



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: Y5	Topic: MUSIC IN THE CLASSROOM – Feeding In (Part 2)	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 Objectives	Lessons
<p>Singing Sing with an understanding of how to improve accuracy, fluency, control and expression</p> <ul style="list-style-type: none">• Explore and use changes of tempo / dynamics• Decide how to perform a song• Sing in parts <p>Play Play with an understanding of how to improve accuracy, fluency, control and expression</p> <ul style="list-style-type: none">• Copy and improvise rhythmic phrases• Clap the rhythm of a song whilst others tap the metre• Tap the metre of songs• Play simple tunes by ear• Play an ostinato accompaniment to a song• Read and play 4 and 8 beat rhythm notation (crotchet, crotchet rest, quaver)	<p style="text-align: center;"><u>Manchester Music in the Classroom – Term 1</u></p> <p>The children continue to develop specific skills in handling their voices and instruments. They identify repeated patterns in a variety of music. (Ostinato), and can compose their own ostinatos and melodies, working in pairs. The children record their compositions using informal symbols. The children are able to identify melodic phrases and play or sing them by ear, thus increasing their aural memory. They begin to sing expressively with awareness and control, using a wider vocal range. They begin to understand how mouth shapes can affect vocal sounds, and can sing in tune.</p> <p>Lessons 3 & 4 (Y3) – pages 28-29</p> <p><u>Vocal Activities</u> The Night was Dark and Wet Yesterday Didn't it Rain Lemonade Song</p> <p><u>Recorded Music</u> Carnival of the Animals – Finale (??)</p> <p><u>Instruments</u> Copy Me Stop/Go (ostinato rhythms)</p>



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- Read and play simple melodic phrases from **staff notation**

Compose & Improvise

Including the use of music technology

- Organise musical phrases (**Ternary Form A B A**)
- Create a **melodic phrase**
- Improvise **rhythmic phrases** of equal length in pairs
- Work in pairs to **structure** a piece using two simple musical ideas
- Create an **ostinato** to reflect the mood suggested by a painting, poem or other external stimuli
- Record work on a simple device eg ipad. Select sounds and record, use basic looping skills

Listen

with attention to detail and recall sounds with increasing aural memory

- Listen to a range of types of music from different traditions

Working with patterns (4 and 8 beat rhythms)

Outcomes:

- Can they tap pulse and clap rhythm at the same time?
- Can the children copy rhythms?

Lessons 5 & 6 (Y3) – pages 30-31

Vocal Activities

Yesterday Didn't it Rain

Every Night

What's that buzzing noise?

Recorded Music

Carnival of the Animals – The Lion (??)

Instruments

Copy Me

Stop/Go (ostinato rhythms)

Exploring Metre (counting 4's. Beat on 1)

Outcomes:

- Can the children tap/clap a metre of four in 'Yesterday Didn't It Rain'?
- Do the children match their movements to the different sections of the 'The Lion' music?
- Can the children play an instrument on beat one in 'Exploring Metre'?

Lessons 7 & 8 (T1Y3) – pages 32-33

Vocal Activities

The Night was Dark & Wet



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- Identify instruments, style & era of different recorded music
- Identify repeated & contrasting sections in recorded music
- Analyse basic song **structures**
- Listen / respond to live/recorded music, talk about how it makes you feel

What's that buzzing noise?

Recorded Music

Carnival of the Animals – The Flamingos (Saint Saens)

Instruments

Every Night

Stop/Go (ostinato rhythms)

Working with Patterns (choosing an ostinato)

Outcomes:

- Can the children play 'Every Night'?
- Can the children play the ostinato a suggested number of times in 'Working with Patterns'?

Lessons 9 & 10 (Y3) pages 34-35

Vocal Activities

The Night was Dark & Wet

What's that buzzing noise?

Recorded Music

Carnival of the Animals – Live Orchestra (Finale) (Saint Saens)

Instruments

Every Night (Inverse) – Composition using a range of instruments

Outcomes:

- Can the children use 'Every Night' as a vehicle for composition?
- Can the children include ostinato patterns in their composition?
- Can the children maintain a pulse in their composition pieces?



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Christmas (2 weeks)

'God rest ye merry gentlemen' - clicking fingers-
Left hand in a triangle, right hand up and down.
You tube - "Pentatonix" - a cappella group.

Hand Bells - jingle bells first line- EEE EEE EGCDE

Glockenspiels - play, jingle bells

Groups of 4 - glockenspiels with tune

Drone on C or E

Ostinato "Christmas Tree"-

(dotted crotchet, quaver, crotchet)

Beat 4 with tambour.

African drums- Little Drummer Boy - beating pa rum pump um pum- Pentatonix

OUTCOMES

Can the children create a piece of music using Jingle Bells as the theme?