



# 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>
<p><b>National Curriculum Links</b></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"><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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## Medium Term Planning Creative Learning Journey

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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## Medium Term Planning Creative Learning Journey

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.



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## Medium Term Planning Creative Learning Journey

Year Group: <b>LKS2</b>	Topic: <b>Music Lessons from One Education Music Hub</b>	Term: <b>Spring</b>
<p><b>National Curriculum Links</b></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"><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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## Medium Term Planning Creative Learning Journey

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>Ukulele</b></p> <p><b>1 &amp; 2</b></p> <p><u>Lesson objectives</u></p> <ul style="list-style-type: none"><li>• To learn the names of the ukulele strings</li><li>• To develop ukulele strumming technique</li><li>• To develop the skill of playing with a pulse</li><li>• To develop the skill of playing C major chord</li><li>• To develop the skill of playing the A Minor Chord</li></ul> <p><u>Starter</u></p> <ul style="list-style-type: none"><li>• Pupils will listen to 'Next To Me' by Emeli Sande and will be asked to identify some of the rhythms they can hear. Can the group play these back? Can they do it in time as a group?</li></ul> <p><u>Main</u></p> <ul style="list-style-type: none"><li>• Pupils will be asked to strum the rhythms they have just been clapping on the open strings of the ukulele.</li><li>• Pupils will learn to play the C chord and will be asked to apply the same rhythms.</li><li>• Pupils will repeat this with the A minor chord.</li><li>• There is a one strum pattern for the verse and a five strum pattern for the chorus. Lesson 1 should be focussing on the class understanding each rhythm and lesson 2 should see the class getting more confident and accurate with playing each of these</li></ul>



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## Medium Term Planning Creative Learning Journey

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

sections.

### 3 & 4

#### Lesson objectives

- To develop the skill of playing a song with two chords.
- To be able to change strumming patterns confidently between sections.

#### Starter

- Rhythmic warm up – Don't clap this one back.
- Pupils will be asked to sing the chorus of 'Next To Me' via call and response line by line.
- See if pupils are confident enough to perform 8 bars of the chorus whilst you provide a Ukulele accompaniment.

#### Main

- Ask pupils if they can recall any of the rhythms they learned in the previous week.
- Write the rhythms on the board so that the class can start to see what notation looks like.
- Explain the names of the note values and talk about the duration of each note value.
- Recap the changes in hand position for Am to C.
- Play along with the musical futures backing track for Next To Me by Emeli Sande.
- By lesson 4 the class should be able to play from the start of the first verse all the way through to the second chorus.



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## Medium Term Planning Creative Learning Journey

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.

### 5 & 6

#### Lesson objectives

- To learn to play the F major chord
- To further develop the skill of playing with a pulse
- To learn how to change smoothly and accurately between each of the three chords (Am, C, F)

#### Starter

- Pupils will start the lesson of with a quick physical warm up.
- Once warmed up start performing the chorus chords for Next To Me for the group to sing the chorus of the song.
- Listen to the bridge section of Next To Me and be ask the class what rhythms they can hear.
- Ask pupils to clap some of the rhythms they have identified.

#### Main

- Start to learn the bridge section of 'Next To Me'. This is the most complex section of the song and will require the chords to be written down for the class so that they can play it from start to finish.



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## Medium Term Planning Creative Learning Journey

- Write the rhythm of the strumming pattern for the bridge on the board so that pupils can have a visual cue.
- Pupils will be asked to play along with the whole track on the musical futures playalong.
- Once performed, ask pupils what they thought about the quality of their performance. Write some of the feedback down on the board.
- Ask the group to perform again but to be mindful of some of their class feedback in order to improve the quality of their performance.
- If possible, ask the class teacher to record their performance on a class ipad so parents and families may be able to see their work at some point. Alternatively, arrange for an assembly to take place so that the children can get the chance to perform to the rest of their school.

### **7 & 8**

#### Lesson objectives

- To develop the skill of playing the G major chord
- To learn the chord sequence for 'Stitches' by Shawn Mendes.

#### Starter

- Listen to Shawn Mendes' song 'Stitches' and be asked to identify some of the rhythms used.
- Ask pupils if anybody feels confident to clap some of these rhythms to rest of the class.



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- Write down two different rhythms on the board. One of these rhythms will be the actual strumming pattern from the song and the other should be incorrect in some way. Ask the class which rhythm they think is the one that corresponds to the song.

### Main

- Teach the class how to play G major chord
- Ask pupils to recall the chords they have learned in previous lessons. You want to make sure they can recall Am, C and F.
- Ask Pupils to practise changing slowly from Am, G, C and F. Allow pupils to practise this individually for a short period of time. Once the practise time is over, ask for a couple of volunteers to demonstrate their skills.
- Once volunteers have demonstrated – ask the class to play these chords together before the end of the lesson. This could be to a pulse or with a short pause between each chord to allow pupils to catch up with changing hand position – especially for G major.

### **9 & 10**

#### Lesson objectives

- To further develop the skill of playing the G major chord
- To develop the skill of playing a song with four chords to a steady pulse.

#### Starter



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## Medium Term Planning Creative Learning Journey

- Rhythmic warm up – Don't clap this one back.
- Pupils will be asked to sing the chorus of Stitches via call and response line by line. See if pupils are confident enough to perform 8 bars of the chorus whilst you provide a Ukulele accompaniment.

### Main

- Ask pupils if they can remember the rhythm in notation form and write it on the board as a visual cue.
- Students will be asked to play each of the chords from Stitches by Shawn Mendez – C, Am, F and G – but will need to perform the chord changes to steady pulse. The class may struggle as the tempo of the piece is fairly fast. If this happens – start slow and slowly increase the tempo with each attempt.

### **11 & 12**

### Lesson objectives

- To be able to sing the chorus of Stitches
- To be able to perform the song stitches to the Musical Futures playalong track.

### Starter

- Students will start off by singing the chorus of Stitches by Shawn Mendez with Teacher led accompaniment.



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## Medium Term Planning Creative Learning Journey

### Main

- Pupils will be asked to play along with the whole track on the musical futures playalong.
- Once performed ask pupils what they thought about the quality of their performance. Write some of the feedback down on the board.
- Ask the group to perform again but to be mindful of some of their class feedback in order to improve the quality of their performance.
- If possible, ask the class teacher to record their performance on a class ipad so parents and families may be able to see their work at some point. Alternatively, arrange for an assembly to take place so that the children can get the chance to perform to the rest of their school.



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- 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

### 3 & 4

#### Lesson objectives

- To further develop the skill of reading tab
- To learn how to read a chord chart diagram
- To develop ensemble skills

#### Starter

- Don't strum this one back
- Vocal Call and Response with Songbird Chorus melody

#### Main

- To learn the chord changes of Songbird by Oasis.
- To be able to play the chords with the correct strumming pattern.
- Students will learn how to play the song as an ensemble



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- Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching.

### 5 & 6

#### Lesson objectives

- To learn how to play Happier by Marshmello (From the Musical Futures playalong).
- To further develop ensemble skills
- To learn the Easy C chord and to put this into the chord progression of Happier.

#### Starter

- Vocal Call and Response with Happier Chorus melody

#### Main

- To learn the song Happier by playing the chords E minor, Easy G and Easy C in sequence.
- To learn the correct strumming pattern for the piece.
- Learning to play the song as an ensemble with the Musical Futures playalong.

### 7 & 8

#### Lesson objectives

- To be able to play the full arrangement of Happier to the musical futures playalong.
- To listen and appraise the performance.



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## Medium Term Planning Creative Learning Journey

### Starter

- Don't strum this one back using the E Minor chord.

### Main

- Ensure all pupils are able to play the piece 'Happier' so that this can be performed and/or recorded onto the class ipad.
- Allow for practise time and make sure each pupil is playing each chord to the best of their ability.
- Perform the piece to the backing track on the Musical Futures playalong.

### **9 & 10**

### Lesson objectives

- To learn what the term composition is
- To learn the E minor pentatonic scale
- To be able to improvise a simple musical idea from a pentatonic scale
- To compose a simple melody idea that uses from two to four notes

### Starter

- Hand warm up exercise



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### Main

- Show the class what the E Minor pentatonic scale sounds like.
- Perform an improvisation to the class whilst they strum a simple E Minor chord pattern. Ask the class what they think you were just doing. Explain that this is called improvisation.
- Teach the class the E Minor pentatonic scale in one octave. Go over this slowly and several times so that the group feel confident.
- Ask pupils to pair up and to compose a simple melody that could be as minimal as 2 notes or up to five.
- Give groups approximately five minutes on this task and then ask each pair to demonstrate their melody to the rest of the class. As each pair is playing – perform a simple accompaniment underneath so the class can hear the melody in a musical context.

### **11 & 12**

#### Lesson objectives

- To further develop their composing skills.
- To further develop their melody idea.
- To be able to play their melody confidently and accurately within a group.
- To structure a class composition from the melodies created last lesson.

### Starter



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## Medium Term Planning Creative Learning Journey

- Start the class of with a physical warm up
- Do some call and response singing with E minor Pentatonic scale.

### Main

- Ask pupils to recap their melody ideas from the previous lesson.
- Ask for pupils to play these to rest of the class.
- Ask pupils to pick some of their favourite ideas that they have heard and write these in TAB on the board as a visual cue.
- Assign different melodies to different sections and create a simple composition.
- Rehearse the composition and make a written record of the melodies and the structure so it can be remembered for next week.

### **13 & 14**

### Lesson objectives

- To finish the class composition.
- To be able to improvise a short guitar solo within the piece
- To do a final performance and recording of the final piece

### Starter

- Vocal call and response patterns with note from the E minor pentatonic scale.

### Main



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	<ul style="list-style-type: none"><li>• Have the whole group rehearse the final composition – all sections including solos if desired. This will also include chord accompaniment from the teacher.</li><li>• Once everyone feels confident and can play the piece accurately ask the teacher to record their piece onto a class ipad or alternatively ask to do a class performance to another class or assembly.</li></ul>
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