

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

Year: 5/6

Cycle A

Term: Spring 1

Topic: A New Year Carol

Knowledge
A New Year Carol
A Friday Afternoon Song by
Benjamin Britten
Charanga Scheme Year 6

• **Listen**

Play A New Year Carol by Benjamin Britten
Throughout the sessions children will listen to, learn about, start to recognise and appraise more of Britten's Friday Afternoons songs

• **Appraise**

Use this opportunity to familiarise the children with musical vocabulary and encourage them to use it.

Do You Like the Song?

There is no correct answer to this: either individuals do, or they don't. Ask for reasons: all sensible answers are valid.

What Can You Hear?

The vocal line: how many singers? Male/female? (A female singer)

The backing/accompaniment: how many instruments? Which ones? (Piano)

The texture: is it thick/thin or in-between? Are there many layers of sound, or just one/two? Are there many voices singing/instruments playing or just one/two? (The piano accompaniment supports the melody line. The texture of the accompaniment stays the same throughout until the final chorus where the chords spread and create a broad sound with big spaces between the notes. A pedal note is

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.
- *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.

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.

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.

Vocabulary

- Control**
- Tune**
- Tempo**
- Pulse**
- Rhythm**
- Analysis**
- Appraise**
- Evaluation**
- Comparison**
- Harmony**
- Dynamics**
- Texture**
- Layers**
- Accompaniment**
- Melody**
- Vocal line**
- Lyrical**

featured in this song and can be heard in the piano accompaniment. A pedal note is a note that is repeated or sustained throughout a whole or most of a song while other vocal or instrumental parts move above it.) The tempo: is it fast or slow or in-between? (It feels quite slow.)

The dynamics: is the music loud/quiet or in-between? Is it the same throughout or does it vary? (The dynamics range from very quiet (pp) to moderately loud (mf). There is an occasional swell or crescendo within a vocal line or phrase, and this builds to a climax in the chorus. This is a quiet, peaceful and calm song.)

Unusual words in the text: some words are old-fashioned terms that we don't use today. Which words are new to you? What do you think they mean? (eg levy dew, gold wires).

What is the mood of this song?

Smooth, Gentle, Lyrical, Calm, Flowing, Reflective

How does the music make the story more interesting?

The piano accompaniment supports the vocal line: the melody (tune) is smooth and lyrical. The verses are calm and peaceful, telling us about the in-coming New Year. The chorus is louder and reaches a climax with a wider range of notes and more leaps than steps in the melody line.

- **Perform**

Quality singing is important. Without getting technical, lead and encourage the children:

- To sing with smiling faces and bright eyes. 'Smiling' encourages a brighter sound; it lifts the voice; and a group of smiling faces leads to a far better performance.

- To aim for a good round sound.

*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.

- To sing out (to project their voices) but never to shout (shouting comes from the throat and will end up hurting the voice).
 - To stand with straight backs, feet hip-width apart, hands by their sides unless they are performing actions.
 - To breathe from deep inside, without disturbing the shoulders.
 - To breathe at the ends of phrases/lines and in the same places as each other (if necessary, have a discussion about where to breathe).
 - To take care over diction and to enunciate consonants carefully and together as a group.
- Consider whether your version of the song would benefit if it includes:**
- Some actions/dance moves (but make sure they do not distract from the quality of the children's vocal sound).
 - Contrasts in dynamics (eg a quiet verse, a louder chorus, etc).
 - Contrasts in texture (eg a solo or duet in the verse; everyone singing the chorus)

- **Perform**

Performance – A New Year Carol: 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?