**Music Medium Term Planning**

|  |  |  |
| --- | --- | --- |
| Term: Autumn 2 | Year: 5/6 | Topic/Unit: A New Year Carol |
| **Key Vocabulary** **Lesson 1-** Melody, timbre, texture, structure, dimensions of music, , urban gospelLesson 2 - Melody, timbre, texture, structure, dimensions of music, , urban gospelLesson 3 -, improvise, cover, pulse, rhythmLesson 4 - compose, pitch, tempo, dynamicsLesson 5 - ostinato, phrases, unisonLesson 6 – performance, audience  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 voiceslisten 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. | . Listen and Appraise● Listen and Appraise - A New Year Carol by Benjamin Britten: Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. The colouredtimeline denotes the song sections.After listening, talk about the song and answer the questions together using correct musicallanguage.2. Musical Activities (embed with increasing depth over time)a. Games Tracks - A New Year Carol:● Pulse, Rhythm and Pitch games● Body and Vocal Warm-Upsb. Learn to Sing the Song - A New Year Carol: Start to learn to sing the song.3. Perform● Perform the Song - A New Year Carol by Benjamin Britten: Perform and share what has takenplace in today’s lesson. Sing the song. |
| 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 | ● To demonstrate a good singing posture. ● To experience rapping and solo singing. ● To listen to each other and be aware of how they fit into the group. ● To sing with awareness of being ‘in tune’. | ● To know songs from memory, who sang or wrote them, when they were written and why? ● To know the style of the songs and to name other songs from the Units in those styles. ● To choose three or four other songs and be able to talk about: - The style indicators of the songs (musical characteristics that give the songs their style) - The lyrics: what the songs are about - Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) - Identify the structure of the songs (intro, verse, chorus etc.) - 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? - Know and talk about that fact that we each have a musical identity | 1. Listen and Appraise● Listen and Appraise - A New Year Carol by Benjamin Britten: Revisit the song.● Listen and Appraise - A New Year Carol - Urban Gospel version: After listening, talk about thesong and answer the questions together using correct musical language. How is this versiondifferent from Britten’s version?Notes 2. Musical Activities (embed with increasing depth over time)a. Games Tracks - A New Year Carol:● Pulse, Rhythm and Pitch games● Body and Vocal Warm-Upsb. Learn to Sing the Song:● A New Year Carol by Benjamin Britten: Option to continue with this version● A New Year Carol - Urban Gospel version: learn the new version3. Perform● Perform the Song - A New Year Carol by Benjamin Britten: Perform and share what has takenplace 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 | To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. ● Listen carefully and respectfully to other people’s thoughts about the music. ● Use musical words when talking about the songs. | ● To know songs from memory, who sang or wrote them, when they were written and why? ● To know the style of the songs and to name other songs from the Units in those styles. ● To choose three or four other songs and be able to talk about: - The style indicators of the songs (musical characteristics that give the songs their style) - The lyrics: what the songs are about - Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) - Identify the structure of the songs (intro, verse, chorus etc.) - 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? - Know and talk about that fact that we each have a musical identity | 1. Listen and Appraise● Listen and Appraise - I Mun Be Married On Sunday by Benjamin Britten● Listen and Appraise - A New Year Carol by Benjamin Britten: This is an option.● Listen and Appraise - A New Year Carol - Urban Gospel version: This is an option.2. Musical Activities (embed with increasing depth over time)a. Games Tracks - A New Year Carol:● Pulse, Rhythm and Pitch games● Body and Vocal Warm-Upsb. Learn to Sing the Song:● A New Year Carol by Benjamin Britten: Option to continue with this version.● A New Year Carol - Urban Gospel version: Option to learn the new version.3. Perform● Perform the Song - A New Year Carol by Benjamin Britten: You decide what to perform andshare from today’s 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 | To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. ● Listen carefully and respectfully to other people’s thoughts about the music. ● Use musical words when talking about the songs.  | ● To know songs from memory, who sang or wrote them, when they were written and why? ● To know the style of the songs and to name other songs from the Units in those styles. ● To choose three or four other songs and be able to talk about: - The style indicators of the songs (musical characteristics that give the songs their style) - The lyrics: what the songs are about - Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) - Identify the structure of the songs (intro, verse, chorus etc.) - 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? - Know and talk about that fact that we each have a musical identity | 1. Listen and Appraise● Listen and Appraise - I Mun Be Married On Sunday by Benjamin Britten.● Listen and Appraise - I Mun Be Married On Sunday - Bhangra version.● Listen and Appraise - A New Year Carol by Benjamin Britten: This is an option.● Listen and Appraise - A New Year Carol - Urban Gospel version: This is an option.2. Musical Activities (embed with increasing depth over time)a. Games Tracks - A New Year Carol:● Pulse, Rhythm and Pitch games● Body and Vocal Warm-Upsb. Learn to Sing the Song:● A New Year Carol by Benjamin Britten: Option to continue with this version● A New Year Carol - Urban Gospel version: Option to learn the new version3. Perform● Perform the Song - A New Year Carol by Benjamin Britten: You decide what to perform andshare from today’s 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 | ● To demonstrate a good singing posture. ● To experience rapping and solo singing. ● To listen to each other and be aware of how they fit into the group. ● To sing with awareness of being ‘in tune’. | ● To know songs from memory, who sang or wrote them, when they were written and why? ● To know the style of the songs and to name other songs from the Units in those styles. ● To choose three or four other songs and be able to talk about: - The style indicators of the songs (musical characteristics that give the songs their style) - The lyrics: what the songs are about - Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) - Identify the structure of the songs (intro, verse, chorus etc.) - 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? - Know and talk about that fact that we each have a musical identity | 1. Listen and Appraise● Listen and Appraise - Fishing Song by Benjamin Britten● Listen and Appraise - A New Year Carol by Benjamin Britten: This is an option.● Listen and Appraise - A New Year Carol - Urban Gospel version: This is an option.2. Musical Activities (embed with increasing depth over time)a. Games Tracks - A New Year Carol:● Pulse, Rhythm and Pitch games● Body and Vocal Warm-Upsb. Learn to Sing the Song:● A New Year Carol by Benjamin Britten: Option to continue with this version● A New Year Carol - Urban Gospel version: Option to learn the new version3. Perform● Perform the Song - A New Year Carol by Benjamin Britten: You decide what to perform andshare from 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 - Fishing Song by Benjamin Britten.● Listen and Appraise - Fishing Song - South African version.● Listen and Appraise - A New Year Carol by Benjamin Britten: This is an option.● Listen and Appraise - A New Year Carol - Urban Gospel version: This is an option.2. Musical Activities (embed with increasing depth over time)a. Games Tracks - A New Year Carol:● Pulse, Rhythm and Pitch games● Body and Vocal Warm-Upsb.. Learn to Sing the Song:● A New Year Carol by Benjamin Britten: Option to continue with this version.● A New Year Carol - Urban Gospel version: Option to learn the new version.3. Perform● Perform the Song - A New Year Carol by Benjamin Britten: You decide what to perform andshare from today’s lesson. |