**Music Medium Term Planning**

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| **Term:** Autumn 2 | **Year:** 4/5  | **Topic/Unit:** **Glockenspiel 2** |
| **Key Vocabulary** **Lesson 1 – D-E-F , Easy E, pulse, Mardi Gras, theory, notation, perform****Lesson 2 –Theory, pitch,** **Lesson 3 –Strictly D, notation, rhythm, perform****Lesson 4 –** **notation, rhythm, perform****Lesson 5 – notation, rhythm, perform****Lesson 6 - notation, rhythm, perform, composition** |

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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 | Listen with attention to detail and recall sounds with increasing aural memoryPlay and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expressionappreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians | Year 5 ●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 ● 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 listen to and follow musical instructions from a leader. Year 4● To treat instruments carefully and with respect. ● Play any one, or all four, differentiated parts on a tuned instrument – 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 listen to and follow musical instructions from a leader.● To experience leading the playing by making sure everyone plays in the playing section of the song. | Year 5●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 playYear 4 ● To know and be able to talk about: - The instruments used in class (a glockenspiel, recorder). - Other instruments they might play | You will see tabs at the bottom of the screen - make sure that you look at these beforeteaching each step to decide which setting is required.1. Musical Activities - Revisit pieces from Glockenspiel Stage 1● D-E-F-innately● Easy E● Theory:1. Finding out about music: Pulse.2. Finding out about music: Pulse question.2. Musical Activities - use the notes C, D, E and F● Mardi Gras Groovin’: listen to this piece● Mardi Gras Groovin’:play with note-names● Mardi Gras Groovin’: play with note-names or notes or perhaps from memory● Mardi Gras Groovin' Theory - The Language of Music● Copy Back 3: using D and E. Mardi Gras Groovin’: play from notation3. Perform● Perform and share what has taken place in today’s lesson. |
| 2 | Listen with attention to detail and recall sounds with increasing aural memoryPlay in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expressionUse and understand staff and other musical notations | Year 5 ●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 ● 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 listen to and follow musical instructions from a leader. Year 4● To treat instruments carefully and with respect. ● Play any one, or all four, differentiated parts on a tuned instrument – 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 listen to and follow musical instructions from a leader.● To experience leading the playing by making sure everyone plays in the playing section of the song. | Year 5●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 playYear 4 ● To know and be able to talk about: - The instruments used in class (a glockenspiel, recorder). - Other instruments they might play | You will see tabs at the bottom of the screen - make sure that you look at these beforeteaching each step to decide which setting is required.1. Musical Activities - Revisit pieces from Glockenspiel Stage 1● Roundabout● March Of The Golden Guards2. Musical Activities - This piece uses the notes C,D, E, F● Good, Better, Best: Listen, sing and play. Can you play from memory?TheoryFinding Out About Music: Pitch. Watch, listen, learn, remember...Finding Out About Music Listening game: Listen to the pitch of the instruments playing inthese pieces. Drag each piece to the box next to the description of the pitch.3. Perform● Perform and share what has taken place in today’s lesson. |
| 3 | Listen with attention to detail and recall sounds with increasing aural memoryPlay in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expressionimprovise and compose music for a range of purposes using the inter-related dimensions of music | Year 5 ●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 ● 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 listen to and follow musical instructions from a leader. Year 4● To treat instruments carefully and with respect. ● Play any one, or all four, differentiated parts on a tuned instrument – 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 listen to and follow musical instructions from a leader.● To experience leading the playing by making sure everyone plays in the playing section of the song. | Year 5●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 playYear 4 ● To know and be able to talk about: - The instruments used in class (a glockenspiel, recorder). - Other instruments they might play | You will see tabs at the bottom of the screen - make sure that you look at these beforeteaching each step to decide which setting is required.1. Musical Activities - Revisit pieces from Glockenspiel Stage 1● Portsmouth● Strictly DNotes 2. Musical Activities - use the notes C, D, E, F and G (G is a new note)● Remembering What You’ve Found Out● Two-Way Radio is a duet; a piece for 2 players or 2 groups - Two-Way Radio (note-names): now all play part 1● Two-Way Radio: play each part with either note-names or notes then put them together● Two-Way Radio Theory - The Language of Music● Two-Way Radio: with notation. Put both parts together.Theory:More Finding Out About MusicFinding Out About Music - Rhythm Game 13. Perform● Perform and share what has taken place in today’s lesson.FloorbookQR CodeExplanation  |
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| 5 | Listen with attention to detail and recall sounds with increasing aural memoryPlay in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expressionimprovise and compose music for a range of purposes using the inter-related dimensions of music | Year 5 ●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 ● 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 listen to and follow musical instructions from a leader. Year 4● To treat instruments carefully and with respect. ● Play any one, or all four, differentiated parts on a tuned instrument – 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 listen to and follow musical instructions from a leader.● To experience leading the playing by making sure everyone plays in the playing section of the song. | Year 5●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 playYear 4 ● To know and be able to talk about: - The instruments used in class (a glockenspiel, recorder). - Other instruments they might play | You will see tabs at the bottom of the screen - make sure that you look at these beforeteaching each step to decide which setting is required.1. Musical Activities - Revisit pieces from Glockenspiel Stage 1● Play Your Music● Drive2. Musical Activities - use the notes C, D, E and F with more complex rhythmic patterns:● Rigadoon is an old dance tune written by Purcell. Find out some more information about himand his music.● Rigadoon: listen once before you play● Rigadoon: play with notes or note-names● Rigadoon Theory - The Language of Music● Rigadoon: play with notation● Mamma MiaTheory:Even more finding out about music - drag and drop1. Finding out about song rhythms2. Finding out about different pulses3. Perform● Perform and share what has taken place in today’s lesson. |
| 6 | Listen with attention to detail and recall sounds with increasing aural memoryPlay in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expressionimprovise and compose music for a range of purposes using the inter-related dimensions of music | Year 5 ● 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. ● 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).Year 4● Help create at least one simple melody using one, three or all five different notes. ● Plan and create a section of music that can be performed within the context of the unit song. ● Talk about how it was created. ● Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). | Year 5●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●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 symbolYear 4 ● To know and be able to talk about: - The instruments used in class (a glockenspiel, recorder). - Other instruments they might play●To know and be able to talk about: - what a composition is- Different ways of recording compositions (letter names, symbols, audio etc. | 1. Musical Activities - Making up Music.Create your own compositions using the on-screenresource.● Your Composition in the Lost Forest – Listen then sing and play through2. Revisit● Create/revisit your composition on Bongo Beach● Create/revisit your at Gluttonberry Festival.● End of Stage 2 - Practise for a Performance - Decide which pieces you are going to performand practise them.3. Perform● Perform and share to an audienceFloor book:Video with QR codeExplanation of lesson |