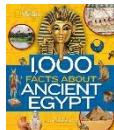


Medium Term Plan for Music

Y5 - Autumn 1

Composition and notation (Kapow)

Class Text:



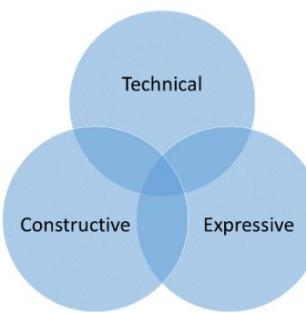
Topic Outcome: Children will sing with accuracy and confidence to the Gift of the Nile song. Children will develop an understanding of notation using both standard and non-standard. Children will have the opportunities to compose their own pieces for the range of audiences and purposes.

The Pillars of Progression

Technical- competence in controlling sound (instrumental, vocal or with musical technology). Use of a communication system such as staff, notation or guitar tab

Constructive- Knowledge of the musical elements/interrelated dimensions of music. Knowledge of the components and composition.

Expressive- Musical quality. Musical creativity. Knowledge of musical meaning across the world and time.



Performing, composing and listening



Composer

Johann Sebastian
Bach

Bach is a German composer and is well known for his work with Handel. Bach was a composer and musician. He is well known for the Goldberg variations. Since the early 19th century he has been generally regarded as one of the greatest composers of all time.

Bach came from a musical family and many of his relatives were professional musicians. He was extremely good at improvisation and was a very famous organist.

- https://www.youtube.com/watch?v=z50Ihfp_lMw
 - Air - Johann Sebastian Bach - YouTube
 - Adagio - Johann Sebastian Bach - YouTube



Previous Knowledge, skills and understanding

Identify gradual dynamic and tempo changes in music.

Recognise, name and begin to explain using the interrelated dimensions of music.



Hook:

Listen to the 'Gift of the Nile' song and share fun facts about the Egyptians.

Topic Reflection: Children will perform to the Y3 pupils using unison singing and the tuned percussion.

Vocabulary of Interrelated Dimensions

Pulse- the regular heartbeat of the music. Steady beat.

Rhythm- long and short sounds or patterns that happen over the pulse.

Pitch- high and low sounds.

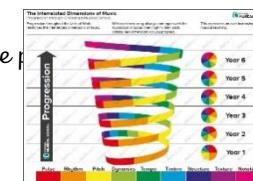
Tempo- speed of the music- fast, slow or in-between.

Dynamics- how loud or quiet the music is.

Timbre- all instruments including voices have a very different sound quality (e.g. the violin is a different sound quality to the violin)

Texture- layers of sound working together to make music very interesting to listen to.

Structure- every piece of music has a structure (e.g. introduction, verse, chorus, ending)



Develop melodies using rhythmic variation.

Begin to use letter names, graphic notation and rhythmic notation to record composition.

Sing and play in time with peers with some accuracy.

	<u>Pillar of Progression</u>	<u>Learning Objective</u>	<u>Lesson Outcome</u>	<u>Success Criteria</u>	<u>Vocabulary and language structures</u>
Lesson 1	Listening and performing	LO: Sing with accuracy, fluency, control and expression.	Children will learn the Gift of the Nile song. Children will begin with the vocal warm up and include the digging motion, dragging and lifting, stretch and sigh. Use the supporting teacher video on Kapow (building a pyramid). Teach the song in call and response using the performance and backing tracks.	I can sing in time with other people and a backing track. I can follow and/or remember the lyrics. I can follow the tune.	Features, notation, repeating, unison. Unison means... I like the piece of music because... I don't like the music because... I like my part because... You did a great job because... I think we need to work on... because...
Lesson 2	composing performing	LO: Explore and use different forms of notation.	Listen to the 'walk like an Egyptian' song. Children will look at the hieroglyphics and notate a piece of music using body percussion. Children to work in teams to create a simple piece. Groups to swap and children to perform the music to the group. Discuss how non-standard notation makes it harder for accurate performances.	I can show the structure of a piece of music using non-standard notation.	Composition, Notation, structure, repetition. I like the music because... I don't like the music because... I agree with ... because... I disagree with ... because... I appreciate that some people might like this music but...

Lesson 3	Listening and performing	LO: Understand note length.	<p>Children to warm up using the call and response game. Children to look at standard notation to play the instrumental part of the Gift of the Nile.</p> <p>Children will move onto the ensemble skills. Keep the groups the same each week to encourage repetition and practise of key parts.</p>	<p>I can play a melody by ear.</p> <p>I can recognise note names and note length.</p> <p>I can make my part balance with other music around me.</p>	<p>Composition, melody. Notation, tempo</p> <p>I feel confident at ... part.</p> <p>I don't feel as confident at... part.</p> <p>I like how... did...</p> <p>To improve my performance, I need to...</p>
Lesson 4	Listen and perform.	LO: Read simple pitch notation.	<p>Begin with the singing of 'The Gift of the Nile' song and the use of instruments at appropriate parts. Use the note chart to draw attention to the position of the notes and how this represents the pitch.</p> <p>Use the note chart to display the notation. Give children the opportunity to play on tuned percussion (glockenspiel).</p>	<p>I can play a melody by reading pitch notation.</p> <p>I know that notes can go either on or between the lines.</p> <p>I can use pitch notation to write down my own melody.</p>	<p>Composition, melody, notation, tempo</p> <p>I have noticed... about the notes.</p> <p>I think that this shows...</p>
Lesson 5	Compose and perform	LO: Use standard and staff notation to write a piece of music.	<p>Begin with the singing of 'The Gift of the Nile' song and the use of instruments at appropriate parts. Recap on the standard notation as used on the note chart.</p> <p>Play the funeral march for Queen Mary. Children to</p>	<p>I can work as part of a group to compose a piece of music in a particular style.</p> <p>I can notate my piece sing standard and non-standard notation.</p> <p>I can perform as part of a group.</p>	<p>Compose, ensemble, notation, Melody, minor key, tempo.</p> <p>I like the piece because...</p> <p>I think the purpose of this music is...</p> <p>I did not like this music because...</p> <p>The music made me feel...</p>

			<p>predict the purpose and audience of the music.</p> <p>Give children the opportunity to compose their own music using staff notation (use the note chart to support) and hieroglyphics. Perform in smaller groups.</p>		<p>The music reminds me of... because...</p>
Lesson 6	<h2>Performance to Y3</h2>				
Endpoints:	<p>Knowledge, skills and understanding:</p> <p>Sing with accuracy, fluency, control and expression.</p> <p>Use different forms of notation.</p> <p>Understand note lengths.</p> <p>Read simple pitch notation.</p> <p>Use staff and non-standard notation to write a piece of music.</p> <p>Develop confidence in using musical vocabulary to discuss and evaluate their own work.</p> <p>Suggest and demonstrate improvements to own and others work.</p> <p>Sing songs in two or more parts, in a variety of styles from memory with accuracy, fluency, control and expression.</p> <p>Know simple pictures can be used to represent the structure of music.</p> <p>Understand that a slow tempo and minor key (pitch) can be used to make music sound sad.</p> <p>Understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.</p>				