



# 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) (4 weeks)</b> A group project to compose a piece using repetition of a rhythm <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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## Medium Term Planning Creative Learning Journey

### 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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## 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 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?



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### Compose & Improvise

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- 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





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- Listen to an individual part in three and four part music

A group project to compose a piece in the style of the Javanese Gamelan

Singing: 'Gundhul Pacul' (*Javanese*)

Listening: Music from Asian cultures

Ongoing Skills:

- Exploring the metre of four
- Exploring other metres

Teaching Points:

- Exploring metre using the instruments
- The pentatonic scale
- Playing a piece in the style of the Javanese Gamelan: Eight beat cycle
- Playing a piece in the style of the Javanese Gamelan: Six beat cycle
- Notating eight beat cycles
- Notating six beat cycles

Outcomes

- Can the children *clap* the three different cycles simultaneously, keeping in time with each other?
- Can the children *play* the three different cycles simultaneously, keeping in time with each other?
- Can the children create and play three cycles on pitched instruments to create a piece in the style of the Javanese Gamelan?



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- Listen / respond to live/recorded music, talk about how it makes you feel

### **Unit 4: Our Blues (Y6: pages 67 - 75)** **(3 weeks)**

The blues is a form of music created by Afro-Americans which, as well as having a continuous development in its own right through the 20<sup>th</sup> Century, has been at the root of Jazz and Rock music and has influenced classical composers.

A group project to improvise over a Twelve Bar Blues Chorus

#### Singing:

- 'Go Down Moses' (*Folk - spiritual*)
- Metre and improvised rhythm

Listening: Music from American culture (Blues, Jazz, Rock)

#### Ongoing Skills:

- Copy Me: Eight beat rhythms (clapping)
- Put a pattern in the space: Eight beat rhythms (clapping)
- Copy Me; Put a pattern in a space (playing)

#### Teaching Points:

- 'Our Blues': The Twelve Bar Blues Chorus

#### Outcomes

- Can the children identify the Twelve Bar Chorus?
- Can the children improvise rhythmically for a Twelve Bar Chorus?
- Can the children improvise melodically for a Twelve Bar Chorus?

*PLEASE NOTE: Children who can play instruments other than classroom percussion should be encouraged to do so. If they cannot confidently play all the notes, they can just use 2 or more. (Consider: ukulele, guitar, violin, piano)*



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## Medium Term Planning Creative Learning Journey

### **Unit 5: Hello Garage Band (One Ed)** **(6 – 8 weeks)**

Key resource for this project:

*Transformation Education – Teaching Music with Garageband for Ipad p15*

#### **Lesson 1**

##### Objectives

- Create a composition using rhythmic, harmonic and melodic loops

##### Overview

- This first lesson introduces the principle interfaces of Garageband, as well as the concept of arranging loops into a structured piece

##### Outcomes

- Understand the interrelated concepts of rhythm, melody and harmony. (Lis)
- Identify thin and thick musical textures. (Tex)
- Identify low and high pitch ranges, and contrast them within a composition. (Mel)
- Create an arrangement of four loops. (Tex)
- Understand the 'Live Loops' interface of Garageband

#### **Lesson 2**

##### Objectives

- Finish the composition and export it to the internet



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### Overview

- The second and final session of this introductory composition develops a form for the composition, and invites pupils to fine-tune the arrangement, before exporting the completed work to a class Soundcloud page

### Outcomes

- Add vocal and percussion loops to the composition. (Lis)
- Develop an ABAB form for the piece (Tex)
- Balance the volumes of multiple instruments.
- Develop contrasting textures through the manipulation of clips: cut, copy and paste, split, resize. (Tex)
- Export a song to the internet.

### **Lesson 3**

#### Objectives

- Create the rhythmic and harmonic foundation of a composition.

#### Overview

- This lesson begins a new composition, this time creating musical materials for loops using instruments, rather than the app's pre-recorded sets. Pupils will build a succession of drum and string loops and further explore texture and dynamics.

#### Outcomes

- Count bars in 4/4 time. (Rhy)
- Create a chord progression. (Har)
- Deploy contrasting rhythmic patterns. (Rhy)



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## Medium Term Planning

### Creative Learning Journey

- Deploy contrasting harmonic textures. (Tex)
- Explore dynamics, including crescendos and diminuendos, on the Smart Strings.
- Understand and use the concept: 'Less is more!' (Lis)

#### Lesson 4

##### Objectives

- Create contrasting keyboard melodies over a chord progression.

##### Overview

- This lesson offers a great example of embedding theoretical learning in a creative process. Pupils will identify the position of notes and chords on the keyboard in order to create melodies over a two chord progression. We will also look at the interesting process of 'decomposition' - creating melodies through the removal, rather than addition, of notes.

##### Outcomes

- Locate the notes of the C major scale on the keyboard. (Mel)
- Locate the chord tones of the seven chords in the key of C major on the keyboard. (Har)
- Choose a keyboard timbre that compliments the composition. (Tim)
- Create a melody using an arpeggiator. (Mel)
- Compose a 'question and answer' melody using chord tones. (Mel, Har)
- Create a melodic pattern through a process of decomposition - the removal of notes. (Mel)



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## Medium Term Planning Creative Learning Journey

### **Lesson 5**

#### Objectives

- Create and record lyrics on a chosen theme

#### Overview

- This lesson is focused on lyric writing, and can be easily adapted to augment any creative writing projects your class are working on. The fantastic Musical Futures website also contains numerous free vocal warm-up and lyric generation ideas

#### Outcomes

- Understand and employ the concept of program music. (Vox)
- Develop an initial thematic idea into a complete lyric. (Vox)
- Understand the 'beats-per-minute (bpm) measurement (Rhy)
- Choose a tempo based on an original lyric. (Lis)

### **Lesson 6**

#### Objectives

- Use improvised musical phrases to construct solos.

#### Overview

- This session explores an extremely important aspect of music - Tension & Release. From the perfect cadence in classical music to the bass drop in dance music, all genres of music use it in some form. It creates interest and movement in music, and is central to any meaningful improvisation.

#### Outcomes

- Understand and employ 'tension & release' using dynamics, tempo and





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### Creative Learning Journey

- phrasing. (Mel, Lis)
- Create a short story with elements of 'tension & release'. (Vox)
- Choose a bass timbre and pattern. (Tim)
- Record a bassline with three contrasting textures. (Rhy, Tex)
- Record a melodic improvisation using a major pentatonic scale. (Mel)

### Lesson 7

#### Objectives

- Create and record an arrangement for the composition

#### Overview

- 'Live Loops' offers a new way to visually represent structure, allowing pupils the ability to create improvised arrangements that can be refined with reflection and practise. This lesson also introduces the exciting 'FX' feature, used here in the context of tension and release.

#### Outcomes

- Create a vocal motif as part of a group. (Lis, Vox)
- Conduct a four-part acoustic vocal performance. (Tex, Rhy)
- Create an arrangement using a visual score. (Tex)
- Move, duplicate and edit individual loops. (Tex)
- Record a live performance. (Lis, Rhy)
- Explore audio effects (FX). (Tim)

### Lesson 8

#### Objectives



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- Review, refine and record a final version of the composition

### Overview

- This final session offers pupils the freedom to add personality and flair to their compositions. There is no time limit, and if appropriate this session can be spread over several lessons. Finished compositions should be uploaded to Soundcloud (we would love to hear them!), and a live performance in assembly could go down a treat!

### Outcomes

- Evaluate a recording using vocabulary developed over the course of the project. (Lis)
- Give and respond to constructive peer feedback (Vox, Lis)
- Record effects in real time. (Tim)
- Export the composition to the internet.
- Create a persuasive piece of writing. (Vox)