining good intonation throughout.Reflection: Discuss how focusing on pitch and intonation improved performance.</p>	<p>Today” incorporating dynamic contrasts.Practice: Sing “Black Is the Colour” with expressive dynamics.Reflection: Share how dynamics enhanced the emotional impact of the songs.</p>	<p>In My Soul” focusing on harmony parts and blending.Practice: Revisit another song needing blending practice, ensuring all voices blend well.Reflection: Discuss the challenges and successes of singing in harmony.</p>	<p>skills.Practice: Run through each song, focusing on incorporating all learned skills (breathing, diction, pitch, dynamics, harmony).Performance: Perform the songs for the class or a small audience.Reflection: Discuss what went well and areas for improvement, celebrating the progress made over the 6 weeks.</p>
<p>Year 5 Nonesuch Orchestra Project (Weeks 1-6) Just Play, Ensemble Blossom. (Weeks 6-8)</p>		<p>We will learn how to compose a ground bass line using a digital audio workstation (DAW).” Musical Equipment Needed: Digital Audio Workstation (DAW) software, MIDI keyboard (optional)</p> <p>Introduction to Ground Bass: Discuss the concept of a ground bass and its historical significance.DAW</p>	<p>We will learn how to compose interesting chord progressions using block, power, and separate chords.” Musical Equipment Needed: Digital Audio Workstation (DAW) software, MIDI keyboard (optional)</p> <p>Activities:Introduction to Chords: Explain the construction of the C, G, Am, and F chords.Block Chords:Demonstra</p>	<p>We will learn how to compose a diatonic melody using notes 1, 3, 5, and 8 of the scale, with occasional passing notes and deliberate dissonance.” Musical Equipment Needed: Digital Audio Workstation (DAW) software, MIDI keyboard (optional)</p> <p>Activities:Introduction to Melody Writing: Explain the concept of</p>	<p>We will refine our compositions, ensuring that the ground bass, chord progressions, and melody work together cohesively.” Musical Equipment Needed: Digital Audio Workstation (DAW) software, MIDI keyboard (optional)</p> <p>Activities:Review and Refine:Review the compositions created over the past three</p>	<p>We will develop our ensemble skills through the performance of ‘Shotgun’ by George Ezra, focusing on coordination, timing, and dynamics.” Musical Equipment Needed: Lyrics sheets Chord charts Audio playback device Musical instruments</p>	<p>Sectional Practice:Divide the class into sections (vocals, guitars, keyboards, percussion).Focus on improving the identified sections within each group.Rotate groups to ensure all parts are covered.Group Coordination:Bring the sections together for a coordinated run-through.Focus on ensemble timing and dynamics.</p>

		<p>Basics: Brief tutorial on how to navigate the DAW, create a new project, and use MIDI instruments. Composing Ground Bass: Demonstrate how to input a simple bass line in the DAW. Create a repeating bass line (e.g., 4 or 8 bars long) using notes from the C major scale. Practice: Students compose their own ground bass lines using the DAW. Listening Session: Share and listen to the composed ground bass lines, providing constructive feedback.</p>	<p>te how to input block chords (all notes played together) in the DAW. Practice creating a simple progression using block chords (e.g., C-G-Am-F). Power Chords: Introduce power chords (using root and fifth). Show how to create power chords in the DAW and integrate them into a progression. Separate Chords: Demonstrate how to arpeggiate chords (playing notes separately). Practice creating arpeggiated chord progressions. Creative Application: Students experiment with different types of chords to create their own progressions. Listening Session: Share and discuss the different chord progressions created.</p>	<p>diatonic melodies and their importance. Melodic Construction: Demonstrate how to use notes 1, 3, 5, and 8 of the C major scale to create a melody. Show examples of passing notes and deliberate dissonance for added interest. Practice: Students compose a short melody to fit over their chord progressions and ground bass. Integration: Combine the composed melody with the chord progression and ground bass from previous weeks. Adjust the melody as needed to fit harmonically and rhythmically. Listening Session: Share and evaluate the composed melodies, focusing on how well they</p>	<p>weeks. Provide tips on refining and polishing the compositions. Advanced Techniques: Introduce additional techniques such as dynamics, articulation, and effects (reverb, delay) to enhance the composition. Final Composition: Students spend the majority of the session refining and finalizing their compositions. Ensure all elements (ground bass, chords, melody) are balanced and cohesive. Final Listening Session: Share the final compositions with the class. Provide and receive constructive feedback, focusing on the integration of ground bass, chords, and melody. Reflection: Discuss the learning process</p>	<p>Introduction: Briefly introduce "Shotgun" by George Ezra. Discuss the importance of ensemble skills such as timing, coordination, and dynamics. Listening Session: Play the song and encourage students to listen for key elements (lyrics, melody, rhythm). Lyrics and Chords: Distribute lyric sheets and chord charts. Introduce the basic chords used in the song (G, C, Em, D). Show how to play these chords on guitars/keyboards. Group Practice: Sing the first verse and chorus together, focusing on coordination and timing. Play the chords along with the singing to practice synchronization.</p>	
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				integrate with the chords and bass.	and the skills gained from the project.		
Year 6 Go for Gold. Y6 Musical Show	Overall Keywords: Olympic Games Musical Characters Songs Lyrics Rhythm Melody Rock music Call-and-response Rap Milo Champion Fitness Training Finale Performance Celebrate Rehearsal	Let's Get Ready for the Olympic Games Learning Intention: Children will learn about the Olympic Games and get excited for our musical adventure. Activities: Warm-up: Olympic-themed discussion and video clips Introduction to the musical: Discuss the story and characters Overall Keywords: Olympic Games, musical, characters, songs Weekly Keywords: Olympic Games, musical	Marching to the Beat Learning Intention: Children will learn the rhythms and lyrics of the opening number, "Go For Gold." Equipment Needed: None Activities: Warm-up: Clapping and marching to the beat Learn the lyrics and melody of "Go For Gold" Overall Keywords: Rhythm, melody, lyrics Weekly Keywords: Rhythm, lyrics	Rocking with the Athenians and Spartans Learning Intention: Children will learn the lively rock song "The Truce." Equipment Needed: None Activities: Warm-up: Air guitar and rock star poses Learn the lyrics and melody of "The Truce" Divide into two groups (Athenians and Spartans) and practice the call-and-response sections Overall Keywords: Rock music, call-and-response, lyrics	Hail to Zeus! Learning Intention: Children will learn the bouncy rock song "Zeus" and the rap section "Zeus Rap." Equipment Needed: Prop microphone (optional) Activities: Warm-up: Rapper warm-up (head bobbing, arm movements) Learn the lyrics and melody of "Zeus" Practice the rap section "Zeus Rap" with confident solo performers	Training for the Games Learning Intention: Children will learn the lyrics of the upbeat songs "Milo" and "Champion." Equipment Needed: None Activities: Warm-up: Stretches and fitness exercises Learn the lyrics and melody of "Milo" Learn the lyrics and melody of "Champion" Overall Keywords: Lyrics, Milo, Champion	Final Celebration Learning Intention: Children will learn the finale songs and prepare for the final performance.

Gbunn curriculum improvement

Year R, Musical Games (Week 1): Include more specific examples or visuals to help explain the concepts of rhythm and beat.

Year 1, Playground Songs (Weeks 2 and 3): Consider adding activities or games that incorporate movement or dance to help reinforce tempo and dynamics.

Year 2, Britten's Young Person's Guide to the Orchestra (Weeks 4-6): Provide more hands-on activities or demonstrations for students to experience the different instrument families and their sounds.

Year 3, Just Play, Ensemble Blossom (Weeks 1-3): Include more emphasis on non-verbal communication and leadership skills, as these are crucial for successful ensemble playing.

Year 4, Just Play, Ensemble Blossom (Weeks 1-4): Consider incorporating more warm-up exercises or activities specifically focused on breath support, diction, and articulation.

☐ Year 5, Nonesuch Orchestral Project (Weeks 1-5): Provide more detailed explanations or visual aids to help students understand the concepts of ground bass, chord progressions, and melodic construction.

☐ Year 6, Go for Gold (Week 6): Include more opportunities for students to practice and refine their performances, as this is the culminating week for the year.