



# St Mark's C of E Primary School: Medium Term Planning

## Music: Cycle B Autumn Term

### Reception Autumn 1

**Unit Focus** Charanga - St.Mark's Curriculum Autumn 1 – Me!

**Rationale** The Reception children will use Charanga weekly to ensure they have time to listen to music and think and respond musically, with the aim of more independent music making, movement to music and singing coming through their independent play. The focus is on nursery rhymes, which will also support their language skills, clapping a beat, syllables and listening skills

- Listen attentively, move and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses
- Sing in a group or on their own, increasingly matching the pitch and following the melody
- Explore and engage in music making and dance, performing solo or in groups

<b>Instruments for unit</b>	Variety of un-tuned percussion. Glockenspiels – (mini Glockenspiels off music trolley)		
<b>Vocabulary for unit</b>	voice, sing, loud, quiet, perform, nursery rhyme, song, high, low, fast, slow, happy, sad, angry, scared, calm, excited, move, dance, my turn, your turn, copy, pattern, listen, clap, pulse, rhythm, pitch, high sounds, low sounds, perform, unison, phrase.		
	<b>Listen and Appraise</b>	<b>Musical activities</b>	<b>Notes</b>
1	Celebration by Kool & The Gang Lead the children in finding the pulse.  (see lesson plan for	Explore and Create - Using Voices a. Using the Pat-A-Cake games track, and the pulse in different ways b. Copycat rhythm games c. High and low games (pitch),  Sing Learn to Sing the Song/s: a. Listen to then learn to sing Pat-A-Cake b. Listen to or sing along with the action song Name Song	Share and perform Pat-a-cake. Sing the song with Kim and Chris Sing along with the backing track

**LOVING, GROWING and SUCCEEDING TOGETHER**

	questions to ask)			
2	<p>Happy by Pharrell Williams</p> <p>(see lesson plan for questions to ask)</p> <p>Did the music make you feel happy like the song suggests? Why?</p>	<p>Explore and Create Using Voices</p> <p>a. Using the Pat-A-Cake, 1, 2, 3, 4, 5, This Old Man or Name Song games track, and the pulse in different ways</p> <p>b. Copycat rhythm games</p> <p>c. High and low games (pitch)</p> <p>Sing - Learn to Sing the song</p> <p>Stand up straight, with a happy not grumpy face, open your mouth wide and make sure that everybody can understand all the words you are singing. Perhaps add some dancing or movement too.</p> <p>Pat-A-Cake , 1, 2, 3, 4, 5</p>		<p>Pat-A-Cake 1, 2, 3, 4, 5 The name song</p> <p>Sing the songs with Kim and Chris Sing along with the backing track</p>
3	<p>Sing by The Carpenters</p> <p>(see lesson plan for questions to ask)</p>	<p>Explore and Create Using Voices</p> <p>a. Using the Pat-A-Cake, 1, 2, 3, 4, 5, This Old Man or Name Song games track, and the pulse in different ways</p> <p>b. Copycat rhythm games</p> <p>c. High and low games (pitch)</p> <p>Sing - Learn to Sing the song</p> <p>a. Listen to then learn to sing a nursery rhyme/s Options: Pat-A-Cake, 1, 2, 3, 4, 5, This Old Man</p> <p>b. Listen to or sing along with the action song Name Song</p>		<p>Pat-A-Cake, 1, 2, 3, 4, 5, This Old Man The name song</p> <p>Sing the songs with Kim and Chris Sing along with the backing track</p>
4	<p>Sing A Rainbow by Peggy Lee</p>	<p>Explore and Create Using Voices</p> <p>a.Using the Pat-A-Cake, 1, 2, 3, 4, 5, This Old Man, Name Song or Things for Fingers games track, and the pulse in different ways</p> <p>b. Copycat rhythm games</p>		<p>Pat-A-Cake, 1, 2, 3, 4, 5, This Old Man The name song</p>

	(see lesson plan for questions to ask)	<p>c. High and low games (pitch)</p> <p>Sing - Learn to Sing the song</p> <p>a. Listen to then learn to sing a nursery rhyme/s Options: Pat-A-Cake, 1, 2, 3, 4, 5, This Old Man, Five Little Ducks</p> <p>b. Listen to or sing along with the action song. Options: Name Song and/or Things for Fingers</p>		<p>Things for fingers</p> <p>Sing the songs with Kim and Chris</p> <p>Sing along with the backing track</p>
5	Happy Birthday by Stevie Wonder (see lesson plan for questions to ask)	<p>Explore and Create Using Voices</p> <p>a. Using the Pat-A-Cake, 1, 2, 3, 4, 5, This Old Man, Name Song or Things for Fingers games track, and the pulse in different ways.</p> <p>b. Copycat rhythm games</p> <p>c. High and low games (pitch)</p> <p>Sing - Learn to Sing the song</p> <p>Listen to then learn to sing a nursery rhyme/s Options: Pat-A-Cake, 1, 2, 3, 4, 5, This Old Man, Five Little Ducks.</p> <p>b. Listen to or sing along with the action song. Options: Name Song and/or Things for Fingers.</p>		<p>Pat-A-Cake, 1, 2, 3, 4, 5, This Old Man</p> <p>The name song</p> <p>Things for fingers</p> <p>Five Little Ducks</p> <p>Sing the songs with Kim and Chris</p> <p>Sing along with the backing track</p>
6	Our House by Madness	<p>Explore and Create Using Voices</p> <p>a. Using the Pat-A-Cake, 1, 2, 3, 4, 5, This Old Man, Name Song or Things for Fingers games track, and the pulse in different ways.</p> <p>b. Copycat rhythm games</p> <p>c. High and low games (pitch)</p> <p>Sing - Learn to Sing the song</p> <p>Listen to then learn to sing a nursery rhyme/s Options: Pat-A-Cake, 1, 2, 3, 4, 5, This Old Man, Five Little Ducks.</p> <p>b. Listen to or sing along with the action song. Options: Name Song and/or Things for Fingers.</p>		<p>Pat-A-Cake, 1, 2, 3, 4, 5, This Old Man</p> <p>The name song</p> <p>Things for fingers</p> <p>Five Little Ducks</p> <p>Sing the songs with Kim and Chris</p> <p>Sing along with the backing track</p>

<p><b>End-point Knowledge</b></p> <p>What knowledge should children have gained by the end of the unit – will be carried forward as retrieval</p>	<p><b>Learn and Consolidate:</b></p> <p>Find the pulse in different ways and show this through actions eg marching, jumping, moving like a character from the song. Copy back the rhythm of their name. Copy sounds they can hear to distinguish high-pitched sounds from low-pitched sounds. Learn to sing the song in unison with support. Add actions or substitute a word in some sections.</p> <p><b>Extend and Challenge:</b></p> <p>Thinking of and share their own ideas for actions. Clap the name of a friend for others to copy. Change the pitch of their voice.</p> <p>Enjoy singing a song from memory.</p>	<p><b>End-point Knowledge</b></p> <p>What knowledge should children have gained by the end of the unit – will be carried forward as retrieval</p>
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# St Mark's C of E Primary School: Medium Term Planning

## Music: Cycle B Autumn Term

### KS1 Autumn 1

**Unit Focus:** Charanga - St.Mark's Curriculum Autumn 1

**Rationale:** The children are using the model music V2 scheme to develop their musicianship with each lesson increasing the musicality of their response. The lessons increase the challenge of musical engagement. The lessons give a breadth of songs, styles and different musical activities.

**Objectives:**

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

<b>Instruments for unit</b>		Variety of un-tuned percussion. Glockenspiels – (mini Glockenspiels off music trolley)		
<b>Vocabulary for unit</b>		time signature, steady beat, music style Pulse/Beat - the heartbeat of the music Rhythm - long and short sounds over a steady beat or pulse Pitch (Melody) - high, low, rising, falling Tempo - fast, slow Dynamics - Loud (forte), quiet (piano) Timbre - different instrumental and vocal sounds Texture - layers of sound building, solo, unison Structure (Form) - introduction, verse, chorus, introduction, ostinato, riff, call and response, question and answer, copy back/echo		
	<b>Listen and Appraise</b>	<b>Musical activities</b>	<b>Notes</b>	<b>Performance</b>
1		<b>Understanding music</b> Find and try to keep a steady beat	Play instruments with the song,	A performance is sharing music with

<p>Music is in my soul Musical Style: Gospel Key: C major Time signature: 2/2</p> <p>Musician of the week</p>	<p>Very simple rhythm patterns using long and short Very simple melodic patterns using high and low Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion Create rhythms using word phrases as a starting point Read and respond to chanted rhythm patterns, including minims, crotchets, quavers and crotchet rests Create and perform your own chanted rhythm patterns</p> <p><b>Improvise together</b> This activity gives you the opportunity to practise improvising together. There isn't an improvise activity with every song, so here you can practise your ideas together</p> <p><b>Listen and respond</b> Music is in my soul Encourage the children to listen, move, dance, march and enjoy the music. Use the prompts on-screen to discuss the music, how it makes us feel and why. Try to relate to musical concepts such as beat, tempo, dynamics etc. 'Did You Know?' explores one or two of the following: musical, cross-curricular, historical and cultural connections to the song Please use the Listen and Respond Guide (Found on Charanga)</p> <p><b>Singing – Music is in My Soul</b> Sing together as a group and have fun Stand up straight and breathe from deep within Move to the music Describe what the song is about - is there a story? Follow a leader Incorporate any actions from the song</p> <p><b>Playing</b> To play and perform an instrumental part by ear or from standard notation and as part of the song being learnt To play and perform an instrumental part by ear or from standard notation crotchets The Glockenspiel parts use the following notes: Part 2: C, D Part 1: C, D, E, G</p>	<p>using the notes C, D, E, G, A</p> <p>Improvise with the song, using the notes C, D, E</p> <p>Compose with the song, using the notes C, D, E, F, G</p>	<p>other people, called an 'audience' Present to each other, what has been learnt in the lesson.</p>
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2	<p>Music is in my soul Musical Style: Gospel Key: C major Time signature: 2/2</p> <p>Musician of the week</p>	<p>Find and try to keep a steady beat Very simple rhythm patterns using long and short Very simple melodic patterns using high and low Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion Create rhythms using word phrases as a starting point Read and respond to chanted rhythm patterns, including minims, crotchets, quavers and crotchet rests Create and perform your own chanted rhythm patterns</p> <p><b>Improvise together</b> This activity gives you the opportunity to practise improvising together. There isn't an improvise activity with every song, so here you can practise your ideas together</p> <p><b>Listen and respond - Bolero</b> Encourage the children to listen, move, dance, march and enjoy the music. Use the prompts on-screen to discuss the music, how it makes us feel and why. Try to relate to musical concepts such as beat, tempo, dynamics etc. 'Did You Know?' explores one or two of the following: musical, cross-curricular, historical and cultural connections to the song Please use the Listen and Respond Guide (Found on Charanga)</p> <p><b>Singing</b> - Music is in My Soul Sing together as a group and have fun Stand up straight and breathe from deep within Move to the music Describe what the song is about - is there a story? Follow a leader Incorporate any actions from the song</p> <p><b>Composing and Improvising</b> Improvise with the Song - Music Is In My Soul They will be using up to three notes (see the relevant musical progression documents). They can improvise all together, in groups or as a soloist - you decide.</p>	<p>Play instruments with the song, using the notes C, D, E, G, A</p> <p>Improvise with the song, using the notes C, D, E</p> <p>Compose with the song, using the notes C, D, E, F, G</p>	<p>Perform your improvisations within the activity option in 'Perform the Song'</p>
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		<p>If the children are complete beginners to improvisation, they use their voices or clap (rhythmic improvisation).  Then, use 1 note and progress to notes 2 and 3 only when they are ready.  Always start the improvisation with note 1.  Option 1. Improvise Together You can repeat this option if you wish, but you might have already taken the option to practise improvising at the beginning of the lesson. If you have, use the skills you have started to build and use them in 'Improvise with the Song' next.  Option 2. Improvise with the Song Take it in turns to improvise using the notes given. When practising, take it in turns to solo or improvise in groups.  Perform your improvisations within the activity option in 'Perform the Song'.  Note options:  C  C, D  C, D, E</p>		
3	<p>Hey Friends  Musical Style: Jazz  Key: C major  Time signature: 4/4</p> <p>Musician of the week</p>	<p><b>Understanding music</b>  Find and try to keep a steady beat  Very simple rhythm patterns using long and short  Very simple melodic patterns using high and low  Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion  Create rhythms using word phrases as a starting point  Read and respond to chanted rhythm patterns, including minims, crotchets, quavers and crotchet rests  Create and perform your own chanted rhythm patterns</p> <p><b>Improvise together</b>  This activity gives you the opportunity to practise improvising together.  There isn't an improvise activity with every song, so here you can practise your ideas together</p> <p><b>Listen and respond</b> – Hey Friends</p>		<p>Present to each other, what has been learnt in the lesson.</p>

		<p>Encourage the children to listen, move, dance, march and enjoy the music.          Use the prompts on-screen to discuss the music, how it makes us feel and why.          Try to relate to musical concepts such as beat, tempo, dynamics etc.          'Did You Know?' explores one or two of the following: musical, cross-curricular, historical and cultural connections to the song          Please use the Listen and Respond Guide (Found on Charanga)  <b>Singing</b> Hey Friends          Sing together as a group and have fun          Stand up straight and breathe from deep within          Move to the music          Describe what the song is about - is there a story?          Follow a leader          Incorporate any actions from the song</p>		
4	<p>Hey Friends          Musical Style: Jazz          Key: C major          Time signature: 4/4</p> <p>Musician of the week</p>	<p><b>Understanding music</b>          Find and try to keep a steady beat          Very simple rhythm patterns using long and short          Very simple melodic patterns using high and low          Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion          Create rhythms using word phrases as a starting point          Read and respond to chanted rhythm patterns, including minims, crotchets, quavers and crotchet rests          Create and perform your own chanted rhythm patterns</p> <p><b>Improvise together</b>          This activity gives you the opportunity to practise improvising together.          There isn't an improvise activity with every song, so here you can practise your ideas together</p> <p><b>Listen and respond – Eye of the Tiger</b>          Encourage the children to listen, move, dance, march and enjoy the music.          Use the prompts on-screen to discuss the music, how it makes us feel and why.</p>		<p>Present to each other, what has been learnt in the lesson.</p>

Try to relate to musical concepts such as beat, tempo, dynamics etc.  
'Did You Know?' explores one or two of the following: musical, cross-curricular, historical and cultural connections to the song  
Please use the Listen and Respond Guide (Found on Charanga)

**Singing** Hey Friends

Continue to learn Hey Friends

Sing together as a group and have fun

Stand up straight and breathe from deep within

Move to the music

Describe what the song is about - is there a story?

Follow a leader

Incorporate any actions from the song

**Composing and Improvising**

**Compose with the Song - Music Is In My Soul**

Think about the differences between improvising and composing.

In this activity, you will revisit the song Music Is In My Soul.


In this composition activity, choose from the differentiated note sets and as a whole class or in groups, compose a new, simple melody that will be played with the song in its performance.



**Learning Focus**

Children compose an eight-bar melody, using three or five notes over the backing track. The melody can be included as part of the final performance if singing the song.

- C, A, G
- C, D, E, F, G

		<p><b>Graphic Score - Friendship</b></p> <p>A graphic score is an exciting and creative way to write a musical composition. It involves using shapes, squiggles, letters, pictures and in fact, anything you would like to include that represents the music you are creating. With a graphic score, you can make up your own rules. You can be as imaginative as you like. Many composers from the 20th and 21st centuries used graphic scores instead of traditional music notation to describe and record their musical ideas.</p> <p>In this unit, the children will be given the option to create their own graphic score/s with the title 'Friendship'. They will use their imaginations to decide what will happen in the story and how they will tell it with sounds and instruments.</p> <p>The children can create their graphic score/s as a class, in groups or individually using the 'Create a Graphic Score' app.</p> <p>In this app, you have the ability to drag and drop a variety of shapes, instruments, musical symbols and text onto the page, as well as being able to draw your own designs. A graphic score gives you the freedom to assign any sound or action to a specific symbol, so when the music is played you can follow your score and perform these sounds and actions along to the track.</p> <p>Composing is all about experimenting and finding out what works and what doesn't. Work together, let ideas flow over the backing tracks. Create music freely, in a safe environment with no boundaries. Have fun!</p>		
5	<p>Hello</p> <p>Musical Style: Pop</p> <p>Key: C major</p> <p>Time signature: 4/4</p> <p>Musician of the week</p>	<p><b>Understanding music</b></p> <p>Find and try to keep a steady beat</p> <p>Very simple rhythm patterns using long and short</p> <p>Very simple melodic patterns using high and low</p> <p>Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion</p> <p>Create rhythms using word phrases as a starting point</p> <p>Read and respond to chanted rhythm patterns, including minims, crotchets, quavers and crotchet rests</p> <p>Create and perform your own chanted rhythm patterns</p> <p><b>Improvise together</b></p> <p>This activity gives you the opportunity to practise improvising together.</p> <p>There isn't an improvise activity with every song, so here you can practise your ideas together</p>		<p>Present to each other, what has been learnt in the lesson.</p>

		<p><b>Listen and respond – Hello</b>  Encourage the children to listen, move, dance, march and enjoy the music.  Use the prompts on-screen to discuss the music, how it makes us feel and why.  Try to relate to musical concepts such as beat, tempo, dynamics etc.  'Did You Know?' explores one or two of the following: musical, cross-curricular, historical and cultural connections to the song  Please use the Listen and Respond Guide (Found on Charanga)</p> <p><b>Singing Hello</b>  Sing together as a group and have fun  Stand up straight and breathe from deep within  Move to the music  Describe what the song is about - is there a story?  Follow a leader  Incorporate any actions from the song</p>		
6	Musician of the week	<p><b>Understanding music</b>  Find and try to keep a steady beat  Very simple rhythm patterns using long and short  Very simple melodic patterns using high and low  Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion  Create rhythms using word phrases as a starting point  Read and respond to chanted rhythm patterns, including minims, crotchets, quavers and crotchet rests  Create and perform your own chanted rhythm patterns</p> <p><b>Improvise together</b>  This activity gives you the opportunity to practise improvising together.  There isn't an improvise activity with every song, so here you can practise your ideas together</p> <p><b>Listen and respond – Bolero</b></p>		

Revisit Bolero

Perhaps give the children a blank 'Listen and Respond' form where they can write or draw their comments/responses and answers.

Encourage the children to listen, move, dance, march and enjoy the music.

Use the prompts on-screen to discuss the music, how it makes us feel and why.

Try to relate to musical concepts such as beat, tempo, dynamics etc.

'Did You Know?' explores one or two of the following: musical, cross-curricular, historical and cultural connections to the song

Please use the Listen and Respond Guide (Found on Charanga)

### **Singing**

Revisit any song from the unit you enjoyed singing to prepare for a performance

Music Is In My Soul , Hey Friends! ,Hello!

### **Playing**

To play and perform an instrumental part by ear or from standard notation and as part of the song being learnt

To play and perform an instrumental part by ear or from standard notation crotchets

The Glockenspiel parts use the following notes: Part 2: C, D Part 1: C, D, E, G

### **Composing and Improvising**

(See week 4)

### **Performing**

When performing:

How do we take our places? How do we sit or stand to perform? How do we know when to start? How might we introduce a piece of music? How do we say thank you to the audience for listening?

As part of the audience: Why should we be quiet when someone is performing? Everyone should sit as still as possible, not to distract the performers. How do we show our appreciation?

We applaud the performers by clapping our hands. Keep focused on the performance, the performers might ask the audience to join in?

	<p>After the performance: Did you enjoy the performance? How did it make you feel? Were all of the performers focused and concentrating during the performance? If there was a song, could you hear the words? If there was a song, can you remember what the s</p>		
<p><b>End-point Knowledge</b> What knowledge should children have gained by the end of the unit? This should be carried forward in retrieval.</p>	<p><b>Learn and Consolidate:</b> To move in time and keep a steady beat together. Experiment with, create, select and combine sounds using the inter-related dimensions of music. To understand the difference between creating a rhythm pattern and a pitch pattern. Identify and copy back simple rhythmic patterns using long and short. Identify and copy back simple melodic patterns using high and low. Identify loud and quiet sounds as an introduction to understanding dynamics. Begin to understand that the speed of the beat can change, creating a faster or slower pace (tempo). Play copy back rhythms, copying a leader, and invent rhythms for others to copy on un tuned and tuned percussion. Create rhythms using word phrases as a starting point. Recognise long sounds and short sounds, and match them to syllables and movement. Understand the concept of there being different styles of music. Recognise some band and orchestral instruments. Sing as part of a choir. Have a go at singing a solo. Demonstrate good singing posture. Sing songs from memory. Sing with more pitching accuracy. Understand and follow the leader or conductor. Add actions and perhaps movement to a song. Following a steady beat and staying 'in time'.</p>	<p><b>Extend and Challenge:</b> Sing short phrases independently. Sing to try to communicate the meaning of the words. Listening for being 'in time' or 'out of time'. Experiment with, create, select and combine sounds using the inter-related dimensions of music. Perform short, repeating rhythm patterns (ostinati or riffs) while keeping in time with a steady beat. Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims.</p>	

	<p>Understand that improvisation is about making up your own very simple tunes on the spot.</p> <p>Perform their simple composition/s using two, three, four or five notes.</p> <p>Continue to understand that composing is like writing a story with music.</p> <p>Explore and create graphic scores: Create musical sound effects and short sequences of sounds in response to music and video stimulus.</p> <p>Rehearsing a song and then performing it to an audience, explaining why the song was chosen.</p> <p>Perform the song from memory.</p> <p>Talk about the performance afterwards; saying what they enjoyed and what they think could have been better.</p> <p>Learn to treat instruments carefully and with respect.</p>	
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# St Mark's C of E Primary School: Medium Term Planning

## Music: Cycle B Autumn Term

### LKS2 – Autumn 1

#### Unit Focus: Charanga – Glockenspiels

- Rationale:**
- To introduce the Year 3 children to the 25 Note Soprano Glockenspiel, to begin to learn how to play it correctly and the position of notes so that they can use it confidently in their Charanga lessons throughout the year and to build their skills in playing an instrument.
  - To consolidate and extend where appropriate, the Year 4 children's skills in reading and understanding the music and playing the instrument.

- NC Objectives:**
- play and perform in solo and ensemble contexts, 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

<b>Instruments for unit</b>		<b>Glockenspiels (off Glockenspiels only trolley – 2 octaves)</b>		
<b>Vocabulary for unit</b>		Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture structure, melody. Treble clef, staves, bars, bar lines, minim, crotchet, semi breve, mallet, glockenspiel, percussion, rests, ledger lines, time signature		
	<b>Listen and Appraise</b>	<b>Musical activities</b>	<b>Notes</b>	<b>Performance</b>
1	Musician of the week (in class)	Introduction to the glockenspiels. What are they made of, how it is played, which section of the orchestra they would be in (Percussion) How to hold the mallet correctly ( <a href="https://www.youtube.com/watch?v=1GheaKjFtSA">https://www.youtube.com/watch?v=1GheaKjFtSA</a> ) Allow the children time to have a play on the glockenspiels.	E	Perform/share the learning from this step HPA – play duets

		<p>Adults to quickly assess who can hold mallet, play the glockenspiel, talk about the notes etc Who in Year 4 is showing they can remember previous teaching.</p> <p>Intro the note E</p> <p>Where does E sit on the stave (recap what the staves are)?</p> <p>Where is E on the glockenspiel?</p> <p>Treble clef sign (introduce/recap)</p> <p>Why are some notes coloured in, have a stick? ( Do any Year 4's remember crotchet, minim, semibreve)</p> <ul style="list-style-type: none"> <li>• Easy E theory - the language of music</li> <li>• E notation</li> </ul> <p>Play the piece Easy E</p> <p>LPA – Find E on the glocks and play E counting 2 for each time they play the note.</p> <p>MPA – Use the music and follow the notes counting 2 beats each time.</p> <p>HPA –Work in pairs to play player 1 part and player 2 part taking it in turns to play each bar.</p>		
2	<p>Musician of the week (in class)</p>	<p>Recap how to hold the mallet correctly (<a href="https://www.youtube.com/watch?v=1GheaKjFtSA">https://www.youtube.com/watch?v=1GheaKjFtSA</a>)</p> <p>Recap vocab eg staves, treble clef, bars, bar lines</p> <p>Recap the note E – where it is on the staves and where it is on the glockenspiel.</p> <p>Intro the note D</p> <p>Where does D sit on the stave (recap what the staves are)?</p> <p>Where is D on the glockenspiel?</p> <ul style="list-style-type: none"> <li>• Strictly D theory</li> <li>• D notation</li> </ul> <p>Play the piece Strictly D</p> <p>LPA – Find D on the glocks and play D counting 2 for each time they play the note.</p> <p>MPA – Use the music and follow the notes counting 2 beats each time.</p> <p>HPA – Follow the music putting in the rests as they play. Play Easy E and Strictly D</p>	D	<p>Perform/share the learning from this step</p>
3	<p>Musician of the week (in class)</p>	<p>Recap how to hold the mallet correctly (<a href="https://www.youtube.com/watch?v=1GheaKjFtSA">https://www.youtube.com/watch?v=1GheaKjFtSA</a>)</p>	E D	<p>Perform/share the learning from this step</p>

		<p>Recap vocab eg staves, treble clef, bars, bar lines</p> <p>Recap the notes D and E – they are on the staves and where they are on the glockenspiel.</p> <p>Intro crotchet rest</p> <p>Practise playing D E D E D D E E D D E E</p> <p>Have the notes written on staves to support learning the notes using crotchets, minims.</p> <p>LPA – Practice playing D E D E counting 2 counts for each note.</p> <p>Learn to play - Play your music</p> <p>MPA - Practice playing D E D E counting 2 counts for each note.</p> <p>Learn to play - Play your music</p> <p>Practice playing D E D E counting 1 count for each note.</p> <p>Learn to play – Drive</p> <p>HPA - Learn to play – Play Your Music - Reading the music Learn to play – Drive – Reading the music</p>		
4	<p>Musician of the week (in class)</p>	<p>Recap how to hold the mallet correctly (<a href="https://www.youtube.com/watch?v=1GheaKjFtSA">https://www.youtube.com/watch?v=1GheaKjFtSA</a>)</p> <p>Recap vocab eg staves, treble clef, bars, bar lines</p> <p>Recap the notes D and E – they are on the staves and where they are on the glockenspiel.</p> <p>Intro note C and the ledger line</p> <p>Practise playing C D C D</p> <p>Have the notes written on staves to support learning the notes using crotchets, minims.</p> <p>LPA Practice playing C D C D 2 counts for each note and then counting 1 count for each note</p> <p>Learn to play DeeCee’s Blues – listen to adult, repeat back</p> <p>MPA Practice playing C D C D 2 counts for each note and then counting 1 count for each note</p> <p>Learn to play DeeCee’s Blues – listen to adult, play back, begin to follow notation</p>	C D	<p>Perform/share the learning from this step</p>

		HPA - Learn to play DeeCee's Blues – Reading the music		
5	Musician of the week (in class)	<p>Recap how to hold the mallet correctly</p> <p>Recap vocab eg staves, treble clef, bars, bar lines, ledger line</p> <p>Recap the notes C, D and E – they are on the staves and where they are on the glockenspiel.</p> <p>Practise playing C D C D</p> <p>Recap crochet and minims</p> <p>Intro semibreves and the semibreve rest</p> <p>Have the notes written on staves to support learning the notes using crotchets, minims and semibreves.</p> <p>LPA Practice playing C C D D C C D D 4 counts for each note and then counting 1 count for each note</p> <p>Learn to play What's Up – listen to adult, repeat back</p> <p>MPA Practice playing C C D D C C D D 4 counts for each note and then counting 1 count for each note</p> <p>Learn to play What's Up – listen to adult, play back, begin to follow notation</p> <p>HPA - Learn to play What's Up – Reading the music</p>	C D	Perform/share the learning from this step
6	Musician of the week (in class)	<p>Recap how to hold the mallet correctly</p> <p>Recap vocab eg staves, treble clef, bars, bar lines, ledger line</p> <p>Recap the notes C, D and E – they are on the staves and where they are on the glockenspiel.</p> <p>Practise playing C D E C D E</p> <p>Recap crochet, minims and semibreves and the rests</p> <p>Intro the note F and where it is placed on the staves.</p> <p>Discuss pitch and how as the notes go higher on the stave the pitch is higher.</p> <p>Practice playing C D E F F E D C and listening to the sound</p> <p>LPA Practice playing D E F F E D 2 counts for each note</p> <p>Learn to play D E F -initely – listen to adult, repeat back</p> <p>MPA Practice playing D E F F E D 2 counts for each note</p>	D E F	Perform/share the learning from this step

	Learn to play D E F-inately – listen to adult, play back, begin to follow notation HPA - Learn to play D E F-inately – Reading the music		
	<p><b>End-point Knowledge</b> What knowledge should children have gained by the end of the unit? This should be carried forward in retrieval.</p> <p><b>Learn and Consolidate:</b> Learn to play and read the notes C, D, E and F. Learn to play a variety of tunes using the notes C, D, E and F Improvise with Dee Cee’s Blues using the notes C + D. Compose using the notes C, D, E and F. Know the difference between pulse and rhythm. Know how pulse, rhythm and pitch work together to create a song. Know the value of each note and rest and use the vocabulary crochet, minim and semibreve Recognise how the pitch changes as you move up and down the glockenspiel and staves</p>	<p><b>Extend and Challenge:</b> Read the music as they play a piece Perform a duet Count the beats for a bar/ note understanding the time signature Include the rests in their playing</p>	



# St Mark's C of E Primary School: Medium Term Planning

## Music: Cycle B Summer Term

### UKS2 – Autumn 1

#### Unit Focus: Beginner keyboard course

**Rationale:** Year 5 children had lessons on the glockenspiels last year and used them with in their music lessons and have begun to learn notation and how to play a tuned instrument. They will now continue to build on this previous knowledge starting with notes already covered through the glockenspiel lesson and transferring the knowledge to playing a keyboard. They will all begin from the first lesson.

Year 6 children reached chapter 4 of this keyboard course last year, however, groups were differentiated with children working between chapter 1 -4. I will use the first lesson to assess and regroup as necessary and the children will work on appropriate pieces according to ability.

The class teacher will support to build their knowledge and skills in delivering keyboard in the Spring term

#### NC Objectives:

- 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.

Instruments for unit	keyboards
Vocabulary for unit	Chords time signature bar bar line double bar line rest crochet quarter note minim half note semibreve whole note quaver eight note beat treble clef phrase ledger lines bass clef scale sharps flats key signature staccato tie phrase

**LOVING, GROWING and SUCCEEDING TOGETHER**

	Listen and Appraise	Musical activities	Notes	Performance
1	Musician of the week (in class)	<p>Vocab – IWB slide Intro notes C,D,E on staves</p> <p>Warm ups – C,C,C,C      D,D,D,D      C,D,C,D without notation using notation – different note lengths - crotchets and minims. Practise counting in 4 / 4 time</p> <p>Theory – differentiated name the notes LPA - C D,      MPA C D E F G, HPA middle C to top D</p> <p>LPA – class teacher to support <b>Cook Up Those C</b> <b>Trance D</b> Focus on recognising and counting for crochets and minims Ensure they use their right hand and the correct fingers on the notes.</p> <p>MPA ( Year 6 children who were working on chapter 3) <b>Electric cookie</b> – focus on C D E G Focus on crotchets, minims and semibreves Ensure they use their right hand and the correct fingers on the notes. Add single finger chords if confident</p> <p>HPA ( Year 6 children who play confidently) Recap the notes G A B C D Recap the pieces – Chapter 4 <b>Got it in one</b> <b>Rest up</b> Discuss the change of hand position so thumb starts on G Focus on counting 4 beats in each bar</p>	LPA - C D, MPA C D E F G, HPA middle C to top D	<p>Choose children to perform and share one of the pieces they have learnt</p> <p>Record on tablet and keep in evidence file on teams General Music Music Evidence Years 5-6</p>

		Ensure the children now the value of crotchets, minims and semibreves and recognise the rests.		
2	Musician of the week (in class)	<p>Vocab – IWB slide Recap notes C,D, on staves Intro notes E on staves</p> <p>Warm ups – C,D,C,D,            C,E,C,E            C,D,E,,D,C without notation using notation – different note lengths – crotchets, minims and semibreves.</p> <p>Practise counting in 4 4 time</p> <p>Theory – differentiated name the notes LPA - C D,    MPA C D E F G, HPA middle C to top D</p> <p>LPA – class teacher to support <b>Rock Out Those E's</b> Focus on recognising the notes on the staves and counting for crochets and minims Ensure they use their right hand and the correct fingers on the notes.</p> <p>MPA ( Year 6 children who were working on chapter 3) <b>Swing Thing</b> – focus on C D E F G Crotchets, minims and semibreves and their rests Ensure they use their right hand and the correct fingers on the notes. Add single finger chords if confident</p> <p>HPA ( Year 6 children who play confidently) <b>England</b> Recap the notes G A B C D Intro quavers and the quaver rest Focus on counting 4 beats in each bar and how to play the quavers 1+2+</p>	LPA - C D, MPA C D E F G, HPA middle C to top D	<p>Choose children to perform and share one of the pieces they have learnt</p> <p>Record on tablet and keep in evidence file on teams General Music Music Evidence Years 5-6</p>

		Ensure the children now the value of quavers, crotchets, minims and semibreves and recognise the rests.		
3	Musician of the week (in class)	<p>Vocab – IWB slide Recap notes on staves</p> <p>Warm ups – C,D,C,D      C,E,C,E,      C,D,E,F,G,F,E, D,C without notation using notation – different note lengths - crotchets and minims. Practise counting in 4 4 time</p> <p>Theory – differentiated name the notes LPA - C D, E      MPA C D E F G, HPA middle C to top D</p> <p>LPA – class teacher to support <b>Four Tune</b> Focus on recognising the notes on the staves and counting for crochets, minims and semibreves. Ensure they use their right hand and the correct fingers on the notes.</p> <p>MPA ( Year 6 children who were working on chapter 3) <b>Blue Cafe</b> – (Work on this for 2 weeks to ensure they play single finger chords) focus on C D E F G and counting 4 beats Crotchets, minims and semibreves and their rests Ensure they use their right hand and the correct fingers on the notes. Add single finger chords</p> <p>HPA ( Year 6 children who play confidently) <b>Beneath the surface</b> (Work on this for 2 weeks to be able to play with chords) Recap the notes G A B C D Intro quavers and the quaver rest</p>	LPA - C D, E MPA C D E F G, HPA middle C to top D	Choose children to perform and share one of the pieces they have learnt  Record on tablet and keep in evidence file on teams General Music Music Evidence Years 5-6

		<p>Focus on counting 4 beats in each bar and how to play the quavers 1+2+</p> <p>Ensure the children know the value of quavers, crotchets, minims and semibreves and recognise the rests.</p> <p>Add the chords – single finger or full chord</p>		
4	<p>Musician of the week (in class)</p>	<p>Vocab – IWB slide</p> <p>Recap notes <span style="margin-left: 150px;">on staves</span></p> <p>Warm ups – C,D,C,D <span style="margin-left: 50px;">C,E,C,E,</span> <span style="margin-left: 50px;">C,D,E, D,C</span> without notation using notation – different note lengths - crotchets and minims. Practise counting in 4 4 time</p> <p>Theory – differentiated name the notes LPA - C D, E <span style="margin-left: 50px;">MPA C D E F G,</span> HPA middle C to top D</p> <p>LPA – class teacher to support</p> <p><b>Skipper</b> Focus on recognising the notes on the staves and counting for crotchets, minims and semibreves. Ensure they use their right hand and the correct fingers on the notes.</p> <p>MPA ( Year6 children who were working on chapter 3) <b>Blue Cafe</b> – (Work on this for 2 weeks to ensure they play single finger chords) focus on C D E F G and counting 4 beats Crotchets, minims and semibreves and their rests Ensure they use their right hand and the correct fingers on the notes. Add single finger chords</p> <p>HPA</p>	<p>LPA - C D, E MPA C D E F G, HPA middle C to top D</p>	<p>Choose children to perform and share one of the pieces they have learnt</p> <p>Record on tablet and keep in evidence file on teams</p> <p>General Music Music Evidence Years 5-6</p>

		<p><b>Beneath the surface</b>  Continue to work on this building on from last week depending on where they got to with notes/chords.  Focus on counting 4 beats in each bar and how to play the quavers 1+2+  Ensure the children now the value of quavers, crotchets, minims and semibreves and recognise the rests.  Add the chords – single finger or full chord</p>		
5	<p>Musician of the week (in class)</p>	<p>Vocab – IWB slide  Recap notes on staves</p> <p>Warm ups – C,D,C,D      C,E,C,E,      C,D,E,F,G,F,E, D,C  without notation  using notation – different note lengths - crotchets and minims.  Practise counting in 4 4 time</p> <p>Theory – differentiated name the notes LPA - C D, E, F      MPA C D E F G,  HPA middle C to top D</p> <p>LPA – class teacher to support  <b>Blue Grass Hop</b>  Intro F  Focus on recognising the notes on the staves and counting for crochets, minims and semibreves.  Ensure they use their right hand and the correct fingers on the notes.</p> <p>MPA  <b>Love Story</b> – (Work on this for 2 weeks to ensure they play single finger chords)  focus on C D E F G and counting 4 beats  Crotchets, minims and semibreves and their rests  Ensure they use their right hand and the correct fingers on the notes.</p>	<p>LPA - C D, E, F  MPA C D E F G,  HPA middle C to top D</p>	<p>Choose children to perform and share one of the pieces they have learnt</p> <p>Record on tablet and keep in evidence file on teams</p> <p>General  Music  Music Evidence  Years 5-6</p>



	<p>Crotchets, minims and semibreves and their rests          Ensure they use their right hand and the correct fingers on the notes.          Add single finger chords</p> <p>HPA  <b>Beneath the surface</b>          Continue to work on this building on from last week depending on where they got to with notes/chords.          Focus on counting 4 beats in each bar          Ensure the children know the value of crotchets, minims and semibreves and recognise the rests.          Add the chords – single finger or full chord</p>		
<p><b>End-point Knowledge</b>          What knowledge should children have gained by the end of the unit?          This should be carried forward in retrieval.</p>	<p><b>Learn and Consolidate:</b>          Play a simple melody with technical control of the keyboard to create a pleasing sound.          Use and understand staff and other musical notations          Use correct fingers to play notes          Understand and play single finger chords          Begin to recognise different metres (e.g. 2, 3 or 4 time)          Be able to recognise notes and add bar lines to a short piece of music according to the time signature.</p>	<p><b>Extend and Challenge:</b>          Play pieces with a variety of notation, counting correctly and using rests correctly.          Play and perform in solo and ensemble contexts          Play root chords for C G F D and play tune with the right hand          Begin to play longer pieces adding in phrasing and rests          Play with confidence</p>	