



# 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>Y5</b>	Topic: <b>MUSIC IN THE CLASSROOM – Feeding In (Part 2)</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 Objectives	Lessons
<p><b>Singing</b> Sing with an understanding of how to improve accuracy, fluency, control and expression</p> <ul style="list-style-type: none"><li>• Explore and use changes of <b>tempo / dynamics</b></li><li>• Decide how to perform a song</li><li>• Sing in parts</li></ul> <p><b>Play</b> Play with an understanding of how to improve accuracy, fluency, control and expression</p> <ul style="list-style-type: none"><li>• Copy and <b>improvise rhythmic phrases</b></li><li>• Clap the <b>rhythm</b> of a song whilst others tap the <b>metre</b></li><li>• Tap the <b>metre</b> of songs</li><li>• Play simple tunes by ear</li><li>• Play an <b>ostinato accompaniment</b> to a song</li><li>• Read and play 4 and 8 beat rhythm notation (<b>crotchet, crotchet rest, quaver</b>)</li></ul>	<p style="text-align: center;"><b><u>Manchester Music in the Classroom – Term 1</u></b></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><b>Lessons 3 &amp; 4 (Y3) – pages 28-29</b></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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## Medium Term Planning Creative Learning Journey

- 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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## Medium Term Planning Creative Learning Journey

- 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?



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## Medium Term Planning Creative Learning Journey

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### Listen

with attention to detail and recall sounds with increasing aural memory

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

1. Pulse
2. Rhythm
3. Metre of 2

### RECORDED MUSIC

We will rock you by Queen- African drums –to beat the main rhythm (tap tap clap)

### INSTRUMENTS:

Copy me (1. Let's have a dekho)  
Guess the rhythm (2. The night was dark and wet)  
Ostinato games (3. Jelly on a plate)  
(4. Do you like bananas)

### SONG BOX:

Do you like bananas? / Cookie jar / Fantasy football team

### OUTCOMES

Can the children tap an ostinato (1,2,3,4,above)?  
Can the children copy rhythms on instruments?

### **Following Y3 Term 2 – Weeks 3 & 4**

### WARM UP:

On my left, I can see.....  
Doo ahh diddy diddy.....copying tapping rhythm  
Pass the parcel (castanets) to Jelly on a plate

### VOCAL ACTIVITIES:

Let's have a dekho  
Lemonade song





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## Medium Term Planning Creative Learning Journey

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- Analyse basic song **structures**
- Listen / respond to live/recorded music, talk about how it makes you feel

### TEACHING POINT:

The night was dark and wet (putting the three below together in large groups, small groups and groups of 3)

1. Pulse
2. Rhythm
3. Metre of 2

### RECORDED MUSIC

I like to move it (Madagascar)- African drums –tap “move it” every time it appears

### INSTRUMENTS:

Exploring metre

Beat 4

Beat 3

Play on beat 1 only ( beat 2, 3 ,4 , 1 and 3, 1 and 4 etc.....)

### SONG BOX:

Do you like bananas? / Cookie jar / Fantasy football team

### OUTCOMES

Can the children keep pulse, tap a rhythm and tap a metre of 2 at the same time in small groups and large groups?

### **Following Y3 Term 2 – Weeks 5 & 6**

### WARM UP:

On my left, I can see.....

Doo ah diddy diddy.....copying tapping rhythm

Pass the parcel (rhythm eggs) to Jelly on a plate



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## Medium Term Planning Creative Learning Journey

### VOCAL ACTIVITIES:

Yesterday didn't it rain / Lemonade song

### TEACHING POINT:

Yesterday didn't it rain (putting the three key skills below together in large groups, small groups and groups of 3 )

1. Pulse
2. Rhythm
3. Metre of 2

### RECORDED MUSIC

I like to move it (from the film Madagascar)- African drums

### INSTRUMENTS:

Working with patterns

Ostinato: "Yesterday didn't it rain"

Group 1 twice (Large groups, smaller groups and individuals)

Group 2 4 times

Group 3 3 times

### SONG BOX:

1 2 3 4 5 song / Cookie jar / Fantasy football team

### OUTCOMES

Can the children play an ostinato in the suggested structure?

Can the children anticipate and beat correctly "move it" on the drums?

### **Following Y3 Term 2 – Weeks 7 & 8**

### WARM UP:

On my left, I can see.....



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## Medium Term Planning Creative Learning Journey

Doo ah diddy diddy (copying tapping the rhythm)

Pass the parcel (maracas) to Jelly on a plate

### VOCAL ACTIVITIES:

What's that buzzing noise?

Lemonade song

Every night I climb the stairs

### TEACHING POINT:

'Every night I climb the stairs' on glockenspiels

### RECORDED MUSIC

Theme tune to The Addam's Family (African drums –tap the drums instead of clicking)

### INSTRUMENTS:

Creating a piece of music

Every night I climb the stairs on glockenspiels

Inverse of above tune

4 beats

Ostinato – Jelly on a plate

Drone on C, E, G

### SONG BOX:

1 2 3 4 5 song / Cookie jar / Fantasy football team

### OUTCOMES

Can the children play Every night I climb the stairs?

Can they play it at the same time as the inverse?



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### **Following Y3 Term 2 – Weeks 9 & 10**

#### WARM UP:

On my left, I can see...

Doo ahh diddy diddy (copying tapping rhythm)

Pass the parcel (claves) to Jelly on a Plate

#### VOCAL ACTIVITIES:

What's that buzzing noise? (solo children to lead)

Lemonade song

#### TEACHING POINT:

Yesterday at half past 3 - glockenspiels

#### RECORDED MUSIC

Believer by Imagine Dragons- African drums – imitate the main rhythm

#### INSTRUMENTS:

Yesterday at half past 3 on:

Hand bells, Boomwhackers and chime bars.

#### SONG BOX:

There was a crazy moose

#### OUTCOMES

Can the children play Yesterday at half past 3 on the glockenspiels?



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### Listen

with attention to detail and recall sounds with increasing aural memory

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

Let the children try to play on individual glockenspiels.

### RECORDED MUSIC

The Greatest Show from The Greatest Showman- African drums – beat the “whoa” section as it appears then listen for the same rhythm as We will rock you from Queen when it appears half way through

### INSTRUMENTS:

Hand bells, - to play Sir’s in a bad mood

### SONG BOX:

There was a crazy moose

### OUTCOMES

Can the children begin to play “Sir’s in a bad mood” on the glockenspiel?  
Can a group of children lead “Cadibarra”?

### **Following Y3 Term 3 – Weeks 3 & 4**

### WARM UP:

On my Right, I can see...

Doo ah diddy diddy (copying tapping rhythm)

Pass the parcel (cymbals) to Jelly on a Plate

### VOCAL ACTIVITIES:

Cadibarra -

Lemonade song

### TEACHING POINT:

‘Sir’s in a bad mood’ - sing and clap rhythm, use thinking voice and clap rhythm  
Clap a phrase as an ostinato - nobody move/sir’s in a bad mood/look as if you’re working



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- Analyse basic song **structures**
- Listen / respond to live/recorded music, talk about how it makes you feel

$\frac{1}{2}$  clap 1 rhythm,  $\frac{1}{2}$  another rhythm –  $\frac{1}{2}$  clap song,  $\frac{1}{2}$  clap rhythm (large group, small group, pairs) then use instruments and repeat.

### RECORDED MUSIC

I'll Tell Me Ma - African drums –beat in time to the music

### INSTRUMENTS:

Boomwhackers- to play Sir's in a bad mood

### SONG BOX:

I have a dog...

### OUTCOMES

Can the children play the ostinato rhythms simultaneously?

### **Following Y4 Term 1 – Weeks 5 & 6**

#### WARM UP:

On my RIGHT , I can see.....

Doo ah diddy diddy.....copying tapping rhythm

Pass the parcel ( wood blocks) to Jelly on a plate

#### VOCAL ACTIVITIES:

Cadibarra -

Poverty, poverty knock

#### TEACHING POINT:

Sir's in a bad mood-sing and clap rhythm, use thinking voice and clap rhythm

Clap a phrase as an ostinato- nobody move/sir's in a bad move/look as if you're working

#### RECORDED MUSIC

Let him go let him tarry (Cliona Hagan) - African drums –beat in time to the





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## Medium Term Planning Creative Learning Journey

music

### INSTRUMENTS:

Working with ostinato patterns e.g jelly on a plate , sirs in a bad mood.

Group 1 \_ twice group 2 - \_ three times

Clap 4 and beat on 1,2,3,4

### SONG BOX:

I have a dog...

### OUTCOMES

Can the children create patterns with the ostinato?

### **Following Y4 Term 1 – Week 7**

#### WARM UP:

On my RIGHT , I can see...

Doo ahh diddy diddy...copying tapping rhythm

Pass the parcel (boomwhackers) to Jelly on a plate

#### VOCAL ACTIVITIES:

Cadibarra -

Poverty poverty knock

#### TEACHING POINT:

Exploring metre- can individuals play on one each time

#### RECORDED MUSIC

Phil the flutters ball (The High Kings) - African drums –beat in time to the music

#### INSTRUMENTS:

Clap 4 and leave a space of 4 for the children to fill



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### SONG BOX:

The telephone song

### OUTCOMES

Can the children fill a gap of 4 beats with their own rhythm?

### **Following Y4 Term 1 – Week 8**

### WARM UP:

On my RIGHT and LEFT at the same time.

Doo ahh diddy diddy.....copying tapping rhythm

Pass the parcel ( cabasa) to Jelly on a plate

### VOCAL ACTIVITIES:

Cadibarra -

Lemonade song

### TEACHING POINT:

Learn the Telephone Song

### RECORDED MUSIC

The brother's came to Egypt- Joseph and his Amazing Technicolour Dreamcoat

Play the drums and replicate the claps.

### INSTRUMENTS:

Use handbells to teach Poverty Poverty knock, 1<sup>st</sup> phrase only of first 3 lines

Use glockenspiels to play Poverty Poverty knock, 1<sup>st</sup> phrase of first 3 lines.

### SONG BOX:

Cookie jar

### OUTCOMES

Can the children work out how to play Poverty Poverty Knock?



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### **Following Y4 Term 1 – Week 9**

#### WARM UP:

On my RIGHT and LEFT at the same time.

Doo ah diddy diddy.....copying tapping rhythm

Pass the parcel ( metal agogo's) to Jelly on a plate

#### VOCAL ACTIVITIES:

Telephone song

Lemonade song

#### TEACHING POINT:

#### RECORDED MUSIC

Human by Rag n Bone Man

#### INSTRUMENTS:

Use boomwhackers to play Poverty Poverty Knock, 1<sup>st</sup> phrase only of first 3 lines

Create a piece of music around the song Poverty Poverty Knock

#### SONG BOX:

I have a dog

#### OUTCOMES

Can the children work together to create a piece of music?

### **Following Y4 Term 2 – Week 10**

#### WARM UP:

On my RIGHT/LEFT , I can see.....



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Doo ah diddy diddy.....copying tapping rhythm  
Pass the parcel ( tongue drums) to Jelly on a plate

### VOCAL ACTIVITIES:

The telephone song

Lemonade song

### TEACHING POINT:

Teach the song "Haul Haul Away"

### RECORDED MUSIC

Bang Bang Chitty Chitty Bang Bang- only tap drum on "Bang Bang"

### INSTRUMENTS:

Clap 4 1. Jelly on a plate – wibble wobble.x2 – haul haul away- we'll haul away  
joe

Cannon with jelly on a plate

### SONG BOX:

My Bonnie Lies Over the Ocean

### OUTCOMES

Can the children clap a cannon?

### **Following Y4 Term 2 – Week 11**

### WARM UP:

On my RIGHT/LEFT , I can see.....

Doo ah diddy diddy.....copying tapping rhythm

Pass the parcel (cow bell) to Jelly on a plate

### VOCAL ACTIVITIES:

The telephone song



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Cadibarra

### TEACHING POINT:

Clap rhythm, beat, metre of 2, ostinato – "Haul Haul Away"

### RECORDED MUSIC

Let's go fly a kite from Mary Poppins (clap 3 time)

### INSTRUMENTS:

Beat in 3, playing on 1,2, or 3

1- Haul haul away 1,2,1 and 2, 2, 1

2- We'll haul away Joe 1, 1and2, 2, 1and2, 1,2

### SONG BOX:

My Bonnie lies over the ocean

### OUTCOMES

Can the children play in a metre of 3?

### **Following Y4 Term 2 – Week 12**

### WARM UP:

On my RIGHT/LEFT, I can see.....

Doo ah diddy diddy.....copying tapping rhythm

Pass the parcel (assortment of instruments) to Jelly on a plate

### VOCAL ACTIVITIES:

Haul Haul Away

### TEACHING POINT:

Teach the song – Ginger the Cat

### RECORDED MUSIC

Doe a Deer from Sound of Music –



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## Medium Term Planning Creative Learning Journey

	<p>Then play the first note of every line on glockenspiels</p> <p><u>INSTRUMENTS:</u> Use glockenspiels to play Ginger the Cat</p> <p><u>SONG BOX:</u> Cookie Jar</p> <p><u>OUTCOMES</u> Can the children play in a metre of 3?</p>
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