

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

Year: 5 Penschaw

Cycle: Stand alone

Term: Autumn

Topic: Singing and using Musical Instruments

Knowledge	Skills	Vocabulary
<p align="center">Activity One To revisit and to be able to play D, E, F and Easy E.</p> <p align="center">Activity Two To listen to Mardis Gras Groovin and then to play from notation.</p> <p align="center">Activity Three To perform and share your thoughts about singing and the Glockenspiel.</p> <p align="center">Activity Four To use C, D, E, F and find out about rhythm and pitch.</p> <p align="center">Activity Five To use C, D, E, F and G and perform the piece.</p> <p align="center">Activity Six To revisit all pieces looked at over this unit to perform to an audience.</p>	<p>Singing songs with control and using the voice expressively. *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>Listening, memory and movement. *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>Controlling pulse and rhythm. *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">Classic Rock Anthems Backing vocals Accompaniments Electric Guitars Bass Drums Keyboards Hook Texture Layers of sound Tempo Dynamics Introduction Verse Bridge Chorus Solo Backbeat Rhythm Pitch Timbre</p>

Structure
Notation

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.