

Music Medium Term Plan – Summer 2 – 2025 – Mr. Bunn

	7 Be ready to learn	8 Be Respectful	9 Be Responsible	10 Be ready to learn	11 Be Responsible	12 Be Respectful
Reception	See document- Hackney EYFS Singing Festival @Round Chapel 27th June			Festival Songs Key Dates and Allocation.docx		
Year - 1	LI: We are learning to sing a song and use different voices. Revisit: Begin by singing the song "The king is in the castle." Focus on noticing the repetition and changes in the lyrics. Discuss the different characters that might inhabit a castle and how their voices might sound. Teach: Introduce the concept of changing voices to suit different characters. Demonstrate how to alter pitch, tone, and volume to represent various characters like a king, queen, knight, or dragon. Apply/Practice: Engage the students in a circle game where they sing the song and take turns using different character voices. Encourage them to exaggerate their voices to match the characters. Review: Reflect on the activity by discussing how well the students were able to change their voices and stay in character. Ask them to share which character voice they enjoyed the most and why.	LI: We are learning to identify a song structure and a range of instruments. Revisit: Sing the tune "The king is in the castle" accurately. Review the lyrics and identify any repeating patterns or rhymes. Teach: Introduce the concept of song structure, explaining terms like verse, chorus, and rhyme pattern. Use examples from the song to illustrate these concepts. Apply/Practice: Listen to a piece of processional music and identify the instruments being played. Discuss how the instruments contribute to the overall feel of the music. Review: Have a group discussion about the song structure and the instruments identified. Encourage students to share their thoughts on how the music made them feel and which instruments they found most interesting.	LI: Create and perform rhythmic word patterns in groups. Revisit: Recap clapping the rhythm of words and performing Football with an ostinato. Teach: Demonstrate how to invent word patterns by combining words with different syllables. Apply/Practice: Work in groups to compose rhythmic word patterns and perform them as a chant over a backing track. Review: Reflect on how combining rhythms creates fun and interesting patterns. Keywords: Word Patterns, Rhythm, Chant, Group Work, Backing Track	LI: Compose short melodies using the notes mi-re-do (E-D-C). Revisit: Recap Rain is Falling Down using body ladder actions. Clap the rhythm of the words from Football. Teach: Introduce mi-re-do (E-D-C) on tuned percussion and show how these notes can create simple melodies. Apply/Practice: In pairs, compose short melodies using mi-re-do, based on the rhythm of the Football chant. Review: Share and reflect on how the different melodies fit with the chant. Keywords: Melody, Mi-re-do, Compose, Rhythm, Tuned Percussion	LI: Create and perform rhythmic word patterns in groups. Revisit: Recap clapping the rhythm of words and performing Football with an ostinato. Teach: Demonstrate how to invent word patterns by combining words with different syllables. Apply/Practice: Work in groups to compose rhythmic word patterns and perform them as a chant over a backing track. Review: Reflect on how combining rhythms creates fun and interesting patterns. Keywords: Word Patterns, Rhythm, Chant, Group Work, Backing Track.	LI: Compose and perform short melodies using mi-re-do and word patterns. Revisit: Review word patterns and melodies from previous lessons. Teach: Discuss the difference between pitched and unpitched patterns and how they work together. Apply/Practice: Use tuned percussion to compose and perform melodies for their own word patterns. Share performances with the class. Review: Reflect on their progress throughout the unit and celebrate the melodies and patterns created. Keywords: Pitched, Unpitched, Perform, Melody, Reflect
Year - 2	See document- Hackney Infants singing Festival @Round Chapel 26 th Jun			Festival Songs Key Dates and Allocation.docx		

The Reggae Feel and Posture LI: We are learning to understand about the feel of reggae music and preparing our bodies for singing. Revisit: Listen to the beginning of "Roots, Rock, Reggae." Ask students to describe the relaxed, happy mood of the music. Teach: Introduce good singing posture. Demonstrate a "proud posture": feet apart, spine long, and shoulders relaxed. Explain this helps our voice work best. Apply/Practice: Play the song again. Have students find the pulse and sway gently while holding their posture. Practice singing the phrase "Roots, Rock, Reggae" on cue. Review: Discuss how a strong posture felt. Ask students to describe the reggae feel in their own words. Keywords: Reggae, Posture, Pulse, Bob Marley, Vibe	Rhythm, Off-Beat, and Song Form LI: We are learning to identify the reggae 'skank' rhythm and understand song form. Revisit: Assume "proud posture." Warm up by singing the "Roots, Rock, Reggae" hook while stepping to the beat. Teach: Introduce the off-beat "skank" rhythm. Practice counting "1 and 2 and 3 and 4" and clapping only on the "ands." Define song form (verse vs. chorus). Apply/Practice: Listen to the song. Have students clap the skank rhythm. Ask them to raise hands to identify the verse and chorus sections as they hear them. Review: Discuss what makes the skank rhythm different from clapping on the main beat. How did they know which part was the chorus? Keywords: Skank, Off-beat, Form, Verse, Chorus	Melody and Intonation LI: We are learning the melody of "No More Trouble" and singing with good intonation. Revisit: Start with a skank clapping warm-up. Sing the chorus of "Roots, Rock, Reggae" to warm up voices. Teach: Introduce "No More Trouble" and its serious mood. Define intonation as singing in tune. Teach the opening phrase using call and response. Apply/Practice: In a circle, sing the opening melodic phrases slowly. Encourage students to listen carefully to their neighbours and the teacher to match the pitch exactly. Review: Discuss why listening is important for good intonation. Ask them to describe the difference in mood and melody between the two songs. Keywords: Intonation, Pitch, Melody, Tune, Harmony.	Dynamics and Emotional Expression LI: We are learning to use dynamics and expression to communicate a song's message. Revisit: Sing through parts of both songs, focusing on maintaining good posture and intonation. Teach: Introduce dynamics (loud/soft) and facial expression. Discuss how to show the joyful message of "Roots, Rock, Reggae" versus the peaceful plea of "No More Trouble." Apply/Practice: Practice singing both songs, applying appropriate dynamics and expressions for each mood. Use fuller, brighter voices for one and softer, more thoughtful voices for the other. Review: Ask how using dynamics and expression changed the songs. Did it help them connect with the meaning of the lyrics? Keywords: Expression, Dynamics, Message, Mood, Communication.	Effective Communication and Rehearsal LI: We are learning to perform as an ensemble through effective communication. Revisit: Warm up by singing phrases from both songs, moving between the different moods and applying the correct dynamics. Teach: Explain that effective communication in a group means listening to blend voices and watching a leader for cues to start and stop together. Apply/Practice: Rehearse singing both songs as a full ensemble. Practice starting and stopping precisely together using an agreed-upon signal from the leader. Review: Reflect on the rehearsal. What was the most challenging part of staying together? Discuss the feeling of singing as one synchronised group. Keywords: Communication, Ensemble, Blend, Cues, Rehearsal.	Performance and Reflection LI: We are learning to combine all our musical skills in a final performance. Revisit: Begin with a full performance warm-up, reviewing posture, breathing, rhythm, and key vocal phrases. Teach: Briefly recap all the elements learned: Posture, Form, Intonation, Expression, Dynamics, and Communication. Set the expectation for a focused performance. Apply/Practice: Perform a final, polished version of both songs. The focus is on combining all elements to effectively communicate the music's meaning and feel. Review: Celebrate the performance. Lead a positive reflection, asking students what they were most proud of and how they felt sharing the music. Keywords: Performance, Polish, Audience, Confidence, Celebration.
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Meeting the Recorder LI: We are learning to hold the recorder correctly and make a gentle sound. Revisit: Begin by discussing wind instruments. Ask students to think about how instruments like a flute or trumpet make a sound. Establish that they all use breath. Teach: Introduce the parts of the recorder (head, middle, and foot joint). Demonstrate the "Recorder Rules": always hold it carefully, and the left hand goes on top. Show how to blow gently, like warming a window pane with your breath, using the sound "doo" with the tongue to start the note clearly. Apply/Practice: Engage students in a game using only the head joint. Have them practise making a gentle "doo" sound. Then, assemble the recorders and practise holding them in the "rest position" (on the lap) and "playing position" (ready to play) on your signal. Review: Reflect on the sounds produced. Ask students to describe what a good sound felt and sounded like. Discuss why the "left hand on top" rule is so important for playing more notes later. Keywords: Recorder, Hold, Gentle, Breath, Tonguing.	Playing Our First Note - B LI: We are learning to play our first note, B, with a steady pulse. Revisit: Begin by practising the correct recorder hold and rest/playing positions from Week 1. Remind students of the gentle "doo" sound. Teach: Introduce the fingering for the note B (thumb on the back hole, first finger of the left hand on the top hole). Emphasise covering the holes completely to avoid squeaks. Play a clear note B for them to hear. Apply/Practice: Engage the students in a "call and response" game. The teacher plays a simple rhythm using only the note B (e.g., "doo doo doo-doo") and the class copies it back. Play along to a slow, steady drum beat to help them feel the pulse. Review: Reflect on the activity. Ask the students to show a thumbs-up if they made a clear sound. Discuss what might cause a squeaky sound (blowing too hard, or holes not fully covered). Keywords: Note B, Fingering, Pulse, Call and Response, Clear Sound.	Adding Our Second Note - A LI: We are learning to play the note A and move smoothly between two notes. Revisit: Begin by playing some long, steady notes on B together. Challenge the class to start and stop at exactly the same time. Teach: Introduce the fingering for the note A (thumb on the back, first two fingers of the left hand on top). Demonstrate the smooth movement needed to go from B to A and back again. Apply/Practice: Teach the students a simple two-note pattern, such as B-A-B. Show the letters on the board. Practise playing the pattern slowly together. Progress to a "copycat" game where the teacher plays a short B and A pattern and the class copies it. Review: Reflect on the movement between the two notes. Was it easy or tricky to move the second finger without lifting the first? Ask students to describe how they made the movement feel smooth. Keywords: Note A, Smooth, Two Notes, Patterns, Copycat.	Mastering Our Third Note - G LI: We are learning to play the note G and combine three notes to play a tune. Revisit: Begin with a "copycat" game using the notes B and A to warm up fingers and ears. Review the correct fingering for both notes. Teach: Introduce the fingering for the note G (thumb on the back, first three fingers of the left hand on top). Acknowledge that this is the trickiest note so far and requires careful finger placement. Model the first phrase of "Hot Cross Buns" (B-A-G). Apply/Practice: Break down "Hot Cross Buns" phrase by phrase. Have the students practise just the B-A-G pattern slowly. Use a backing track or a drum to keep a steady tempo. Once they are confident, try playing the whole first line. Review: Reflect on playing the three notes together. Ask which note was the most challenging to play clearly and why. Celebrate their achievement of playing a recognisable tune. Keywords: Note G, Three Notes, Hot Cross Buns, Tune, Ensemble.	Reading and Playing Rhythms LI: We are learning to read and play simple rhythms using our known notes. Revisit: Begin by playing a whole game of "Hot Cross Buns" together, focusing on a clear tone and correct fingering for B, A, and G. Teach: Introduce simple musical notation for crotchets (TA) and minims (TA-A). Draw them on the board and clap rhythms using these two note lengths. Then, show a simple four-beat pattern on the stave using the notes G and A (e.g., G G A A, all as crotchets). Apply/Practice: Engage the students in a "rhythm reading" exercise. Display several simple four-beat patterns using G, A, and B. Point to one, have the class clap the rhythm, then play it on their recorders. Let students compose their own four-beat pattern for the class to play. Review: Reflect on the link between seeing a note and playing it for the right length of time. Discuss how rhythm makes the music more interesting than just playing notes. Keywords: Rhythm, Crotchet, Minim, Notation, Compose.	Performing as an Ensemble LI: We are learning to perform a short piece of music with other musicians. Revisit: Warm up by playing scales of G-A-B up and down. Review the rhythm notation for crotchets and minims from last week. Teach: Explain the importance of "ensemble skills": watching the conductor, listening to others, and starting/stopping together. Divide the class into two groups. Group 1 will play a simple repeated pattern (the "ostinato"), such as G-G-G-G. Group 2 will play a simple melody over the top, such as B B A A G G G (rest). Apply/Practice: Rehearse the two parts separately, then practise putting them together. The teacher should conduct clearly, showing the beat and giving a clear signal to start. Swap the parts so everyone gets a chance to play both the ostinato and the melody. Review: Perform the final two-part piece. Discuss what it felt like to play your own part while someone else played a different one. Reflect on how well the group listened to each other to stay together. Keywords: Performance, Ensemble, Ostinato, Melody, Conductor.
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Feeling the Reggae Beat LI: We are learning to sing a song and understand the feel of Reggae music. Revisit: Listen to "Three Little Birds" and tap the main pulse. Discuss the song's mood and positive message. Teach: Introduce Bob Marley, Reggae, and the key feature of the "offbeat." Demonstrate stepping on the beat while clapping the offbeat. Apply/Practice: Learn the main melody of the song in unison. Practise singing while doing the offbeat step-clap rhythm. Review: Discuss how the offbeat rhythm creates the relaxed, bouncy feel of Reggae. Keywords: Reggae, Offbeat, Melody, Unison, Bob Marley.	Singing in Harmony LI: We are learning to sing a harmony part against a melody. Revisit: Sing the main melody of the song together to warm up. Practice the offbeat clap. Teach: Introduce the concept of "harmony." Isolate and sing a simple harmony line from the chorus to demonstrate how it fits with the melody. Apply/Practice: In two groups, have one sing the melody while the other sings the harmony. Swap roles. Review: Reflect on how the two vocal parts work together to create a richer sound. Keywords: Harmony, Part-singing, Chorus, Pitch, Layering.	Playing a Melodic Riff LI: We are learning to play a short, repeated melodic pattern (a riff). Revisit: Warm up by singing the chorus in two-part harmony to consolidate last week's skill. Teach: Introduce the concept of a "riff." Demonstrate the song's main instrumental riff on tuned percussion. Apply/Practice: Learn the riff using call and response. Practice playing the riff on tuned percussion over the chorus backing track. Review: Discuss the role of the riff in making the song catchy and memorable. Keywords: Riff, Pattern, Tuned Percussion, Repetition, Call and Response.	Building with Chords and a Bassline LI: We are learning to understand the role of chords and a bassline. Revisit: Combine singers and riff-players to perform one chorus of the song together. Teach: Introduce "chords" and the "bassline" as the foundation of the song. Demonstrate the D and G chords and the corresponding bass notes. Apply/Practice: Assign some students to play the bassline on instruments. The rest of the class sings the melody over the top, listening for the changes. Review: Discuss the job of the bassline and how it supports the melody and harmony. Keywords: Chord, Bassline, Triad, Foundation, Harmony.	Organising the Ensemble LI: We are learning to combine different parts and rehearse as a band. Revisit: Briefly recap all parts learned so far: melody, harmony, riff, and bassline. Teach: Discuss the song's structure and plan a full arrangement. Introduce a simple untuned percussion part to add to the texture. Apply/Practice: In groups (singers, riff players, etc.), rehearse all parts together. Focus on listening and staying together as an ensemble. Review: Discuss the rehearsal. Identify what worked well and what needs improvement for the final performance.	The Final Performance LI: We are learning to perform our song with confidence and musicality. Revisit: Perform a full run-through of the arrangement, focusing on one point of improvement. Teach: Discuss "performance skills" like focus, energy, and listening to the other musicians. Apply/Practice: Set up and perform the final arrangement for an audience or for a recording. Review: Celebrate the performance with positive feedback. Discuss what was learned about how musical elements combine to create a song. Keywords: Performance, Confidence, Audience, Musicality, Celebration.
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Learning Song 1 LI: We are learning the melody and structure of our first song. Revisit: Discuss the purpose of a leavers' or graduation performance. What kind of energy and message should the songs convey? Teach: Introduce "Song 1." Listen to a recording, asking students to identify the different sections (verse, chorus). Teach the main melody and lyrics for the entire song. Apply/Practice: Engage the students in singing Song 1 through in unison. Focus on accurate pitching and clear diction. Review: Reflect on the song's message and structure. Discuss the function of the chorus as the main, memorable idea of Song 1. Keywords: Melody, Structure, Unison, Song 1, Verse/Chorus.	Arranging Song 1 LI: We are learning to add harmony and instrumental parts to Song 1. Revisit: Warm up by singing the melody of Song 1 from memory, ensuring the class is confident. Teach: Introduce a vocal harmony for the chorus. Demonstrate the song's main chord progression for instrumentalists (on keyboards, ukuleles, or glockenspiels). Apply/Practice: In groups, rehearse the separate parts: melody, harmony, and chords/bassline. Begin to layer the parts together to build the arrangement for Song 1. Review: Discuss the effect of adding harmony and instrumental parts. How does layering the parts change the feel of the song? Keywords: Harmony, Accompaniment, Chords, Layering, Arrangement.	Learning Song 2 LI: We are learning the melody and structure of our second song. Revisit: Perform a quick run-through of the arranged parts for Song 1 to consolidate learning. Teach: Introduce "Song 2." Listen to it and identify its mood and structure. Teach the main melody and lyrics to the class. Apply/Practice: Sing Song 2 in unison, focusing on learning the new tune accurately. Review: Compare the style and message of Song 2 with Song 1. How are they different? How will they work together in a performance? Keywords: Melody, Structure, Unison, Song 2, Compare.	Arranging Song 2 LI: We are learning to add harmony and instrumental parts to Song 2. Revisit: Sing the melody of Song 2 from memory to warm up. Teach: Introduce the harmony and chord progression for Song 2, noting any similarities or differences compared to Song 1. Apply/Practice: In groups, learn and rehearse the harmony and instrumental parts for Song 2. Layer all the parts together to create a full arrangement. Review: Discuss how the arrangement for Song 2 is developing. By now, the basic structure for both songs should be in place. Keywords: Harmony, Chords, Part-singing, Instrumental, Song 2.	Shaping the Performance LI: We are learning to use dynamics and expression across both songs. Revisit: Run through both Song 1 and Song 2 with all their arranged parts. Teach: Discuss creating an emotional journey across the two-song performance. As a class, map out a dynamic plan for both pieces (where to be loud/soft, where to build). Apply/Practice: Rehearse both songs back-to-back, focusing on following the dynamic plan and ensuring a smooth transition between them. Review: Reflect on how dynamics shape the overall performance. Does the dynamic plan effectively tell the story of each song? Keywords: Dynamics, Expression, Crescendo, Transition, Ensemble.	Final Polish and Performance LI: We are learning to polish and perform our two-song set with confidence. Revisit: Run through the full performance set (Song 1 and Song 2) with a focus on dynamics and smooth transitions. Teach: Discuss performance etiquette: stage presence, focus, supporting each other as a musical team, and recovering gracefully from any mistakes. Apply/Practice: Set up and deliver a final, polished performance of the two-song set, as if for the graduation ceremony. Review: Celebrate the group's achievement. Provide positive peer feedback, focusing on what made the performance successful as a team. Keywords: Performance, Polish, Confidence, Graduation, Set List.
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