

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Music - SUMMER	Year: UKS2 - Year A – Guitar / Composition
NC/PoS: Singing, Listening, Composing and Performing	
<ul style="list-style-type: none">• 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 read and perform rhythms including permutations of Quarter, Eighth, Sixteenth, and Quarter Rest, perform all open strings on guitar, know how to locate and fret notes. Hold the guitar correctly, with both hands in the correct positions: plucking hand fingers under the sound hole, fretting hand thumb pointing up behind neck. Play the Em pentatonic scale, chords of Em, G, D5, A5, Spider exercise to improve finger strength and dexterity 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 sing from a score, following the shape of the music (8 notes C to C) to include jumps of a 3rd• Know that singing as part of a multi-instrument ensemble, keeping focus on our part LISTENING / COMPOSING / PERFORMING Know That and Know How ; <ul style="list-style-type: none">• How to put a melody to chords of Em, Am, G, D5• How to improvise on Em pentatonic• How to strum a chord using various strum rhythms of various note lengths• How to change the feel of an accompaniment by changing the strum pattern within it and the dynamic performance of it• Know how to work out simple 5 note melodies by ear• Know the basic History of Rock and Pop from the African Slave Trade to the modern charts.	
Key Vocabulary African Traditional, Spiritual Music, The Blues, Chants, Jazz, Rock and Roll, Pop	
Session 1: MUSICAL INFLUENCE - How one composer / era influences the next. EXAMPLE 1 Erich Korngold: The Kings Row https://www.youtube.com/watch?v=sf47W9rXzRM John Williams: Star Wars Theme https://www.youtube.com/watch?v=54hoKbTWon4 EXAMPLE 2	

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Gustav Holst: Mars (1m30s)

<https://www.youtube.com/watch?v=Jmk5frp6-3Q>

Hans Zimmer: (2m25s)

<https://www.youtube.com/watch?v=unb3FdsT5fQ>

Example 3

Led Zepelin : Kashmir

<https://www.youtube.com/watch?v=tzVJPgCn-Z8>

Avengers Theme (main rhythmic element)

<https://www.youtube.com/watch?v=FOabQZHT4qY>

Example 4

Hey Mickey : Toni Basil

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

Shake it Off : Taylor Swift

https://www.youtube.com/watch?v=nfWlot6h_JM&list=RDEMB1vAi4rwXXeDlr7NZ68C_w&start_radio=1

Example 5

Aha - Take on Me

<https://www.youtube.com/watch?v=djV11Xbc914>

The Weeknd - Blinding Lights (rhythm and synth melody)

<https://www.youtube.com/watch?v=fHI8X4OXluQ>

Vocabulary

Drums, Synth, Keyboards, Orchestra, Rhythm, Chords, Tune, Influence.

Session 2:

SINGING - Sight singing 5 note variations.

Recapping last sessions work and capturing the children's understanding.

Pulling together our influences to collaborate for a joint-composed final piece.

Choosing from ideas shared by the class. Listening with intent to each others' ideas and influences. Analysing, discussing and capturing these ideas for future reference and use.

Vocabulary: Influences, Collaboration, Reference

Session 3:

SINGING

Sight Singing exercises to include rhythm variations inc eighth notes

PERFORMANCE

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Improvising using Em Pentatonic

Chord Sequence of G / Em / C / D

Identifying ascending or Descending 3 note phrases

Vocabulary: Minor, Major, ascending, descending

Session 4:

SINGING

Sight Singing Examples to include more disparate variations

PERFORMANCE

Starting to compose our final piece

Taking chord sequence ideas from around the class to collaborate into a joint effort

Vocabulary: Accompaniment, Melody, Harmony, Chord, Tune, Minor, Major, Pentatonic, ascending, descending, Influences, Collaboration, Reference, Sequence

Session 6:

COMPOSITION / WRITING NOTATION

Writing our melodic ideas with chord sequences

PERFORMANCE

Playing our composition from our own score

Creating a harmony to the melody

Vocabulary: Accompaniment, Melody, Harmony, Chord, Tune, Minor, Major, Pentatonic, ascending, descending, Influences, Collaboration, Reference, Sequence, Arrangement

Session 7:

PERFORMANCE

Creating multi-part arrangement (particularly accompaniment) to our composition

AURAL

Working out melodies by ear from a set range of notes

Vocabulary: Accompaniment, Melody, Harmony, Chord, Tune, Minor, Major, Pentatonic, ascending, descending, Influences, Collaboration, Reference, Sequence, Arrangement

Session 8:

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AURAL

Working out melodies by ear from a set range of notes

PERFORMANCE

Creating multi-part arrangement (particularly accompaniment) to our composition

Practicing and performing our piece

REHEARSAL

Adding the elements from previous sessions together

Accompaniment, Melody, Harmony, Chord, Tune, Minor, Major, Pentatonic, ascending, descending, Influences, Collaboration, Reference, Sequence, Arrangement

Session 9:

AURAL

Working out melodies by ear from a set range of notes

PERFORMANCE

Rehearsing and Recording the finished piece

Accompaniment, Melody, Harmony, Chord, Tune, Minor, Major, Pentatonic, ascending, descending, Influences, Collaboration, Reference, Sequence, Arrangement

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.