

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

Year: 4/5

Cycle: B

Term: Spring 1 /2

Topic: Composer of Choice – John Williams

Knowledge	Skills	Vocabulary
<p>Introduction to Music Rhythm and pulse Vocal warm up</p> <p>Identifying Music Quiz using the music of John Williams. Name the film. Draw attention to rhythm and pulse of Imperial March from Star Wars</p> <p>Collage Create a collage of orchestra pictures and film scenes. Listen to music while working.</p> <p>Imperial March Composition Use untuned percussion and silent video clip as stimulus.</p> <p>Imperial March Composition Use tuned instruments and follow simple notation. Use silent video clip as stimulus</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>Rhythm, pulse, beat,</p> <p>Orchestra, composition, composer, John Williams, movies, rhythm, pulse, mood, visualise</p> <p>Maracas, tambourine, drum, shakers, wooden block, beaters</p> <p>Xylophone, Boom Whackers, Steel Drum, Keyboard</p>

<p>Imperial March Composition. Use original Imperial March rhythm and notation to create a new composition.</p> <p>Evaluation Complete module evaluation sheet.</p>	<p>Exploring sounds, melody and accompaniment. *Skills development for this element are to be found within "Control of instruments' and 'Composition'.</p> <p>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.</p> <p>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</p> <p>Reading and writing notation. *Perform using notation as a support. *Sing songs with staff notation as support.</p> <p>Performance skills. *Present performances effectively with awareness of audience, venue and occasion.</p> <p>Evaluating and appraising. *Improve their work through analysis, evaluation and comparison.</p>	<p>Crotchet, minim, semi-quaver, quaver, semibreve, c,d,e,f,g,a,b, scale, treble cleff, sharp, flat</p>
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