



Sustainability Ambassadors



Literacy



Healthy Citizens



Cultural Explorers



Designers



Mathematics



Careers Pathfinders



Scientific Investigators



Digital Learners



Global Enquirers



Engineers

Subject: Music Unit: 5 Year Group: LKS2 Term: HT5
Medium Term Plan:

What are the key musical devices in a good pop song?

Essential Vocabulary

Structure - Verse pre chorus Chorus
Rhythm - notation
Timbre - Instrumentation
Dynamic - Loud and Quiet
Tonality

Big Concepts

Structure - Structure in Pop songs refers to the Verse, Pre Chorus, Chorus of a song.
Rhythm - Notation that builds prior notation from the previous stages including crotchets, and quavers.. Adding the use of rests to their understanding.
Timbre - Instrumentation within pop music music such as sampling.
Dynamic - This means differences in loud and quiet music.
Tonality - Noticing the difference between major and minor Melody.

Flag any content that might not have been covered during school closure

The main focus for this recovery curriculum is rhythm which can later be used as foundation to base the rest of their understanding. Therefore the main focus for the pupils should be to improve their own sense of pulse and accuracy of rhythm reading and internalisation of rhythms through practice and play exercises that are on the radio episodes.

Retrieve Essential knowledge to support learning of big unit concepts

Performance skills - Pupils can use a count in and play in time.

Structure - Pupils understand the difference between verse and chorus.

Rhythm - Pupils can play rhythms using crochet, quavers, and rests.

Timbre - Pupils need to become more familiar with instruments such as vocals, guitar, strings, and brass.

Dynamic - Pupils can identify changes in dynamic.

Tonality - Pupils can tell the difference between major and minor.

Subsequent National Curriculum Coverage

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.

Listen with increasing discrimination to a wide range of music from great composers and musicians.

Sequence of Teaching and Learning

Notes: From this point on please provide support for your class and get them to use their Music Journals again.

1	<p>LO: Today we are listening to a 90's pop song.</p>	<p>Firstly the pupils need to watch the radio show, they must follow the on screen questions for recap</p> <p>This should be done as a practical listening lesson where the teacher uses the music terms so that pupils become familiar.</p> <p>Complete these lyrics: "Today is gonna be the day That they're _____ it back to you" What is the tempo of this song? Slow, medium pace, or fast. How would you describe the texture of this song? Is it thick or thin? Name two instruments that you can hear in the music? This instrument is playing in the song, but what is it? How would you describe the structure of this song?</p>
2	<p>LO: Today we are developing our ability to coordinate and keep time.</p>	<p>The radio episode will include a recap first for the pupils to work through: What does the term tempo mean? What is this instrument and what is it's family? Name more instruments from this instruments family. What does the term 'Dynamics' mean?</p> <p>Pupils will then work through a practical chant exercise on the screen. Allow for the pupils to go through this again to improve their performance skills</p>

Sequence of Teaching and Learning

Notes: From this point on please provide support for your class and get them to use their Music Journals again.

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LO: Today we are listening to a 90's pop song.

The radio episode will include a recap first for the pupils to work through:

What do you do before you start performing a piece of music?

Extended rhythm test.

Which one of these melodies is ascending?

When something is in a major key does that mean it could be happy or sad sounding music?

Pupils need to also complete the listening test.

Complete these lyrics: "Fly away, swim the _____, drive that open road..." **Ocean blue**

How does the tonality sound different in the verse then it does in the chorus? Which one is major and which one is minor? **The verse is minor and the chorus is major.**

What does the melody do in the Bridge? **Ascends**

Does the singer's voice get higher or lower when they sing "Reach for the Stars"? **Higher**

Name two instruments that you can hear in the music? **Brass, drums, piano, bass guitar, tambourine, and vocals**

4

LO: Today we are performing a body percussion to a pop song.

The radio episode will include a recap first for the pupils to work through:

What was the name of the song that we listened to last lesson?

What is a count in?

Extended rhythm test.

What is this instrument?

Pupils will then work through a practical chant exercise on the screen. Allow for the pupils to go through this again to improve their performance skills

Sequence of Teaching and Learning

Notes: From this point on please provide support for your class and get them to use their Music Journals again.

5	LO: Today we are learning the BSL for a 90's pop song.	<p>The radio episode will include a recap first for the pupils to work through: Rhythm test. What is one of the key sections of the structure of pop song? Either verse, chorus, and or bridge. What does the word Crescendo mean? Getting louder. What does the word composition mean? It means to make music.</p> <p>Pupils need to follow the tutorial video and learn the sign for "You've got a friend in me".</p>
6-7	LO: Write your own lyrics song on a theme.	<p>The radio episode will include a recap first for the pupils to work through: Rhythm test What are these instruments and which family of instruments are they apart of? Is this song minor (Sad) or major(happy). What does the term dynamic refer to?</p> <p>Use the next two radio episodes to let the pupils get started on their own song.</p> <p>Success Criteria</p> <ul style="list-style-type: none">- Pupils can write lyrics about a given theme .- Pupils can use a structure to write their song with.

Real World Links including pupil experiences:

Over this series of lessons the pupils will engage with interviews with a current Musicians and performers work within the industry.

Skills for Life/ Core Values:

Pupils comprehension and listening skills will be developed over this series of lessons, as this unit focuses more on music appraisal skills.

Influential Figures/Repertoire:

There are various influential figures who will be looked at through the radio show these include:

Oasis - Wonderwall
S Club 7 - Reach for the Stars
Spice Girls - Stop Right now
Randy Newman - You've got a friend in me
Cathy Dennis - Reach for the Stars

Plan for deliberate Reading opportunities:

Pupils will be able to find our more about the given theme through interviews and reading opportunities during the radio show.