

Astwood Bank Primary School  
Music Medium Term Panning

Y	TERM	Music Express Units
R	Spring	"Special People" "Going Places"
	Autumn	"Moving Patterns" "Working World"
	Summer	"Growth And Change" "Our Senses"
1	Autumn	"Sounds Interesting" Exploring everyday sounds and body percussion. Linking the qualities of these sounds to untuned percussion instruments. "The Long and Short of it" Exploring duration. Recognising and controlling long and short sounds in songs and on instruments.
	Spring	"Feel the Pulse" Exploring pulse and rhythm. Finding and maintaining a steady beat in different ways and playing rhythms generated from word patterns. "Taking Off" Exploring pitch. Using voices and tuned percussion to recognise and control high & low, steps & jumps.
	Summer	"What's the Score?" Exploring instruments and symbols. Developing graphic scoring and exploring the timbre of different instruments. "Rain, Rain Go Away" Exploring music and symbols. Responding through movement and by selecting instruments to accompany tunes. Designing graphic scores for class performance
2	Autumn	"The Long and Short of it" Exploring duration. Controlling and composing using different length notes and simple graphic scores. "Feel the Pulse" Exploring pulse and rhythm. Recognising and combining rhythms, both vocally and with instruments.
	Spring	"Taking Off" Exploring pitch. Working out pitch and melody and performing on the glockenspiels. Steps and jumps. "What's the Score?" Exploring instruments and symbols. Describing and choosing specific sounds in song and music. Sound effects. Basic conducting
	Summer	"Rain, Rain Go Away" Exploring timbre, tempo and dynamics. Selecting instruments for purpose. Recognising and controlling music that has different levels and gradations of speed and volume. "Sounds Interesting" Exploring sounds. How sounds and instruments can be combined and layered in performance

3	Autumn	"Animal Magic" Exploring descriptive sounds. Representing ideas, themes and animals using music. Responding and composing. "Play it Again" Exploring rhythmic patterns. Developing and creating complex rhythmic patterns. Writing rap.
	Spring	"The Class Orchestra" Exploring arrangements. Recognising and selecting instruments and vocals which can be used as accompaniments. Responding and developing ideas. "Dragon Scales" Exploring pentatonic scales. Recognising and learning pentatonic patterns. Developing awareness and control of pitch. Composing.
	Summer	"Painting with Sound" Exploring sound colours. Composing and layering sounds for different effects. Choosing and refining instruments and vocal sounds. "Salt Pepper Vinegar Mustard" Exploring singing games. Learning and performing singing games and rhymes. Adding rhythmic ostinati.
4	Autumn	"Play it Again" Exploring rhythmic patterns. Adding and layering increasingly complex rhythms including ostinati and rests. Using and refining different beat patterns inc 7/8 and 5/4. "The Class Orchestra" Exploring arrangements. Recognising and analysing the structure of compositions and accompaniments. Calypso and off-beat work.
	Spring	"Dragon Scales" Exploring melodies and scales. Developing and refining pentatonic composition. Intervals and pitching. "Painting with Sound" Exploring sound colours. Creating mental images. Refining and selecting. Responding and discussing. Composing and world music.
	Summer	"Salt Pepper Vinegar Mustard" Exploring signals. Identifying musical signals, themes and references. Analysing and composing. Rhythms based on Morse code. "Animal Magic" Exploring descriptive sounds. Orchestral colours, expressive performances. composition
5	Autumn	How does music bring us together/ Emotions and musical styles
	Spring	Exploring key and time signatures/ Introducing chords
	Summer	Words, meaning and expression/ Identifying important musical elements
6	Autumn	Developing melodic phrases/ Understanding structure and form
	Spring	Gaining confidence through performance/ Exploring notation further
	Summer	Using chords and structure/ Respecting each other through composition

The ASSESSMENT tasks have been selected to precede the summer report writing and to focus on collaborative composition and the use of percussion instruments. - see separate assessment guidance and grading definitions.

Ongoing Units 1 and 8 focus on the development of the singing voice and are contained within the other A&C Black Units. In addition to this, unit 8 skills will be covered during the weekly Key Stage 2 song practice

Informal singing assessments will take place throughout the year as part of normal class singing and musical games. The singing assessment sheets have been used to link the school's EGP assessment to the QCA objectives and to NC 2000 levels. These also are intended to feed into the summer report.

Staff will have freedom to select activities from the A&C Black scheme and combine them accordingly. However, there is the intention that a particular unit (that will be assessed) will be completed in its entirety, as there is significant progression not only between books, but also within books. The suggestion in the FS book is that activities are best suited to a "dip-in" approach.

Each 40-minute lesson is generally broken down into 3 ten-minute activities and includes a balance of listening, appraising, responding, playing, composing, creating, learning technical skills, widening musical knowledge, generating and channelling enthusiasm!

Other musical events will factor into the general class music - Christmas, assemblies, orchestra, plays etc and other musical initiatives will take priority from time to time - eg BBC ten pieces, African song writing competition.

Since becoming primary, and with release of the New Model Music Curriculum, we will move y5 and y6 to base much of their content on the Charanga scheme. This will be supplemented by other content as needed. The unit descriptions are explained and expanded in the Charanga scheme. It is likely that Reception music will also begin to use Charanga but the assessment will be in line with the ELG.

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