

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Music - SPRING	Year: LKS2 - Year A – Guitar and Harmony
NC/PoS:	
<ul style="list-style-type: none">• Singing, Listening, Composing and Performing• 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 inter-related 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.	
Expected Prior Learning (what pupils already know and can do) Children can recognise by ear and from notation multi-bar rhythms using the names Quarter, Eighth, and Sixteenth notes, and Quarter Rest, effect the dynamic of their instrument and vocal performance. Sing the 8 notes of a Major Scale along to an accompaniment and A Capella (without accompaniment) to a basic level, naming the degrees of the scale, the intervals between the first 5 notes from a prompt, and repeat melodic riffs. Can draw Quarter, Eighth and Sixteenth Note, depicting variations in from Middle C to G. To be able to find the correct location of C D E F G on a keyboard / Gloc. To be able to compose a 2 bar melody with rhythmic variation using C D E F G and perform in on Keyboard / Gloc. NOTE: At every step, children will be guided through advancing techniques and gaining a deeper level of practical and theoretical confidence from A to B years	
End Points (what pupils MUST know and remember)	
SINGING-Know That and Know How ; <ul style="list-style-type: none">• How to "warm-up" our voice to look after it using Arpeggios, Scales, interval exercises with "Bub Bub Bub" dull sound techniques moving to scale degree names.• Know what a harmony is and how they work• How to sing a melody line within a harmonised performance• Know how Beatboxing various sounds to create a rhythm track to a vocal performance	
LISTENING / COMPOSING / PERFORMING –Know That and Know How ; <ul style="list-style-type: none">• Identify the 6 strings names of the guitar and its main components• How to play open strings and the correct hand position• How to fret notes and play the "Spider" finger exercise• What the numbers mean in TAB (Tablature) guitar music• How to compose a simple tune on guitar• Repeating ideas - both melodic and rhythmic - is the key to making compositions catchy	
Key Vocabulary Body, Neck, Frets, Sound Hole, Tuning Pegs, TAB, Pluck, Strings, Elephants And Donkeys Grow Big Ears	
Session 1:	
SINGING "Bub Bub Bub" vocal exercise in a "dull voice" to warm up our voice in a relaxed way so	

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as not to cause vocal strain.

PERFORMANCE

How to hold the guitar safely when carrying

How to hold the guitar correctly when playing

Where to put our fingers - below the sound hole

How to pluck strings with our thumb

Performing open strings of E A D G B E with care as Whole Notes to a beat

Vocabulary: Body, Neck, Frets, Sound Hole, Tuning Pegs, Pluck, Strings, Elephants And Donkeys Grow Big Ears

Session 2:

SINGING

Warm Ups then "1 3 5" arpeggio exercise variations

PERFORMANCE

Playing Open strings as Quarter Notes with a simple beat

How to move from one string to another with greater accuracy

Balancing how gently we pluck the string versus too hard

Finding the Frets

Numbering our fretting hand fingers

Vocabulary: Body, Neck, Frets, Sound Hole, Tuning Pegs, Pluck, Strings, Elephants And Donkeys Grow Big Ears, Frets

Session 3:

SINGING

Warm Ups then "1 3 5" arpeggio exercise variations

Group 1 holds "1" as a drone whilst Group 2 sings "3 5 3" as a harmony

MUSICAL TRADITIONS

Justin Timberlake - Can't Stop the Feelin

<https://www.youtube.com/watch?v=ru0K8uYEZWw>

Disco Pop is a Dance style of music, inspired by the fun, "4 to the floor" music of the 1970s and 1980s that was popular in clubs or "Discos"

PERFORMANCE

Playing E A D G B E as Quarter Notes with a simple beat

Reading TAB - The strings

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Correct placement of Fretting hand thumb ("thumb up" on back of guitar neck)

Spider exercise fretting hand only, Hi E string

Vocabulary: Body, Neck, Frets, Sound Hole, Tuning Pegs, Pluck, Strings, Elephants And Donkeys Grow Big Ears, Frets, Spider Exercise, Reggaeton

Session 4:

SINGING

Warm Ups then "1 3 5" arpeggio exercise variations

Group 1 harmony of "1 3 1" whilst Group 2 sings "3 5 3" as a harmony

PERFORMANCE

Syncronisation between Plucking and Fretting

Reading TAB - Frets

Fretting frets 1 2 and 3 with fingers 1 2 3 whilst plucking

Spider exercise fretting hand only, Hi E string

Practice

Justin Timberlake - Can't Stop the Feelin

<https://www.youtube.com/watch?v=ru0K8uYEZWw>

Vocabulary: Body, Neck, Frets, Sound Hole, Tuning Pegs, Pluck, Strings, Elephants And Donkeys Grow Big Ears, Frets, Spider Exercise, Sync / Synchronise, TAB

Session 5:

SINGING

Warm Ups then "1 2 3 4 5 6 7 8" scale exercise variations

Group 1 harmony of "1 2 3 4 5 6 7 8" whilst Group 2 sings "3 4 5 6 7 8" as a harmony

Spider exercise on 3 strings

Reading a simple TAB score using open strings

Vocabulary: Body, Neck, Frets, Sound Hole, Tuning Pegs, Pluck, Strings, Elephants And Donkeys Grow Big Ears, Frets, Spider Exercise, Sync / Synchronise, TAB

Session 6:

PERFORMANCE

Justin Timberlake - Can't Stop the Feelin

<https://www.youtube.com/watch?v=ru0K8uYEZWw>

Reading and performing the music from TAB

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Session 7:

REHEARSAL

Adding the elements from previous sessions together

Session 8:

PERFORMANCE

Recording the finished piece

Future learning this content supports:

This content will support future learning and development of complex rhythmic compositions to include syncopation, multi-part arrangements, multi-section pieces, clearer intent on technique and therefore higher skill levels in performance. Pitched note reading and performance, sight singing, full piece multi-part arrangement - both vocally and instrumentally.