



# 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: <b>LKS2</b>	Topic: <b>Music Lessons from One Education Music Hub</b>	Term: <b>Autumn</b>
<b>National Curriculum Links</b>  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.  Pupils should be taught to: <ul style="list-style-type: none"><li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li><li>• improvise and compose music for a range of purposes using the interrelated dimensions of music</li><li>• listen with attention to detail and recall sounds with increasing aural memory</li><li>• use and understand staff and other musical notations</li><li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li><li>• develop an understanding of the history of music</li></ul>		



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Knowledge and Skills	Lessons
<p><b>Singing</b></p> <ul style="list-style-type: none"><li>• Sing a widening range of unison songs of varying styles and structures with a pitch range tunefully and with expression.</li><li>• Perform confidently and in time whilst accompanying singing on a selected instrument</li><li>• Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes</li><li>• Perform as an ensemble in school assemblies.</li></ul> <p><b>Listening</b></p> <ul style="list-style-type: none"><li>• The teaching of music is enriched by developing pupils' shared knowledge and understanding of the stories,</li></ul>	<p><b>African Drumming</b></p> <p><b>1 &amp; 2</b></p> <p><u>Lesson objectives</u></p> <ul style="list-style-type: none"><li>• To develop listening skills</li><li>• To develop the sense of pulse</li><li>• To develop basic djembe technique</li></ul> <p><u>Starter</u></p> <ul style="list-style-type: none"><li>• Learning 'Don't clap this One Back' game</li></ul> <p><u>Main</u></p> <ul style="list-style-type: none"><li>• Learning how to hit djembe correctly.</li><li>• Learning how to get the bass and side tone on djembe.</li><li>• Learning how to play unison/keeping steady pulse.</li><li>• Learning don't hit this one back on djembe</li><li>• Learning how to turn sentences such as I like fish and chips into rhythms.</li></ul> <p><b>3 &amp; 4</b></p> <p><u>Lesson objectives</u></p> <ul style="list-style-type: none"><li>• To further develop the sense of pulse</li><li>• To further develop the djembe technique</li><li>• To develop the skill of playing polyrhythms</li></ul> <p><u>Starter</u></p>



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<p>origins, traditions, history and social context of the music they are listening to, singing and playing.</p> <ul style="list-style-type: none"><li>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</li></ul> <p><b>Composing</b></p> <ul style="list-style-type: none"><li>Include instruments played in whole class/group teaching to expand scope and range of the sound palette available for composition work</li></ul> <p><b>Performing</b></p> <ul style="list-style-type: none"><li>Develop facility in the basic skills of a selected musical instrument over a sustained</li></ul>	<ul style="list-style-type: none"><li>Don't hit this one back djembe warm up</li></ul> <p><u>Main</u></p> <ul style="list-style-type: none"><li>Working to get good quality bass and side tone.</li><li>Turning sentences into rhythms.</li><li>Learning how to play polyrhythms in time (one group of pupils keeps the steady pulse while other group plays the rhythm that we got from a sentence chosen by pupils.)</li></ul> <p><b>5 &amp; 6</b></p> <p><u>Lesson objectives</u></p> <ul style="list-style-type: none"><li>To develop the ensemble skills</li><li>To develop the sense of dynamics</li></ul> <p><u>Starter</u></p> <ul style="list-style-type: none"><li>A body percussion warm-up game that includes soft/loud clapping</li></ul> <p><u>Main</u></p> <ul style="list-style-type: none"><li>Learning what piano/forte stands for.</li><li>Making polyrhythms (turning different sentences into rhythms)</li><li>Applying dynamics to the rhythms</li></ul> <p><b>7 &amp; 8</b></p> <p><u>Lesson objectives</u></p>
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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.

- To further develop the ensemble skills
- To develop the skill of composing on djembe

### Starter

- Call and Response warm up – Teacher calls, pupils respond

### Main

- Learning how to play a djembe solo while other pupils keep steady pulse
- Learning how to combine different composition techniques into a short piece of music
- (Unison, Solo, Call and Response, Polyrhythms)

### **9 & 10**

#### Lesson objective

- To develop the skill of making a short piece of music on djembe

### Starter

- Call and response warm up

### Main

- Working on a short composition which will include different techniques of playing/composing.
- Performance of the short piece to the rest of the school.