**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 memory  Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  appreciate 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 play  Year 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 before  teaching 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 notation  3. Perform  ● Perform and share what has taken place in today’s lesson. |
| 2 | Listen with attention to detail and recall sounds with increasing aural memory  Play 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 | 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 play  Year 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 before  teaching each step to decide which setting is required.  1. Musical Activities - Revisit pieces from Glockenspiel Stage 1  ● Roundabout  ● March Of The Golden Guards  2. Musical Activities - This piece uses the notes C,D, E, F  ● Good, Better, Best: Listen, sing and play. Can you play from memory?  Theory  Finding Out About Music: Pitch. Watch, listen, learn, remember...  Finding Out About Music Listening game: Listen to the pitch of the instruments playing in  these 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 memory  Play 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 | 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 play  Year 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 before  teaching each step to decide which setting is required.  1. Musical Activities - Revisit pieces from Glockenspiel Stage 1  ● Portsmouth  ● Strictly D  Notes  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 Music  Finding Out About Music - Rhythm Game 1  3. Perform  ● Perform and share what has taken place in today’s lesson.  Floorbook  QR Code  Explanation |
| 4 | Listen with attention to detail and recall sounds with increasing aural memory  Play 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 | 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 play  Year 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 before  teaching each step to decide which setting is required.  1. Musical Activities - Revisit pieces from Glockenspiel Stage 1  ● What’s Up?  ● DeeCee’s Blues  2. Musical Activities - This piece uses the notes C, D, E, F and G  ● Flea Fly: listen Can you hear the mosquito in the track?  ● Flea Fly: play with note-names. Play it several times and then try to play from memory  ● Flea Fly: play again with notes or note-names  ● Flea Fly Theory - The Language of Music  ● Flea Fly: play with notation  ● Finding Out About Music - Rhythm Game 2  3. Perform  ● Perform and share what has taken place in today’s lesson.  Floor book:  Video with QR code  Explanation of lesson |
| 5 | Listen with attention to detail and recall sounds with increasing aural memory  Play 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 | 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 play  Year 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 before  teaching each step to decide which setting is required.  1. Musical Activities - Revisit pieces from Glockenspiel Stage 1  ● Play Your Music  ● Drive  2. 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 him  and 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 Mia  Theory:  Even more finding out about music - drag and drop  1. Finding out about song rhythms  2. Finding out about different pulses  3. Perform  ● Perform and share what has taken place in today’s lesson. |
| 6 | Listen with attention to detail and recall sounds with increasing aural memory  Play 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 | 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 symbol  Year 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-screen  resource.  ● Your Composition in the Lost Forest – Listen then sing and play through  2. 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 perform  and practise them.  3. Perform  ● Perform and share to an audience  Floor book:  Video with QR code  Explanation of lesson |