



# 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>Y6</b>	Topic: <b>MUSIC IN THE CLASSROOM – Taking Off</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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Knowledge and Skills Objectives	Lessons
<p><b>Sing</b> Sing with an understanding of how to improve accuracy, fluency, control &amp; expression</p> <ul style="list-style-type: none"><li>• Choose appropriate <b>tempo &amp; dynamics</b> whilst singing</li><li>• Sing an <b>ostinato accompaniment</b></li><li>• Sing in at least two parts in <b>harmony</b></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 improvise <b>rhythmic phrases</b></li><li>• Combine <b>ostinato phrases</b></li><li>• Explore <b>different metres</b> / play on beat one</li><li>• Play simple tunes and add an <b>ostinato / drone</b> accompaniment</li><li>• <b>Notate compositions</b> using the most appropriate method where applicable</li><li>• Read and play simple <b>melodic phrases</b></li></ul>	<p style="text-align: center;"><b><u>Manchester Music in the Classroom 'Taking Off' Term 1</u></b></p> <p>Having gained basic skills and understanding, the children are able to work independently, focusing on specific composing techniques, evaluating their own and others' performances and directing performances. They play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. The children are able to sing a round in two parts, identifying the melodic phrases and understanding how they fit together. They now move from informal methods of recording music to using and understanding the staff and other musical notations. They appreciate and understand a wide variety of high-quality live and recorded music drawn from different traditions and from great composers and musicians. The children also begin to develop an understanding of the history of music.</p> <p><b>Unit 1: Working with Patterns (Y5: pages 8-9)</b> <b>(4 weeks)</b> A group project to compose a piece using repetition of a rhythm</p> <p><u>Singing:</u> 'Yo Mamana Yo' (Mozambique) <u>Listening:</u> Music from African cultures_– focus on metre and rhythm <u>Ongoing Skills:</u></p> <ul style="list-style-type: none"><li>• Yo Mamana Yo – Metre &amp; rhythm</li></ul>



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### Compose & Improvise

Including the use of music technology

- Organise **rhythmic** and **melodic phrases** in a simple **structure**
- Create a tune using two or three phrases
- Improvise melodic phrases using the **pentatonic scale**
- Create and play an **instrumental accompaniment**
- Compose music to evoke contrasting moods suggested by a stimulus
- Using a simple device (eg ipad) record a loop, repeat and edit loop. Create a **melody**

### Listen

Listen with attention to detail and recall sounds with increasing aural memory

- Listen to / make comparisons of a range of types of music from different traditions
- Listen to an individual part in three and four part music

- Copy Me
- Put a pattern in a space

#### Teaching Points:

- Working with a rhythm
- Using a rhythm as a basis for composition

#### Outcomes

- Can the children clap/play a rhythm individually as an ostinato?
- Can the children clap/play an ostinato, keeping together with others?
- Can the children use a rhythm as a basis for a composition?

### **Unit 3: Ostinato Instruments (Y5: pages 22-27)** **(4 weeks)**

A group project to compose a piece by combining several ostinati.

Singing: 'Time for Man Go Home' (*Caribbean*)

Listening: Music from the Caribbean culture\_– focus on individual parts (eg bass)

#### Ongoing Skills:

- Rhythm reading – notation cards

#### Teaching Points:

- 'Time for Man Go Home' – Playing by ear
- 'Time for Man Go Home' – Adding an accompaniment
- Combining ostinati – clapping
- Combining ostinati - instruments

#### Outcomes

- Can the children play an ostinato?



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- Recognise how sounds are used to achieve an intended effect
- Analyse basic **song structures**
- Listen / respond to live/recorded music, talk about how it makes you feel

- Can the children maintain an independent part? (ie: play their ostinato whilst others play a different ostinato)
- Can the children use ostinati as a basis for a composition?

### **Unit 4: Ostinato Voices (Y5: pages 30-35) (3 weeks)**

A group project to compose a vocal piece which combines three phrases of different lengths.

Singing: 'Zum Gali Gali' (*Jewish*)

Listening: Music from the Middle Eastern culture – How are sounds used for effect?

Ongoing Skills:

- Combining ostinati – clapping

Teaching Points:

- 'Mrs Porter' – Combining vocal ostinato
- 'Mrs Porter' - Phrase

Outcomes

- Can the children create vocal phrases of different lengths?
- Can the children chant different phrases simultaneously?
- Can the children use vocal phrases as a basis for a composition?