



SS John Fisher & Thomas More Catholic Primary School

A Voluntary Academy

"Journeying together with Jesus Christ, we learn to love and love to learn."



Medium Term Planning Creative Learning Journey

Year Group: LKS2	Topic: Extension Units	Term: Autumn
<p>National Curriculum Links</p> <p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none">• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression• improvise and compose music for a range of purposes using the interrelated dimensions of music• listen with attention to detail and recall sounds with increasing aural memory• use and understand staff and other musical notations• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians• develop an understanding of the history of music		




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Knowledge and Skills	Lessons
<p>Singing</p> <ul style="list-style-type: none"> • Sing a widening range of unison songs of varying styles and structures with a pitch range tunefully and with expression. • Perform confidently and in time whilst accompanying singing on a selected instrument • Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes • Perform as an ensemble in school assemblies. <p>Listening</p> <ul style="list-style-type: none"> • The teaching of music is enriched by developing pupils' shared knowledge and understanding of the stories, 	<p>African Drumming</p> <p>Autumn Objectives By the end of the term children will be able to;</p> <ul style="list-style-type: none"> • Name parts of the djembe and the general area in Africa, with djembe-playing tradition. • Identify the BASS and TONE sounds on the djembe • Play the learnt rhythm pattern with accuracy using Tones and Bases. • recognise the beat and tell it from the rhythm. • Play assigned rhythm with a beat accompaniment • Play the beat while others play the rhythm. <p><u>Key words:</u> djembe, bass, tone, djembe- fola, West Africa, beat, rhythm, cycle</p> <p>Autumn Term Pieces</p> <p>1. Kpanilogo (basic pattern)</p>  <p>We can play we can play Bass bass tone bass bass tone</p>



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origins, traditions, history and social context of the music they are listening to, singing and playing.

- Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school. These could include performances by other school ensembles or year groups

Composing

- Include instruments played in whole class/group teaching to expand scope and range of the sound palette available for composition work

Performing

- Develop facility in the basic skills of a selected musical instrument over a sustained

2. **Seniwa dedende** – song and beat! (Implementing the beat on shakers and drums)

Spring Objectives

By the end of the term children will be able to;

- Show the correct walking and bouncing hands and make clear sounds on the Bass and Tone.
- Play assigned rhythms based on the note values learnt in previous term.
- Confidently play the beat (on a shaker or other drum) and accompany rhythm players.
- Play the assigned rhythm to the accompaniment of the beat.
- Play (on drums, claps) their 'own' rhythm using suggestions and examples made by teacher (composition/improvisation)

Spring Term Pieces

1. Moribayasa (basic)



Bass tone - tone bass _ _ _ _ bass tone- tone bass

2. Makasa (rhythm exchange)



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learning period through whole-class instrumental provision.

- Play and perform melodies following staff notation using a small range (e.g. Middle C-G/do-so) as a whole-class or in small groups.
- Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching.

Medley of rhythm copy cat
Your turn my turn to a beat

Summer Objectives

By the end of the term children will be able to;

- Recognise and say/clap patterns from previous terms.
- Play assigned rhythmic patterns more fluently over several cycles.
- Play more coherently with sustained ostinato
- Play assigned rhythm with the accompaniment of the beat (shaker), and a 2nd pattern (on dun duns or djembe)
- Respond to start/stop signals
- Play respond to signals to play 'loud' or 'quiet'
- Sing songs that accompany the assigned rhythms.
- Play the learnt pieces to an audience. (performance)

Key words: bass, tone, cycle, ostinato, beat, rhythm, quiet, loud, signal

Summer Pieces (see next page)



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Moribayasa (extended)

Djembe: 
Bass - tone-tone bass - tone

Dun duns: 
High-low - high high-low high

Shekere: 

Baba Vanoenda Kubasa (implementing loud and quiet)

Djembe 1: 

Djembe 2: 

shekere 