

## Music Long Term Plan: Years 5 and 6 – 2019/20

Term	Lessons	Resources
<p><b><u>Autumn 1</u></b> Understanding Music Notation</p>	<p>Learners will: Create their own piece of music using instruments and voice; perform as an ensemble; learn musical language appropriate to the task Curriculum checklist: play and perform in ensemble contexts, using voices and playing musical instruments; improvise and compose music for a range of purposes using the interrelated dimensions of music; listen with attention to detail and recall sounds with increasing aural memory</p> <p>L1: Musical Notation PowerPoint Children work through and discuss powerpoint, understanding how and why we notate music in a certain way. Children invent their own method for remembering the note letter names (Every Green Bus Drives Fast etc) Children discover rhythm notation and practise this by repeating word patterns to reinforce the learning.</p> <p>L2: Musical Notation practice 5 lines of masking tape spaced out on floor to represent the musical staff. Ovals cut out to represent the musical notes. Explain that we know what a note is because of its position on the staff. Notes can be in the spaces or on the lines. Walk through the 'space' notes first. F – A – C – E Then walk through the 'line' notes. E – G – B – D – F Line pupils up below the staff. As you call out the names of notes pupils have to position themselves in the correct place. Split pupils into two teams. Each team is given a set of notes – two of each letter. The object of the game is for pupils to spell out as many words as they can, using the musical notes (bag, egg, feed, cage, cabbage) by positioning themselves on the staff as quickly as possible.</p> <p>L3: Creating and Notating Rhythmic Patterns After revising prior learning, children experiment with the mathematics of music, practising putting a total of 4 crotchet beats in a bar using different rhythms. Children then practice several of these rhythms using simple percussion instruments and put them together, forming a rhythmic pattern to share with their peers.</p> <p>L4: Notating Pitch and Rhythm.</p>	<p>Pens and Paper Masking Tape Mini Whiteboards and Pens Classroom instruments Instruments played by the children</p>

	<p>Children Use their previous rhythm work as a basis for this session. Children apply their understanding of pitch and rhythm to create a piece of music. Children notate on a musical stave, the pitches and rhythms they want to create. This is then given to another group. Can they recreate what the composers intended by playing the notated music?</p> <p>L5: Free composition. Children are given a thematic idea based on their topic work. Children notate their ideas, practise and perform their work as a group.</p>	
<p><b><u>Autumn 2</u></b> Wagner – Ride of the Valkyries</p>	<p>Learners will: listen and reflect on a piece of orchestral music; invent their own musical motifs and structure them into a piece; perform as an ensemble; learn musical language appropriate to the task.</p> <p>Curriculum checklist: Play and perform in ensemble contexts, using voices and playing musical instruments. Improvise and compose music for a range of purposes using the interrelated dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory</p> <p>L1: Listen and describe a piece of music Watch the orchestral performance and discuss Create an artwork piece inspired by the music Curriculum link: Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>L2: Use Wagner’s musical motifs to create a piece Curriculum link: Listen with attention to detail and recall sounds with increasing aural memory Improvise and compose music for a range of purposes using the interrelated dimensions of music Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>L3: Use Wagner’s musical motifs to create a piece Curriculum link: Listen with attention to detail and recall sounds with increasing aural memory Improvise and compose music for a range of purposes using the interrelated dimensions of music Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>L4: Structure sections of music to create a ‘rondo’ Curriculum link: Listen with attention to detail and recall sounds with increasing aural memory Improvise and compose music for a range of purposes using the interrelated dimensions of music Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Art materials Classroom percussion instruments and any other instruments that children might be learning</p>

	<p>L5: Write a narrative and create leitmotifs Curriculum link: Listen with attention to detail and recall sounds with increasing aural memory Improvise and compose music for a range of purposes using the interrelated dimensions of music Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>L6: Structure ideas and leitmotifs to create a narrative and Perform in front of an audience Curriculum link: 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 interrelated dimensions of music</p>	
<p><b><u>Spring 1</u></b> Bernstein – West Side Story</p>	<p>Curriculum checklist: Play and perform in ensemble contexts, using voices and playing musical instruments Improvise and compose music for a range of purposes using the interrelated dimensions of music Listen with attention to detail and recall sounds with increasing aural memory</p> <p>L1: Listen and describe a piece of music Watch the film and discuss Curriculum link: Listen with attention to detail and recall sounds with increasing aural memory 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</p> <p>L2: Create and perform a rhythmic pattern to a pulse and orchestrate this pattern Curriculum link: Listen with attention to detail and recall sounds with increasing aural memory Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>L3: Learn to play a (mambo) pulse Choose appropriate instruments and work in groups to perfect the pulse Curriculum link: Listen with attention to detail and recall sounds with increasing aural memory Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>L4: Learn to play mambo rhythms Choose appropriate instruments and work in groups to perfect these rhythms Curriculum link: Improvise and compose music for a range of purposes using the interrelated dimensions of music Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Paper and pens Classroom percussion instruments and any other instruments children might be learning</p>

	<p>L5: Learn and invent a tune Create short pieces using pulse, ostinato and melody Curriculum link: Improvise and compose music for a range of purposes using the interrelated dimensions of music Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>L6: Structure all ideas into a piece Perform the piece to an audience and Use technical terminology where appropriate Curriculum link: 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 interrelated dimensions of music</p>	
<p><b><u>Spring 2</u></b> Adams – Short Ride in a Fast Machine</p>	<p>Learners will: listen and reflect on a piece of orchestral music; invent their own musical motifs and structure them into a piece; perform as an ensemble; learn musical language appropriate to the task Curriculum checklist: play and perform in ensemble contexts, using voices and playing musical instruments; improvise and compose music for a range of purposes using the interrelated dimensions of music; listen with attention to detail and recall sounds with increasing aural memory</p> <p>L1: Listen and describe a piece of music Watch the orchestral performance and discuss and create an artwork piece inspired by the music. Curriculum link: Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>L2: Use Adam’s musical motifs to create an introduction Curriculum link: Listen with attention to detail and recall sounds with increasing aural memory Improvise and compose music for a range of purposes using the interrelated dimensions of music Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>L3: Create ostinatos and structure them into a piece Curriculum link: Listen with attention to detail and recall sounds with increasing aural memory Improvise and compose music for a range of purposes using the interrelated dimensions of music Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>L4: Create a tune Curriculum link: Listen with attention to detail and recall sounds with increasing aural memory Improvise and compose music for a range of purposes using the interrelated dimensions of music Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>A large space, art materials Classroom percussion instruments and any other instruments that children might be learning</p>

	<p>L5: Orchestrate your tune Curriculum link: Listen with attention to detail and recall sounds with increasing aural memory Improvise and compose music for a range of purposes using the interrelated dimensions of music Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>L6: Structure ideas to create a narrative Perform in front of an audience Curriculum link: 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 interrelated dimensions of music</p>	
<p><b><u>Summer 1</u></b> Zimmer - Earth</p>	<p>Learners will: listen and reflect on a piece of orchestral music: create their own piece of music using instruments and voice: perform as an ensemble; learn musical language appropriate to the task Curriculum checklist: play and perform in ensemble contexts, using voices and playing musical instruments; improvise and compose music for a range of purposes using the interrelated dimensions of music; listen with attention to detail and recall sounds with increasing aural memory</p> <p>L1: Watch the film and create artwork inspired by the music Curriculum link: Listen with attention to detail and recall sounds with increasing aural memory 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</p> <p>L2: Learn to play a shimmer and create vocal melodies Curriculum link: Listen with attention to detail and recall sounds with increasing aural memory Improvise and compose music for a range of purposes using the interrelated dimensions of music Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>L3: Create three-note repeating patterns and play with different durations Use musical terminology and notation Curriculum link: Listen with attention to detail and recall sounds with increasing aural memory Improvise and compose music for a range of purposes using the interrelated dimensions of music Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>L4: Create musical motifs inspired by 'Earth' Structure these into a piece Curriculum link: Listen with attention to detail and recall sounds with increasing aural memory Improvise and compose music for a range of purposes using the interrelated dimensions of music</p>	<p>classroom percussion instruments art materials paper and pens</p>

	<p>Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>L5: Structure sections into a bigger shape Curriculum link: Listen with attention to detail and recall sounds with increasing aural memory Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>L6: Learn about dynamics and perform in a concert Curriculum link: Listen with attention to detail and recall sounds with increasing aural memory 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 interrelated dimensions of music</p>	
<p><b>Summer 2</b> Villa-Lobos – The Little Train of the Caipira</p>	<p>Learners will: listen and reflect on a piece of orchestral music; create their own piece of music using instruments and voice; perform as an ensemble; learn musical language appropriate to the task Curriculum checklist: play and perform in ensemble contexts, using voices and playing musical instruments; improvise and compose music for a range of purposes using the interrelated dimensions of music; listen with attention to detail and recall sounds with increasing aural memory</p> <p>L1: Watch the film, create artwork and movement inspired by the music Curriculum link: Listen with attention to detail and recall sounds with increasing aural memory 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</p> <p>L2: Play a pulse, speed up and slow down and follow visual signals Curriculum link: Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>L3: Play Villa Lobos’ rhythms Learn about ‘off-beats’ Curriculum link: Listen with attention to detail and recall sounds with increasing aural memory Improvise and compose music for a range of purposes using the interrelated dimensions of music Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>L4: Create and play ostinatos</p>	<p>classroom percussion instruments paper and art materials</p>

	<p>Curriculum link: Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>L5: Create a melody, structure ideas into a piece Curriculum link: Listen with attention to detail and recall sounds with increasing aural memory Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>L6: Structure sections of music into a bigger piece and perform in a concert Curriculum link: Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the interrelated dimensions of music</p>	