

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

**Year: 5/6**

**Cycle: A**

**Term: Autumn**

**Topic: Listening and Appraising**

**Knowledge**

**You've Got A Friend and other songs by Carole King  
Charanga Scheme Year 6**

- **Listen and Appraise: 'You've got a friend'**

(learn about/start to recognise some of Carole King's compositions)  
After listening, share thoughts and feelings together.

Using the Fast Facts and History section and then answer the 'Questions'

Try to use correct musical language.

For more of a challenge, look together at the 'Extended Listening' tab.  
(See Unit Overview).

- **Musical Activities Use the Activity Manual for support**

a. Warm-up Games - You've Got A Friend: Starting with the Bronze Challenge and moving to Silver and Gold over time, clap, sing and play through the Copyback and Question and Answer Activities. (See Unit Overview).

b. Vocal Warm Ups and Learn to Sing the Song -You've Got A Friend: Start to learn to sing the song. (See Unit Overview)

- **Perform**

Performance - You've Got A Friend: Perform and share what has taken place in the lesson. Sing the song.

- **Evaluate**

Discuss the session and evaluate learning, what was good, what may need improvement and how can this be achieved?

**Skills**

**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.

\*Sing 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.

**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.

**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.

**Vocabulary**

**Control**

**Two parts**

**Improvisation**

**Tune**

**Tempo**

**Pulse**

**Rhythm**

**Analysis**

**Evaluation**

**Comparison**

**Harmony**

**Riff**

**Hook**

**Solo**

**Dynamics**

**Listening**

Play the song

- How does the song make you feel?
- Does the song tell a story?
- What does the song make you think of?
- How old do you think this piece of music is?

**Appraising**

**After listening to the song, answer questions.**

- Did the tempo stay the same all the way through the song?

Yes, the tempo stayed the same all the way through the song.

- In music, dynamics means how loud or quiet the music is. What are the dynamics in this song?

The dynamics don't change that much throughout the song, it's a loud song. The instrumental section, where the sax plays a solo, is louder.

- Can you identify the different instruments / voices that you heard?

Piano, guitar, bass, saxophone and drums. Female vocalists lead and backing.

- Did all the instruments and voices play or sing throughout the song?

No, the sax only played a solo in the instrumental section after verse 3.

- What is the style of this music?

A Pop song from the 1960s.

**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.

**The Structure of the song**

**Introduction**

**Verse 1**

**Chorus**

**Verse 2**

**Chorus**

**Bridge**

**Chorus**

**Outro**

**Questions:**

- Did you hear a riff, hook or a solo in this song?  
"You've got a friend" is the vocal hook at the end of each chorus and the outro.
- Did you like the song?  
It doesn't matter if you like or don't like a song or a piece of music. Think about the reasons why you do or don't.

**Evaluating and appraising.**

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