

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

**Year: 4/5**

**Cycle: Stand Alone**

**Term: Summer 1/ 2**

**Topic: Changing, Organising and Controlling sounds**

Knowledge	Skills	Vocabulary
<p><b>Music Express – Stars Hide Your Fires.</b></p> <ul style="list-style-type: none"> <li>• <b>Introduce Cat and Mouse Poem</b> – learn a phrase</li> <li>• <b>Revise Cat and Mouse Poem</b> – use untuned percussion accompaniment</li> <li>• <b>Look at repeated phrases</b> – use tuned percussion to create a melody</li> <li>• <b>Practice group performance</b></li> <li>• <b>Group Performance.</b> – individual and peer evaluation</li> </ul>	<p><b>Singing songs with control and using the voice expressively.</b></p> <ul style="list-style-type: none"> <li>*Sing songs with increasing control of breathing, posture and sound projection.</li> <li>*Sing songs in tune and with an awareness of other parts.</li> <li>*Identify phrases through breathing in appropriate places.</li> <li>*Sing with expression and rehearse with others.</li> <li>*Sing a round in two parts and identify the melodic phrases and how they fit together.</li> <li>*Sign confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.</li> </ul> <p><b>Listening, memory and movement.</b></p> <ul style="list-style-type: none"> <li>*Internalise short melodies and play these on pitched percussion (play by ear).</li> <li>*Create dances that reflect musical features.</li> <li>*identify different moods and textures.</li> <li>*Identify how a mood is created by music and lyrics.</li> <li>*Listen to longer pieces of music and identify features.</li> </ul> <p><b>Controlling pulse and rhythm.</b></p> <ul style="list-style-type: none"> <li>*Identify different speeds of pulse (tempo) by clapping and moving.</li> <li>*Improvise rhythm patterns.</li> <li>*Perform an independent part keeping to a steady beat.</li> <li>*Identify the metre of different songs through recognising the pattern of strong and weak beats.</li> <li>*Subdivide the pulse while keeping to a steady beat.</li> </ul>	<p><b>Melody, performance, notation, composition, percussion, tuned, untuned, glockenspiel, xylophone, maracas, shaker, wooden block</b></p> <p><b>Lyres, flutes, theatre, performance, masks, mood, movement</b></p> <p><b>Improvisation</b></p> <p><b>internalise</b></p> <p><b>Sub-divide</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.