



Sustainability Ambassadors



Literacy



Healthy Citizens



Cultural Explorers



Designers



Mathematics



Careers Pathfinders



Scientific Investigators



Digital Learners



Global Enquirers



Engineers

Subject: Music Unit: 5 Year Group: UKS2 Term: HT5
Medium Term Plan:

Can you manufacture 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, quavers, and rests. Adding the use of semi quavers 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 focus on communicating clearly with their performances and rehearsing effectively in order to do this.
Structure - Pupils understand ternary form in the context of pop songs which is verse and chorus, using contrasting sections like a middle 8.
Rhythm - Pupils use crotchets, quavers, rests and semi quavers.
Timbre - Pupils listen to samples and are introduced to the concept.
Dynamic - Pupils use a range of dynamics.
Tonality - Pupils can use chords using ICT.

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

1	LO: Today we are appraising a 90's pop song.	<p>Firstly the pupils need to watch the radio show, they must follow the on screen questions for recap</p> <p>What song did we learn sign for last week? What is this instrument? Can you clap these rhythms? What is meant by the word 'texture' in music?</p> <p>This should be done as a practical listening lesson where the teacher uses the music terms so that pupils become familiar.</p>
2	LO: Today we are developing our ability to coordinate and keep time.	<p>The radio episode will include a recap first for the pupils to work through: Which of these instruments played the chords at the start of last week's song? What happens at a ceilidh? What do the terms major and minor mean? What is the hook of a song? What is the hook of wonderwall?</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.

3	LO: Today we are appraising a 90's pop song.	<p>The radio episode will include a recap first for the pupils to work through:</p> <p>Extended rhythm test. What is the hook of a song? Listen to this tune and write down which one you hear? What are chords?</p> <p>Pupils will also work through a listening test this lesson with the following questions. Complete these lyrics: "There's a place waiting just for you it's a _____." How does the tonality sound different in the verse then it does in the chorus? What does the melody do in the Bridge? Name three instruments that you can hear in the music? How does this song make you feel, and do you like it?</p>
4	LO: Today we are performing a body percussion to a pop song.	<p>The radio episode will include a recap first for the pupils to work through:</p> <p>Extended rhythm test. (This will be explained on the video) What was the name of the song that we listened to last lesson? Listen to this tune and write down which one you hear? What instruments are in the brass family?</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:

5

LO: Today we are learning the BSL for a 90's pop song.

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

Extended rhythm test.

Can you identify this tune? Is it A or B?

What are the key sections of a typical pop song?

What is a chord?

Pupils need to follow the tutorial video and learn the sign for "You've got a friend in me".

6-7

LO: Write your own lyrics song on a theme.

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

Extended rhythm test.

Can you identify this tune? Is it A or B?

What is this chord is it major or minor?

What is the role of a hook?

Use the next two radio episodes to let the pupils get started on their own song.

Success Criteria

- Pupils can write lyrics about a given theme that consider phrasing.
- Pupils can use chords on Garageband to record a chord sequence.
- Pupils can structure their ideas into overarching verse bridge and chorus sections.

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. Pupils should also be given the chance to use Music with ICT specifically garageband to create their own ideas

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.