

Y5 Strings Medium Term Planning

Skills Development (from progression document)	Instrumental Skills
<ul style="list-style-type: none"> • Demonstrate awareness of the need for good posture, breathing and diction whilst singing and playing in order to maintain a pleasing sound. • Demonstrate a secure pulse and understanding of rhythm • Perform using conventional rhythmic and melodic notation eg. crochet, minim, quaver, semi breve, rests • Understand and respond to visual cues for starting and stopping, and/or fading away, tempi, dynamics and articulation. • Maintain a part in a whole class performance showing an understanding of texture • Recognise and identify instrumental families aurally. • Improvisation using all 4 strings • Memorise rhythmic and melodic patterns and match conventional notation/graphic pitch notation. • Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations. • Recognise a variety of metres through a variety of pieces • Make constructive and comments on own and others' music to develop compositions and performances using the full range of inter-related dimensions of music. 	<ul style="list-style-type: none"> • Learn about instrument care • Recognise and show good posture • Produce controlled sounds when performing a simple piece both pizzicato and arco • Pluck the strings in time to the beat and demonstrate the difference between pulse and rhythm • Know the names of all four strings and parts of the instrument • Create their own short phrase using pitch and rhythm • Recognise sounds as high or low, loud or quiet, fast or slow, long or short • Identify why some sounds are more successful than others • Learn about simple traditional notations

Overview of Sequential Activities

- To understand how to care for your instrument - Discuss their instrument and how to get it out of case, put it away; what rest position is; parts of the instrument and their function; name of strings *Greedy Dogs Are Enormous*.
- To learn the 4 strings and whether they are high or low.
- To learn how to hold your instrument and pluck a string.
- To confidently pluck all 4 strings in rhythm patterns.
- To compose your own open string part in a full class rhythm piece.
- To learn more about rhythm including how rests are used.
- To learn to pluck 3 Rhythm Dances for open strings G, D and A.
- To work on rhythms and open string work by plucking pieces as a whole class.
- To use all 4 strings on our violins
- To learn how to hold the bow and play across 1, 2 and then 3 strings.
- introduce learning/reading rhythmic patterns using minims, crotchets and quavers. (Charanga rhythm grids)
- Use rhythmic patterns to create own rhythmic compositions to perform to the class
- To play our own rhythms across all of our strings.
- Learning how to pluck whilst holding the bow.
- Learning how to stay in time when a piece of music speeds up.
- To improve playing on open strings using different types of bowing.
- To listen to each other and stay in time.
- To work on bowing in new pieces.
- To learn how to work together in 2 part pieces
- To begin reading music through music notation
- To apply this to new pieces of music and songs.
- To learn how longer notes look as a symbol.

Extension Activity Extend rhythmic learning by using body percussion to create different textures. Introduce bow earlier to those who are ready or create more challenging parts for them.

<u>Vocabulary</u>	<u>Suggested Songs/Pieces</u>
Orchestra Conductor Strings Woodwind Brass Percussion Parts of a violin pizzicato arco pulse rhythm minim crotchet quaver improvise compose	<ul style="list-style-type: none"> • Hand Jive - SharePoint • Fast Lane - Charanga • Swing Band - Charanga • Hey You! - Charanga • Drive - Charanga • Under Arrest - Charanga • Music Explorer - Charanga <ul style="list-style-type: none"> • Lift Off - Charanga • Katie's Waltz - Charanga • Raindrops - Charanga • Jingle Bells - SharePoint • Rudolph - SharePoint • Funky Start - SharePoint • Feel the Beat - SharePoint

Assessment/Evidence

Formative assessment throughout lesson

Summative evidence shown through Big Book and video evidence