

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Music - AUTUMN Year: LKS2 - Year A – Percussion and Pitch

NC/PoS:

- **Singing, Listening, Composing and Performing**
- 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.

Expected Prior Learning (what pupils already know and can do)

Children can recognise by ear and from notation multi-bar rhythms using the names Tom, JoJo, Caterpillar and Rest, effect the dynamic of their instrument and vocal performance. Sing the 8 notes of a Major Scale along to an accompaniment and A Capella (without accompaniment) to a basic level, naming the degrees of the scale, and repeat melodic riffs. Can draw Quarter, Eighth and Sixteenth Note, depicting variations in pitch of High and Low.

NOTE: At every step, children will be guided through advancing techniques and gaining a deeper level of practical and theoretical confidence from A to B years

End Points (what pupils MUST know and remember)

SINGING –Know That and Know How

- How to "warm-up" our voice to look after it using Arpeggios and Scales with Lip Trills and Squeaky Door techniques.
- Sing 8 notes melodies back by ear (tunes within 1 octave), including the degrees of the scale as lyrics
- Singing as part of an ensemble to include Multi-Part arrangements
- How to hold a melody line within a harmonised performance
- Basic Beatboxing of "Boots and Cats" to keep a beat to a vocal performance

LISTENING / COMPOSING / PERFORMING – Know That and Know How ;

- How to read a simple 5 note tune using C D E F G and perform it on a pitched instrument = Keyboard / Gloc
- How to compose a simple tune of 4 bars
- How to structure a full piece out of smaller musical ideas
- Repeating ideas - both melodic and rhythmic - is the key to making compositions catchy
- Students clap back a 2 bar rhythm using different note values up to 4 sixteenths

Key Vocabulary

Scale, Warm-Up, Hit, Melody, Pitch, Dynamics, Count-in, Intro, Ending, Beat, Rhythm, Pitch, Percussion, Note, Rest, Oval, Stem, Repeat, Bar, Bar Line, Treble Clef, Time Signature

Session 1:

SINGING

Warm Ups then 8 Note scale, arpeggio and aural test exercises

Treble Clef means we will be using the higher notes, from the middle up on a piano

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keyboard and to use our right hand (for now)

The Time Signature of 4/4 : The Top number means 4 beats in each Bar

A Bar is a block of music

The Note D on Keyboard

Performing a simple piece using technology to guide us (app) - Performing a piece along to a rhythm track to keep in time

Vocabulary: Bar, Time Signature, Treble Clef.

Session 2:

SINGING

Warm Ups then 8 Note scale.

Reading a piece using the notes C D E, with Quarter Note and Quarter Rest Variations

Counting the Beats in the Bar as 1 2 3 4

Maintaining tempo and location within a piece by reading the score.

Different notes on a Keyboard are a different pitch, from left to right going low to high.

The pitch of a melody (tune) follows the same shape that we play. When music rises up the staff, we move to the right, up in pitch on the keyboard.

Vocabulary : Quarter Note, Quarter Rest, Melody (tune), pitch, tempo, Bar, Time Signature, Treble Clef

Session 3:

Reading a piece using the notes C D E F G, with Quarter Note and Quarter Rest Variations

COMPOSING

Create a 2 bar rhythm

Put note names to those note values to create your tune

LISTENING

Chorus - Domino - Jessie J

Teacher plays the chorus melody.

What do we recognise in this tune? (first 5 notes of major scale)

Vocabulary: Scale, Quarter Note, Quarter Rest, Melody (tune), pitch, tempo, Bar, Time Signature, Treble Clef

Session 4:

SINGING

Warm ups of major scale 1 2 3 4 5 6 7 6 8 and now include interval training of 121, 131, 141, 151.

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An interval is the distance between 2 notes. We number the interval by counting the number of notes from the first to the second note in the interval.

COMPOSITION

Adding a new section to our composition to include specific intervals (therefore melodic shapes) that we purposefully choose.

Vocabulary: Scale, Quarter Note, Quarter Rest, Melody (tune), pitch, tempo, Bar, Time Signature, Treble Clef, Interval.

Session 5:

SINGING

Warm ups using scales and Intervals.

Starting to work in Harmony:

Drones - Splitting into 2 groups - Group 1 sustains their note whilst Group 2 changes theirs

Simple harmony lines of 1 2 3 and 3 4 5

Using the Keyboard to help guide our singing.

Singing these ideas in different variations from notation.

Session 6:

Recap of Session 5 and Writing our melodic compositions out in 2 bar phrases

Adding rhythm variations to create interest and development

Performing these compositions from the notation.

Session 7:

Adding drones and other harmonies to the compositions from previous weeks.

Adding suitable beatboxing / body percussion.

Session 8:

REHEARSAL

Adding the elements from previous sessions together

Session 9:

PERFORMANCE

Recording the finished piece

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Future learning this content supports:

This content will support future learning and development of more complex rhythmic compositions to include syncopation, multi-part arrangements, multi-section pieces, clearer intent on technique and therefore higher skill levels in performance. More complex pitched note reading and performance, more advanced sight singing, full piece multi-part arrangement - both vocally and instrumentally.