

**Bullion Lane Primary School  
Medium Term Plan for Music**

**Year: 4/5**

**Cycle: Stand alone**

**Term: Autumn**

**Topic: Singing and using Musical Instruments**

Knowledge	Skills	Vocabulary
<p align="center"><b>Activity One</b> To revisit and to be able to play D, E, F and Easy E.</p> <p align="center"><b>Activity Two</b> To listen to Mardis Gras Groovin and then to play from notation.</p> <p align="center"><b>Activity Three</b> To perform and share your thoughts about singing and the Glockenspiel.</p> <p align="center"><b>Activity Four</b> To use C, D, E, F and find out about rhythm and pitch.</p> <p align="center"><b>Activity Five</b> To use C, D, E, F and G and perform the piece.</p> <p align="center"><b>Activity Six</b> To revisit all pieces looked at over this unit to perform to an audience.</p>	<p><b>Singing songs with control and using the voice expressively.</b>            *Sing songs with increasing control of breathing, posture and sound projection.            *Sing songs in tune and with an awareness of other parts.            *Identify phrases through breathing in appropriate places.            *Sign with expression and rehearse with others.            *Sing a round in two parts and identify the melodic phrases and how they fit together.            *Sign confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.</p> <p><b>Listening, memory and movement.</b>            *Internalise short melodies and play these on pitched percussion (play by ear).            *Create dances that reflect musical features.            *Identify different moods and textures.            *Identify how a mood is created by music and lyrics.            *Listen to longer pieces of music and identify features.</p> <p><b>Controlling pulse and rhythm.</b>            *Identify different speeds of pulse (tempo) by clapping and moving.            *Improvise rhythm patterns.            *Perform an independent part keeping to a steady beat.            *Identify the metre of different songs through recognising the pattern of strong and weak beats.            *Subdivide the pulse while keeping to a steady beat.</p>	<p align="center"> <b>Classic</b>  <b>Rock</b>  <b>Anthems</b>  <b>Backing vocals</b>  <b>Accompaniments</b>  <b>Electric Guitars</b>  <b>Bass</b>  <b>Drums</b>  <b>Keyboards</b>  <b>Hook</b>  <b>Texture</b>  <b>Layers of sound</b>  <b>Tempo</b>  <b>Dynamics</b>  <b>Introduction</b>  <b>Verse</b>  <b>Bridge</b>  <b>Chorus</b>  <b>Solo</b>  <b>Backbeat</b>  <b>Rhythm</b>  <b>Pitch</b>  <b>Timbre</b>  <b>Structure</b>  <b>Notation</b> </p>

**Exploring sounds, melody and accompaniment.**

\*Skills development for this element are to be found within "Control of instruments' and 'Composition'.

**Control of instruments.**

\*Identify and control different ways percussion instruments make sounds.

\*Play accompaniments with control and accuracy.

\*Create different effects using combinations of pitched sounds.

\*Use ICT to change and manipulate sounds.

**Composition.**

\*Identify different starting points for composing music.

\*Explore, select, combine and exploit a range of different sounds to compose a soundscape.

\*Write lyrics to a known song.

\*Compose a short song to own lyrics based on everyday phrases.

\*Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition

**Reading and writing notation.**

\*Perform using notation as a support.

\*Sing songs with staff notation as support.

**Performance skills.**

\*Present performances effectively with awareness of audience, venue and occasion.

**Evaluating and appraising.**

\*Improve their work through analysis, evaluation and comparison.