



Sustainability Ambassadors



Literacy



Healthy Citizens



Cultural Explorers



Designers



Mathematics



Careers Pathfinders



Scientific Investigators



Digital Learners



Global Enquirers



Engineers

**Subject: Music   Unit: 5   Year Group: KS1   Term: HT5**  
**Medium Term Plan:**

What makes a good pop song?

**Essential Vocabulary**

Structure - Verse pre chorus Chorus  
Rhythm - notation  
Timbre - Instrumentation  
Dynamic - Loud and Quiet  
Rhythm/Notation - Remembering extended rhythms using notation including rests.  
Tonality - Noticing the difference between major and minor Melody

**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 know when to start and stop a performance.  
Structure - Pupils understand that music is built up in sequence.  
Rhythm - Pupils can play rhythms using crochet, and quavers.  
Timbre - Pupils need to become more familiar with instruments such as vocals, and guitar.  
Dynamic - Pupils can identify different dynamics.  
Tonality - Pupils can tell the difference between sad sounding music and happy sounding music.

### **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.**

<b>1</b>	<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 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> <p>What instrument is heard right at the start? How would you describe the texture of this song? Is it thick or thin? Name one other instrument that you can hear in the music? Complete these lyrics: "And after all You're my _____."</p>
<b>2</b>	<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 was the name of the song from last week? What is this instrument? How many beats are there in a bar or what is a count in? Discuss what is meant by the word 'tonality' in music?</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.**

<b>3</b>	LO: Today we are listening to a 90's pop song.	<p>The radio episode will include a recap first for the pupils to work through: What kind of music did we perform last week? What is this type of instrument? Brass or String What does composing music mean? What is meant by the word 'tonality' in music?</p> <p>Pupils need to also complete the listening test. This instrument can be heard in the intro, what is it? Pitch is how high or low the tune is. Does the singer's voice get higher or lower when they sing "Reach for the Stars"? How did Cathy Dennis make Reach for the Stars sound really good? Complete these lyrics: "We've got to all stick together, good _____, there for each other."</p>
<b>4</b>	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: What does the word pitch mean? <b>How high or low a sound is.</b> What is a count in? <b>1, 2, 3, 4</b> What or who is a conductor? <b>Someone who uses their hands to keep a group of musicians together in time.</b> What is this instrument? <b>French Horn</b></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.**

**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:  
Can you clap this rhythm? Tea tea Cof fee Cof fee  
Who have we listened to so far this term? Spice girls, Sclub7 and Oasis  
What is this instrument called? Trumpet  
What does the word composition mean? It means to make music.

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:  
Rhythm test

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 .
- 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.