

## Y6 Medium Term Planning

### Term 1 - Y6 Percussion

<b>Skills Development</b>	<b>Instrumental Skills</b>
<ul style="list-style-type: none"> <li>• When singing, show greater mastery and control of tone, diction, posture and breathing consistently.</li> <li>• Use the interrelated dimensions of music when singing and playing.</li> <li>• Demonstrate a secure pulse and understanding of rhythm</li> <li>• Perform using conventional rhythmic and melodic notation to play a variety of ostinati and simple pieces or songs, including expression and articulations.</li> <li>• Understands and responds to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away, tempi, dynamics and articulation with greater accuracy.</li> <li>• Maintain a part in a vocal or instrumental piece with an understanding of harmony and texture.</li> <li>• Works independently within a group composition showing thought in selection of instruments and playing techniques</li> <li>• Improvise with increasing confidence</li> <li>• Construct a piece with a more complex structure</li> <li>• Memorise more complex rhythmic and melodic patterns and match to conventional notation.</li> <li>• Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations</li> <li>• Recognise a variety of metres</li> <li>• Make constructive and refined comments on own and others' music to develop compositions and performances using the full range of inter-related dimensions of music.</li> <li>• Recognise how music reflects its purpose, place and time, including other cultures and traditions, and relating it to their own cultures, traditions and experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn about instrument care</li> <li>• Recognise and show good posture on djembe and glocks</li> <li>• Produce controlled sounds when performing a simple piece</li> <li>• Know the names of the all notes (C to C) and how to locate them on the glockenspiel</li> <li>• Play simple tunes and patterns using 3 to 4 notes, moving mainly by step, using both beaters.</li> <li>• Be able to play simple patterns with alternating strokes on djembe</li> <li>• Play in time to the beat and demonstrate the difference between pulse and rhythm</li> <li>• Create their own ostinato using pitch and rhythm</li> <li>• Produce different sounds on djembe high or low, loud or quiet, fast or slow, long or short</li> <li>• Identify why some sounds are more successful than others</li> <li>• Learn about traditional notations</li> </ul>
<p><b><u>Overview of Sequential Activities</u></b></p> <ul style="list-style-type: none"> <li>• To find out about the history of your instrument</li> <li>• To understand how to care for your instrument.</li> <li>• To learn the correct playing posture on djembe</li> <li>• To understand 'beat' and 'metre' through songs eg. crazy clapping</li> <li>• To play rhythms on your instrument</li> <li>• To alternative left and right hands</li> <li>• To play with high and low notes and alternating hands</li> <li>• To learn call and response rhythms and response with accuracy</li> <li>• To improvise rhythmic patterns in rhythm games</li> <li>• To composing own rhythmic patterns to create an ostinato in group work</li> <li>• To compose our own conga themed piece based on a given structure</li> <li>• To read notation and match rhythms</li> <li>• To learn the Jongo rhythm</li> <li>• To understand texture through creating polyrhythms</li> <li>• To appraise own and others' group work</li> <li>• To increase accuracy and awareness</li> <li>• To compose and perform a whole class piece using interrelated dimension of music</li> </ul>	
<p><b><u>Vocabulary</u></b></p> <p>call and response    rhythm    tempo  polyrhythm    conga    jongo    dynamics  tempo    percussion    pitch    duration  structure    ostinato</p>	<p><b><u>Songs/Pieces</u></b></p> <p>call and response rhythms eg. new recruit, i told a joke  throw catch  crazy clapping  conga  jongo  concentration navigation  the riddle</p>
<p><b><u>Assessment/Evidence</u></b></p> <p>Where is the evidence for this Term? What Assessment has taken place?</p>	<p>Evidence through videos  Big book</p>