

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Music - AUTUMN UKS2 - Year B – Keyboard / Orchestra / Pitch Notation

NC/PoS: 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 read and perform rhythms including permutations of Quarter, Eighth, Sixteenth, and Quarter Rest.

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

- How to sing from a score, following the shape of the music (5 notes C D E F G)
- Know that singing as part of a multi-instrument ensemble, keeping focus on our part

LISTENING / COMPOSING / PERFORMING – Know That and Know How

- How to play a simple tune on keyboard using 5 notes
- Know how to identify the family of instruments by ear - example Brass, Strings, Percussion, Wind
- Know how to explain the relationship between pitch and instrument size (large = ability to play a deeper pitch)
- Know that range is the specific selection of notes from low to high that an instrument (inc voice) can perform
- Know how to write the 8 notes of a C major scale on the stave, using a 4/4 Time Sig.

Key Vocabulary

Pitch, range, wind instrument, Brass, Strings, Percussion, Wind (Woodwind), Orchestra,

Session 1:

SINGING

Call and response for 5 notes, then linking each example to multiple choice in the score.

LISTENING

Music From Harry Potter - BBC Philharmonic

https://www.youtube.com/watch?v=GTXBLyp7_Dw

WORKSHEET

The families of instruments of the Orchestra

Vocabulary: Instrument Family, Brass, Strings, Percussion, Wind (Woodwind), Orchestra

Session 2:

SINGING

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Call and response for 5 notes, then linking each example to multiple choice in the score.

LISTENING

Pirates of the Caribbean

Horns (Brass) - from the beginning

<https://www.youtube.com/watch?v=y-Gd5iHJL7o>

Wind - from 2m40s

Strings - from 2m56

Brass - from 3m10s

Percussion (gloc) from 3m43

Etc.

Listening for, and discussing how dynamics effect the feel and mood, not just the volume.

Discussing how instrument families can drop down into the arrangement (mix) and lift up in dynamic to become more prominent and take the lead.

Vocabulary: Instrument Family, Brass, Strings, Percussion, Wind (Woodwind), Orchestra

Session 3:

SINGING

Call and response for 5 notes, then linking each example to multiple choice in the score, then singing each from sight, following a start note, teacher plays to confirm, then repeat.

PERFORMANCE - Keyboard

Basic RH 5 finger position

First 3 notes - C D E on the keyboard and where they are on the stave

Vocabulary: 5 finger C position, Treble Clef, Stave, C D E, Lines and Spaces

Session 4:

SINGING

Call and response for 5 notes, then linking each example to multiple choice in the score, then singing each from sight, following a start note, teacher plays to confirm, then repeat.

PERFORMANCE - Simple 3 note tunes - "Orange Squeezy" and "Tom's Top Tune"

Correct finger positions - Fingers should be like relaxed "spider legs"

Vocabulary : Clef, Stave, C D E, Lines and Spaces (regarding placement of notes on the stave)

Session 5:

SINGING

Call and response for 8 notes, then linking each example to multiple choice in the score,

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then singing each from sight, following a start note, teacher plays to confirm, then repeat

PERFORMANCE - PERFORMANCE - Keyboard - 5 note scales

Performance Piece "Ode to Joy"

Vocabulary: Scale, Descending, Ascending, Clef, Stave, C D E, F, G, Lines and Spaces

Session 6:

SINGING

Call and response for 8 notes, then linking each example to multiple choice in the score, then singing each from sight, following a start note, teacher plays to confirm, then repeat

LISTENING

<https://www.youtube.com/watch?v=Whn1urlpWvw>

What is different about this piece than the other 2 Orchestral pieces we looked at (features voice).

Intervals - the distance between 2 notes measured by the number of note names

Singing and playing 111, 121, 131, 141, 151, 141, 131, 121, 111

PERFORMANCE

Practicing Ode to Joy

Vocabulary: Interval, Scale, Descending, Ascending, Clef, Stave, C D E, F, G, Lines and Spaces

Session 7:

SINGING

Sight singing from a range of exercises following a start note, teacher plays to confirm, then children repeat.

Phrasing - ending one musical phrase at the end of a line and starting the next

STRETCH TARGET - Adding drone harmony

Focusing our practice to improve the elements that need it, not the elements that do not

Vocabulary: Shape (melodic), Stepping (from one note to the next), Skipping (from line to line of space to space)

Starting work on Jingle Bells

Vocabulary: Interval, Scale, Descending, Ascending, Clef, Stave, C D E, F, G, Lines and Spaces, Treble Clef

Session 8:

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Jingle Bells

Noting that there are larger jumps involved in this piece than previous pieces. This piece uses ideas from the interval exercises we've practiced to date.

The more we practice simple exercises such as scales and interval exercises, the easier our pieces will become and the better we will sound, both solo and as a band.

Therefore we are covering the overall importance of practice and the specific exercises to gain better results as a result.

Time signature: Top number tells us how many beats in a bar. Bottom number tells us what kind of note is worth 1 beat.

The importance of the count in;

1. How many beats in a bar
2. How fast we will play
3. When to start

PRACTICE

The importance of focused, active practice

REHEARSAL

Adding the elements from previous sessions together

Vocabulary: Interval, Scale, Descending, Ascending, Clef, Stave, C D E, F, G, Lines and Spaces, Treble Clef, Time Signature, Count in, Bar, Beats

Session 9:

Practicing Jingle Bells and recapping the theory elements.

Vocabulary: Interval, Scale, Descending, Ascending, Clef, Stave, C D E, F, G, Lines and Spaces, Treble Clef, Time Signature, Count in, Bar, Beats

Session 10:

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.

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