



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: Y6	Topic: MUSIC IN THE CLASSROOM – Taking Off	Term: Spring
<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>Sing Sing with an understanding of how to improve accuracy, fluency, control & expression</p> <ul style="list-style-type: none">Choose appropriate tempo & dynamics whilst singingSing an ostinato accompanimentSing in at least two parts in harmony <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 phrasesCombine ostinato phrasesExplore different metres / play on beat onePlay simple tunes and add an ostinato / drone accompanimentNotate compositions using the most appropriate method where applicableRead and play simple melodic phrases	<p style="text-align: center;"><u>Manchester Music in the Classroom 'Taking Off' Term 2</u></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>Unit 5: An Up & Down Tune (Y5: pages 38-43) (4 weeks)</p> <p>A group project to compose a tune based on an ascending and a descending phrase.</p> <p><u>Singing:</u> 'Zum Gali Gali' (<i>Jewish</i>)</p> <p><u>Listening:</u> Music from popular culture – Analysis of basic song structures</p> <p><u>Ongoing Skills:</u></p> <ul style="list-style-type: none">Question & Answer – clapping



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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

Teaching Points:

- 'Zum Gali Gali' – Phrasing
- Question & Answer – Playing
- Tuneful conversations
- An up and down tune

Outcomes

- Can the children create a tune using two phrases?
- Can the children use a tune as a basis for a composition?

Unit 2: Every Night (Y5: pages 14 - 19) (4 weeks)

A group project to an arrangement of a song using inversion, drone and ostinato.

Singing: 'Every Night'

Listening: Music from the British & Irish folk traditions – Listen to structures

Ongoing Skills:

- Tuneful conversations

Teaching Points:

- 'Every Night' - Up & down
- 'Every Night' – Notation Cards Set 1
- 'Every Night' – Inversion
- 'Every Night' Adding an accompaniment
- 'Every Night' – Making an arrangement

Outcomes



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Medium Term Planning

Creative Learning Journey

- 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 play 'Every Night'?
- Can the children play 'Every Night', keeping together with others?
- Can the children make an arrangement of 'Every Night'?

Unit 6: Creating a Performance (2 weeks)

Aim – To perform a selection of the children's compositions and the songs learnt during Y6.

Select some of the pieces the children have prepared in the five projects completed during Y6.

Discuss different ways of performing the songs learnt

With the children, discuss the rehearsal procedure:

- 1) Appoint 2 or 3 children to prepare the equipment needed
- 2) Ask groups to prepare a list of what they need for their performance
- 3) In discussion with the children, decide how to use the performance space
- 4) In discussion with children, agree a running order. During rehearsal, do not interrupt. Allow the children to discuss mistakes and logistical difficulties. Help them to resolve any issues that arise.
- 5) Discuss with the groups of children how the run went and what improvements are needed
- 6) Have a final run through
- 7) Performance