

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

<p><b>Imperial March Composition.</b> Use original Imperial March rhythm and notation to create a new composition.</p> <p><b>Evaluation</b> Complete module evaluation sheet.</p>	<p><b>Exploring sounds, melody and accompaniment.</b> *Skills development for this element are to be found within “Control of instruments’ and ‘Composition’.</p> <p><b>Control of instruments.</b> *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><b>Composition.</b> *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><b>Reading and writing notation.</b> *Perform using notation as a support. *Sing songs with staff notation as support.</p> <p><b>Performance skills.</b> *Present performances effectively with awareness of audience, venue and occasion.</p> <p><b>Evaluating and appraising.</b> *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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