

Guidelines:

- All the in between brackets are the ‘themes and practical ideas’ that describes how the curriculum will be delivered.
- All the classes will include music theory, staff, vocabulary, skills and sometimes duties. All is subject to differentiation.
- In some cases, we will use some themes again in order to build a span to a basic information on a solid well known previous experience.
- There will be musical activities among the academic year that are not included in this Middle Term Plan.
- Themes and practical Ideas are subject to change during the academic year due to any unplanned circumstances.

	Term 1	Term 2	Term 3
Year 3	<ul style="list-style-type: none"> • Revise known songs and learn new songs. (Get list of songs from reference and ask the students) • Introduction to two-part singing - combining together familiar songs which have the same chord progressions. (Yellow Submarine) • Two-part singing where two different melodies can be learnt separately and then combined together. (karaoke) 	<ul style="list-style-type: none"> • Listening to different styles of music which is intended to create mood and atmosphere and discussing how the composer does this. (Choose ex for different moods of music: Ode To Joy, Sad Lisa, Shams ElShammoosa, etc. Respond by acting) (Music Is Sound And Time) • Exploring ways of creating mood with their voices when singing. (Singing) 	<ul style="list-style-type: none"> • Learn two new notes on recorder and begin learning a melody using all five notes. (Ode To Joy) • Rhythmic improvisation activities using percussion instruments. (Intro to Rhythm) (Along with MIDI and Karaoke) (What is Beat?)
	<ul style="list-style-type: none"> • Introduction to recorder playing. Learn the notes B, A and G and begin learning a three note melody. (Shams ElShammoosa – Arabic) (Read and Write) • Perform recorder melody individually to the rest of the class. Discuss and evaluate each other’s performances. Children should be reminded to make sure their comments are respectful of one another and helpful. (free creation) 	<ul style="list-style-type: none"> • Imaginative composition work in groups – creating moods - using percussion instruments. (Use the instruments explored before plus some percussions and singing) • Performing compositions and evaluating each other’s work remembering to be respectful and helpful. (Display the groups compositions) 	<ul style="list-style-type: none"> • Two-part singing in which one group sings an ostinato pattern whilst the other group sings the main melody. (Karaoke, Solfage) (Do A Dear) (Father And Son) (Introduce ostinato) • Introduction to electronic keyboards in preparation for year 4. (Easy intro about MIDI, Controllers, Synth and Music Programming) (Pop Corn)

	Term 1	Term 2	Term 3
Year 4	<ul style="list-style-type: none"> Review introduction to electronic keyboards and begin learning to play a simple melody using the notes C, D, E, F and G. (Remember Music from last year) (intro about MIDI) (5 notes = endless options) (Mary Has A Little Lamb, Ode To Joy, Basic) Singing known songs and learning new songs with greater emphasis on pitch, breath control and quality of tone. (If You want To sing Out) (More about Rhythm) 	<ul style="list-style-type: none"> Listening to music and singing songs which use ostinato patterns. (Review ostinato, Pattern, Sound Of Music) Composition task using percussion instruments - in groups, create a piece which is based on an ostinato. (free creation) (Introduce Tempo) Perform compositions and discuss and evaluate each other's work. (All You Need Is Love - Listen) 	<ul style="list-style-type: none"> Play more advanced recorder melody, learning new notes as required. (Morning Glory, Belady – National Theme) Play more advanced keyboard melody using more than five notes, therefore requiring a change of hand position. (Belady – National Theme, Let It Be) (What Do You Know About The Beatles – 3 things only) What Is Synth?
	<ul style="list-style-type: none"> Individual improvisation on electronic keyboards using the same pentatonic scale. (Write Your Song) (Music Is Sound And Time)(Scale?) 	<ul style="list-style-type: none"> Singing – four-part rounds and, where possible, adding an ostinato pattern which can be either sung or played on a percussion instrument. (All You Need Is Love - Play) Review recorder work from year 3 and play new three note melody. (Review) 	<ul style="list-style-type: none"> Class performance project using a combination of keyboards, percussion and recorders. (Morning Glory) (If You want To sing Out - Advanced) (Mary) Listening to music from different periods – discuss and evaluate. (Classic – Rag Time – Modern)

	Term 1	Term 2	Term 3
Year 5	<ul style="list-style-type: none"> • Singing in unison and in two parts. Increasing attention is given to pitch, breath control and control of dynamics. (Guantanamera) (Remember Music from last year) • More advanced keyboard melody. Some may begin to add chords with the left hand. (Let It Be – Chords + Melody) • What Is VST and DAW? Introduce Cake Walk and Fruity Loops 	<ul style="list-style-type: none"> • Composition – Using keyboards, compose a simple melody. Begin and end on C and try to use ideas from last terms work on melody. • Perform melodies for the rest of the class. Discuss and evaluate each other’s work remembering to be respectful and helpful. (Two Of Us) • Some children may notate their melodies on Sibelius by performing on piano connected to the computer. (MIDI, Controller and DAW) 	<ul style="list-style-type: none"> • Class performance project using recorders and tuned and non-tuned percussion. (Helwa Ya Baladi - Arabic) • Singing in unison and in two parts. (All My Loving) • How to make a band? • More about using all what we learned altogether. • Report Beat names and styles.
	<ul style="list-style-type: none"> • Revise recorder fingering and learn new notes. Begin learning more advanced recorder melody. (Revise) (Recorder Octave 2) • Listening –sing and listen to melodies in different styles. Discuss differences and similarities; what makes a good melody? (Choose Song To Sing) (Moon Shadow) • Looping? (On Keyboard and More devices) • Scale – Chords relation. (C Major) 	<ul style="list-style-type: none"> • Sing and listen to a variety of ‘question and answer’ melodies. Discuss – what makes it sound like a question and answer? (Moon Shadow) • Singing improvisation – teacher sings a question, i.e. what is your name? Children take turns to sing an answer. (With Guitar) • In pairs, compose ‘question and answer’ melodies using keyboards or tuned percussion instruments. Some may wish to notate their work on Sibelius by performing on keyboard connected to the computer. 	<ul style="list-style-type: none"> • Keyboard performance – children will learn about the key of G. major and will begin learning a keyboard melody in G. major, remembering all F sharps. (Mozart Minuet) (Yanki Zulu) • Perform keyboard melody to the class individually. Discuss and appraise each other’s work remembering to be respectful and helpful. (Using all the scales learned)

	Term 1	Term 2	Term 3
Year 6	<ul style="list-style-type: none"> • Singing in unison and in two parts as a class, in pairs and individually. (We Will Rock You!) • Keyboard playing – children will learn about the key of D. major and will begin learning a keyboard melody in D. major, remembering all F sharps and C (Moon Shadow – From Prev. year) sharps. Children who accomplish this quickly may try adding left hand chords. (D major 	<ul style="list-style-type: none"> • Whole class composition based on a pentatonic scale. Each child is given a two bar rhythm and uses it to compose a melody on glocks using only C,D,F,G and A. Melodies can be performed together and separately. Teacher adds accompaniment using F. major and D. minor. Perform as two bars together then two bars solo, going around the class until all children have had a solo. (Introduce Minor Scale, Minor Chord – A Minor) 	<ul style="list-style-type: none"> • Keyboard composition – children should compose a simple melody in D. major. Some may add simple left hand chords. Some children will notate their compositions on Sibelius by performing on keyboard connected to the computer (Chords – Broken Chords – Scales) • Singing in unison and in two parts. Children are now expected to demonstrate a high level of control over pitch, breathing and dynamics.
	<ul style="list-style-type: none"> • Performance – all children should learn a simple recorder melody. Then they should learn a simple accompaniment using simple chords on the keyboard. Work in pairs with one child on recorder and one on keyboard. • Children may compose at home and bring their composition to display in class. • Each pair should perform to the class. Discuss and evaluate each other’s performances. (Cover songs are welcome too) • Not all the people must play music! But good listening is a must. 	<ul style="list-style-type: none"> • Listening to music from different periods and cultures. Discuss similarities and differences. Discuss some of the influences that make the music sound the way it does. (Report about Beethoven) • Children should practice and then perform a keyboard piece using right hand melody and left hand chords. As a class, discuss and appraise each performance. (El Helwa Di – Arabic) • Not all the people has the same taste, but we must appreciate and adapt our differences. (Miserili History – Electric Guitars and Electronics in Music) 	<ul style="list-style-type: none"> • Children choose either a keyboard piece or recorder melody to learn or revise for a final performance to the class. (Choose your way in music, we will be always there for you)