



SS John Fisher & Thomas More Catholic Primary School

A Voluntary Academy

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Medium Term Planning Creative Learning Journey

Year Group: Y5	Topic: MUSIC IN THE CLASSROOM – Feeding In (Part 2)	Term: Summer
<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 'Feeding In' (Part 2) – Term 3</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>Following Y3 Term 3 – Weeks 1 & 2</p> <p><u>WARM UP:</u> On my right , I can see... Doo ah diddy diddy.....copying tapping rhythm Pass the parcel (sleigh bells) to Jelly on a plate</p> <p><u>VOCAL ACTIVITIES:</u> Cadibarra Lemonade song</p> <p><u>TEACHING POINT:</u> Teach the song "Sir's in a bad mood" using xylophone.</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

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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- 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

$\frac{1}{2}$ 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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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, 1st phrase only of first 3 lines

Use glockenspiels to play Poverty Poverty knock, 1st 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, 1st 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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	<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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