

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

**Year: 5/6**

**Cycle: A**

**Term: Summer 1/2**

**Topic: Listening/Appraising/Notational skills**

Knowledge	Skills	Vocabulary
<p align="center"><b>Music Express Year 6 Stars hide your fires Learn Rehearse and Perform Singing the song 'Silver and Gold'</b></p> <ul style="list-style-type: none"> <li><b>Listen to and appraise the song 'Silver and Gold'</b> Describe the mood What did you like/enjoy? What instruments can you hear? Discuss</li> <li><b>Look at using hands as percussion instruments in the chorus Creating rhythm blocks</b></li> <li><b>Look at singing in two parts</b></li> </ul> <p><b>Preparing to perform</b> Verse 1 singing 2 parts Chorus I love my friends actions Verse 2 singing 2 parts Chorus I love my friends actions Rap Dance composition Rhythm block accompaniment</p>	<p align="center"><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>*Sign 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 align="center"><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 align="center"><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 align="center"><b>Control Two parts Improvisation Tune Tempo Pulse Rhythm Analysis Evaluation Comparison</b></p>

Summer 2  
Roundabout Exploring Rounds  
Gnossienne No 3  
Music Express

- Listen to and appraise the song Gnossienne No 3
- Invite children to give their impression of the piece Discuss
- Ask the children if they recognise any of the solo instruments (harp, flute, oboe)
- Listen to track 2 focus on the melodies, they consist of short repeated notes of smooth rising and falling waves, children to follow Saties scales as they listen to music again
- Explore scales used and invent chords, explaining Satie builds the music out of 3 different sets of notes, invite children to make new chords
- Children use keyboard or tuned percussion instruments to explore different combinations of notes from each scale
- Perform chords and discuss effects

**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.