**Music Medium Term Planning**

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| Term: Autumn 2 | Year: 5/6 | Topic/Unit:  **Classroom Jazz 2** |
| **Key Vocabulary**  **Lesson 1-** style indicators, melody riff, pulse, rhythm, pitch, tempo,  **Lesson 2-** groove,style indicators, melody, pulse, rhythm, pitch, tempo,  **Lesson 3-** dynamics, timbre, texture, structure, improvise, solo pulse, rhythm, pitch, tempo,  **Lesson 4-** melody, compose, dimensions of music, pulse, rhythm, pitch, tempo, composition  **Lesson 5-** neo soul, producer, Motown, hook, pulse, rhythm, pitch, tempo,  **Lesson 6-** groove, pulse, rhythm, pitch, tempo, | | |

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| **National Curriculum** | **Week** | **NC Coverage** | **Skills taught** | **Knowledge** | **Activity Outline** |
| Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.  Pupils should be taught to:  ♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  ♣ improvise and compose music for a range of purposes using the inter-related dimensions of music  ♣ listen with attention to detail and recall sounds with increasing aural memory  ♣ use and understand staff and other musical notations  ♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  ♣ develop an understanding of the history of music | 1 | appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  ♣ play and perform in solo and ensemble contexts, using their voices  listen with attention to detail and recall sounds with increasing aural memory | To sing in unison and to sing backing vocals.  To demonstrate a good singing posture.  To identify and move to the pulse with ease.  Copy back rhythms based on the words of the main song, that include syncopation/off beat. | To know songs from memory, who sang or wrote them, when they were written and why?  Name some of the instruments used in the songs - The historical context of the songs. What else was going on at this time, musically and historically?  To know and explain the importance of warming up their voice.  To know and confidently sing songs and their parts from memory, and to sing them with a strong internal pulse. | 1. Listen and Appraise  ● Listen and Appraise - Bacharach Anorak by Ian Gray: Play the music and find the pulse. After listening, talk about the music and answer the questions together building on musical  vocabulary.  2. Musical Activities (embed with increasing depth over time)  Learn the Piece:  a. Learn to Play the Tune/Head  b. Learn to Play the middle 8  3. Perform/Share  ● Perform the Piece - Bacharach Anorak: Perform and share what has taken place in today’s  lesson |
| 2 | appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  ♣ play and perform in solo and ensemble contexts, using their voices | Play a musical instrument with the correct technique  Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.  To rehearse and perform their part within the context of the Unit song. | To know and be able to talk about:  - Different ways of writing music down – e.g. staff notation, symbols  - The notes C, D, E, F, G, A, B + C on the treble stave  - The instruments they might play | 1. Listen and Appraise  ● Listen and Appraise - Speaking My Peace by Jesper Lundfaard: Play the music and find the  pulse. After listening, talk about the music and answer the questions together building on  musical vocabulary.  ● Listen and Appraise - Bacharach Anorak (if you want to). How is it different to Speaking My Peace? How is it similar?  2. Musical Activities (embed with increasing depth over time)  Learn the Piece:  a. Continue to Play/Learn the Tune/Head  b. Improvise using Instruments  3. Perform/Share  ● Perform the Piece - Bacharach Anorak : Perform and share what has taken place in today’s lesson. |
| 3 | improvise and compose music for a range of purposes using the inter-related dimensions of music  ♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  ♣ develop an understanding of the history of music | Improvise using instruments and 3 notes to:  - copy back,  - question and answer phrases  - their own improvisation | To know and be able to talk about improvisation:  Improvisation is making up their own tunes on the spot  When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. - To know that using one, two or three notes confidently is better than using five  To know that if they improvise using the notes they are given, they cannot make a mistake | 1. Listen and Appraise  ● Listen and Appraise - Take The A Train by Duke Ellington: Play the music and find the pulse.  After listening, talk about the music and answer the questions together building on musical  vocabulary.  ● Listen and Appraise - Bacharach Anorak (if you want to). How is it different to Take The A  Train? How is it similar?  2. Musical Activities (embed with increasing depth over time)  Learn the Piece:  a. Continue to Play/Learn the Tune/Head  b. Continue to Improvise with the Tune/Head using Instruments  3. Perform/Share  ● Perform the Piece -Bacharach Anorak : Perform and share what has taken place in today’s  lesson.  Floor book:  Video with QR code  Explanation of lesson |
| 4 | play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  use and understand staff and other musical notations | Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.  Explain the keynote or home note and the structure of the melody.  Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.  Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). | To know and be able to talk about:  - what a composition is  - how the pulse, rhythm and pitch work together and are shaped by tempo, dynamics, texture and structure  - Notation: recognise the connection between sound and symbol | 1. Listen and Appraise  ● Listen and Appraise - Meet The Blues by Ian Gray: Play the music and find the pulse. After  listening, talk about the music and answer the questions together building on musical vocabulary  2. Musical Activities (embed with increasing depth over time)  Learn the Piece:  a. Compose your own Tune/Head  b. Improvise using the Notes of the Tune/Head  3. Perform/Share  ● Perform the Piece - Meet The Blues: Perform and share what has taken place in today’s  lesson.  Floor book:  Video with QR code  Explanation of lesson |
| 5 | play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  use and understand staff and other musical notations | Create simple melodies using up to hisent notes and simple rhythms that work musically with the style of the Unit song.  ● Explain the keynote or home note and the structure of the melody. | To know and be able to talk about:  - what a composition is  - how the pulse, rhythm and pitch work together and are shaped by tempo, dynamics, texture and structure  - Notation: recognise the connection between sound and symbol | 1. Listen and Appraise  ● Listen and Appraise - Back O’ Town Blues by Earl ‘Fatha’ Hines: Play the music and find the  pulse. After listening, talk about the music and answer the questions together building on  musical vocabulary.  ● Listen and Appraise - Meet The Blues (if you want to). How is it different to the Back O’ Town  Blues? How is it similar?  2. Musical Activities (embed with increasing depth over time)  Learn the Piece:  a. Continue to Compose your own Tune/Head  b. Improvise using the Notes of the Tune/Head  3. Perform/Share  ● Perform the Piece - Meet The Blues: Perform and share what has taken place in today’s lesson. |
| 6 |  | To choose what to perform and create a programme.  To communicate the meaning of the words and clearly articulate them.  To discuss and talk musically about it – “What went well?” and “It would have been even better if...?” | To know and be able to talk about:  - Performing is sharing music with other people, an audience  - Everything that will be performed must be planned and learned | 1. Listen and Appraise  ● Listen and Appraise - One O’Clock Jump by Count Basie: Play the music and ꢶfind the pulse.  After listening, talk about the music and answer the questions together building on musical  vocabulary.  ● Listen and Appraise - Meet The Blues (if you want to). How is it different to One O’Clock  Jump? How is it similar?  2. Musical Activities (embed with increasing depth over time)  Learn the Piece:  a. Secure your Compositions  b. Improvise using the Notes of the Tune/Head  3. Perform/Share  ● Perform the Piece - Meet The Blues: Perform and share what has taken place in today’s  lesson.  Floor book:  Video with QR code  Explanation of lesson |