**Music Medium Term Planning**

|  |  |  |
| --- | --- | --- |
| **Term:** Autumn 1 | **Year:** 4/5 | **Topic/Unit:** Momma Mia |
| **Key Vocabulary**  **Lesson 1 -Keyboard, electric guitar, bass, drums, pulse, rhythm, unison**  **Lesson 2 -** **pitch, tempo, dynamics, texture structure, hook, riff, melody, solo, pentatonic scale, unison**  **Lesson 3 - pitch, tempo, dynamics, texture structure, hook, riff, melody, solo, pentatonic scale, unison, improvisation**  **Lesson 4 - pitch, tempo, dynamics, texture structure, hook, riff, melody, solo, pentatonic scale, unison, composition**  **Lesson 5 - pitch, tempo, dynamics, texture structure, hook, riff, melody, solo, pentatonic scale, unison, improvisation, composition**  **Lesson 6 - pitch, tempo, dynamics, texture structure, hook, riff, melody, solo, pentatonic scale, unison, performance** | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 4  To sing in unison and in simple two-parts. To demonstrate a good singing posture. To sing with awareness of being ‘in tune’.  To confidently identify and move to the pulse  Year 5  ● To sing in unison and to sing backing vocals.  ● To enjoy exploring singing solo. To listen to the group when singing.  ● To demonstrate a good singing posture.  ● To sing with awareness of being ‘in tune’. | Year 4  ● To know songs from memory and who sang them or wrote them.  ● To know the style of songs.  ● Identify the main sections of the song (introduction, verse, chorus etc).  ● Name some of the instruments they heard in the song.  ● To confidently know and sing songs from memory.  Year 5  ● To know and confidently sing songs and their parts from memory, and to sing them with a strong internal pulse.  ● To choose a song and be able to talk about:  - Its main features  - Singing in unison, the solo, lead vocal, backing vocals or rapping  - To know what the song is about and the meaning of the lyrics  - To know and explain the importance of warming up their voice | Listen and Appraise - Mamma Mia by Abba: Play the song. Use your body to find the pulse whilst scrolling through the questions. The coloured timeline  denotes the song sections. After listening, talk about the song and answer the questions together using correct musical language.  Musical Activities (embed with increasing depth over time).  Warm-up Games (including vocal warm-ups) - Mamma Mia  Flexible Games  Learn to Sing the Song - Mamma Mia: Start to learn to sing the song.  Teach verse 1, verse 2, bridge, chorus, extended chorus.  Performance - Mamma Mia: Perform and share what has taken place in today’s lesson – sing the song. |
| 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 | To treat instruments carefully and with respect.  ● Play any one, or all four, differentiated parts on a tuned instrument  To rehearse and perform their part within the context of the Unit song.  To experience leading the playing by making sure everyone plays in  the playing section of the song.  Year 5  ● 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. | ●To know and be able to talk about the instruments used in class (a glockenspiel)  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 | Listen and Appraise - Dancing Queen by Abba: Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language.  Listen and Appraise - Mamma Mia (if you want to): How are the songs different or similar?  Musical Activities (embed with increasing depth over time)  Warm-up Games (including vocal warm-ups) - Mamma Mia  Learn to Sing the Song - Mamma Mia: Continue to sing the song.  Play Your Instruments with the Song: New Musical Activity.  You will be using up to 3 notes – G, A, B  Performance - Mamma Mia: Perform and share what has taken place in today’s lesson. Sing and play instrumental parts within the song |
| 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 | To treat instruments carefully and with respect.  To improvise using voices, tuned and untuned percussion using 2 notes  To listen to and follow musical instructions from a leader.  Year 5  Improvise using instruments and 3 notes to:  - copy back,  - question and answer phrases | 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 or two notes confidently is better than using five  - To know that if they improvise using the notes they are given, they cannot make a mistake  Year 5  ● 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 or two notes confidently is better than using five  - To know that if they improvise using the notes they are given, they cannot make a mistake  - To know that they can use some of the riffs they have heard in the Challenges in their improvisations  - To know three well-known improvising musicians | Listen and Appraise - Waterloo by Abba: Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language. Listen and Appraise - Mamma Mia (if you want to): How are the songs different or similar?  Musical Activities (embed with increasing depth over time)  Warm-up Games (including vocal warm-ups) - Mamma Mia  Learn to Sing the Song - Mamma Mia: Continue to sing the song.  Play Your Instruments with the Song: Revisit your learning from the last step.  Improvise with the Song: New Musical Activity: Sing, Play and Copy back, Play and Improvise.  Using G and A  Performance - Mamma Mia: Perform and share what has taken place in today’s lesson. Sing the song and improvise using voices and/or instruments within the song.  Floor book:  Video with QR code  Explanation of lesson |
| 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 | 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.  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). | ●To know and be able to talk about:  - what a composition is  - Different ways of recording compositions (letter names, symbols, audio etc.  Year 5  ●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 | Listen and Appraise - Waterloo by Abba: Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language. Listen and Appraise - Mamma Mia (if you want to): How are the songs different or similar?  Musical Activities (embed with increasing depth over time. Refer to the Unit Overview and use the  Activity Manual for guidance)  Warm-up Games (including vocal warm-ups) - Mamma Mia  Learn to Sing the Song - Mamma Mia Sing the song.  Play Your Instruments with the Song: Option to revisit your learning from the last step.  Compose with the Song: New Musical Activity for this step.  Performance - Mamma Mia: Perform and share what has taken place in today’s lesson. Sing the song and perform your composition(s) within the song.  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 | 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.  To improvise using voices, tuned and untuned percussion using 2 notes  Year 5  Improvise using instruments and 3 notes to:  - copy back,  - question and answer phrases | To know and be able to talk about:  - what a composition is  - Different ways of recording compositions (letter names, symbols, audio etc.  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.  Year 5  To know and be able to talk about:  - what a composition is  - Different ways of recording compositions (letter names, symbols, audio etc.  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 | Listen and Appraise - Super Trouper by Abba: Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language. Listen and Appraise - Mamma Mia (if you want to): How are the songs different or similar?  Musical Activities (embed with increasing depth over time).  Warm-up Games (including vocal warm-ups) - Mamma Mia  Learn to Sing the Song - Mamma Mia: Sing the song.  Play Your Instruments with the Song: Revisit this activity.  Improvise with the Song: revisit/continue this activity.  Compose with the Song: revisit this activity.  Children to choose either to use their improvisation or composition to use in their final performance.  Performance - Mamma Mia: Perform and share what has taken place in today’s lesson. Choose what you perform today. |
| 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 | ● To know and be able to talk about a performance and composition  ● Plan and create a section of music that can be performed within the context of the unit song.  ● Talk about how it was created.  ● To rehearse and perform their part within the context of the Unit song.  ● To listen to and follow musical instructions from a leader.  Year 5  ● To choose what to perform and create a programme.  ● To communicate the meaning of the words and clearly articulate them.  ● To talk about the venue and how to use it to best effect. ● To record the performance and compare it to a previous performance. | To know and be able to talk about:  - Performing is sharing music with other people, an audience  - know and have planned everything that will be performed  Year 5  ●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  - sing or rap the words clearly and play with confidence  - It is planned and different for each occasion  - A performance involves communicating ideas, thoughts and feelings about the song/music | Listen and Appraise - Thank You For The Music by Abba: Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language. Listen and Appraise - Mamma Mia (if you want to): How are the songs different or similar?  Musical Activities (embed with increasing depth over time).  Warm-up Games (including vocal warm-ups) - Mamma Mia  Learn to Sing the Song - Mamma Mia: Sing the song.  Play your Instruments with the Song: Revisit this activity.  Improvise or compose depending on prior week’s choice.  Performance - Mamma Mia: Perform and share what has taken place in today’s lesson. Choose what you perform today.  Floor book:  Video with QR code  Explanation of lesson |