

## Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Music - AUTUMN      Year: UKS2 - Year A – Recorder / Orchestra / Pitch Notation

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 read and perform rhythms including permutations of Quarter, Eighth, Sixteenth, and Quarter Rest.

End Points (what pupils MUST know and remember) - 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

### **SINGING**

- How to sing from a score, following the shape of the music (5 notes C D E F G)
- Singing as part of a multi-instrument ensemble, keeping focus on our part

### **LISTENING / COMPOSING / PERFORMING**

- How to play a simple tune on recorder using 5 notes
- Identifying the family of instruments by ear - example Brass, Strings, Percussion, Wind
- To explain the relationship between pitch and instrument size (large = ability to play a deeper pitch)
- Range is the specific selection of notes from low to high that an instrument (inc voice) can perform
- How to write the 8 notes of a C major scale on the staff, using a 4/4 Time Sig.

Key Vocabulary

Pitch, range, wind instrument, Brass, Strings, Percussion, Wind (Woodwind), Orchestra,

### **Session 1:**

#### **SINGING**

Call and response for 5 notes, then linking each example to multiple choice in the score.

#### **LISTENING**

Music From Star Wars - BBC Philharmonic

<https://www.youtube.com/watch?v=p2fhsD9cP-g>

#### **WORKSHEET**

The families of instruments of the Orchestra

Vocabulary: Instrument Family, Brass, Strings, Percussion, Wind (Woodwind), Orchestra

### **Session 2:**

**Medium Term Plan:** Supporting Implementation of LTP/Progression Grid

**SINGING**

Call and response for 5 notes, then linking each example to multiple choice in the score.

**LISTENING**

Star Wars

Identifying the families of instruments - Strings / Brass / Winds / Percussion

Etc.

Listening for, and discussing how dynamics effect the feel and mood, not just the volume.

Discussing how instrument families can drop down into the arrangement (mix) and lift up in dynamic to become more prominent and take the lead.

Vocabulary: Instrument Family, Brass, Strings, Percussion, Wind (Woodwind), Orchestra

**Session 3:**

**SINGING**

Call and response for 5 notes, then linking each example to multiple choice in the score, then singing each from sight, following a start note, teacher plays to confirm, then repeat.

**PERFORMANCE - Recorder**

Basic finger position

The "T" tongue position for starting notes

First 3 notes

Vocabulary: Recorder, finger holes, wind, woodwind

**Session 4:**

**SINGING**

Call and response for 5 notes, then linking each example to multiple choice in the score, then singing each from sight, following a start note, teacher plays to confirm, then repeat.

**PERFORMANCE - Recorder**

Avoiding squeaks (overblow)

Correct finger position to ensure notes are fully closed

Vocabulary: Recorder, finger holes, wind, woodwind, overblow

**Session 5:**

**SINGING**

Call and response for 8 notes, then linking each example to multiple choice in the score, then singing each from sight, following a start note, teacher plays to confirm, then repeat

**PERFORMANCE - Recorder**

Reading the notation for our notes so far

## Medium Term Plan: Supporting Implementation of LTP/Progression Grid

(Hot Cross Buns)

Vocabulary: Recorder, finger holes, wind, woodwind, overblow

### Session 6:

#### SINGING

Call and response for 8 notes, then linking each example to multiple choice in the score, then singing each from sight, following a start note, teacher plays to confirm, then repeat

#### LISTENING

<https://www.youtube.com/watch?v=pWfe60nbvjA>

What is different about this piece than the other 2 Orchestral pieces we looked at (much smaller ensemble (group) and just Brass.

Intervals - the distance between 2 notes measured by the number of note names

Singing and playing 111, 121, 131, 141, 151, 141, 131, 121, 111

#### PERFORMANCE - Recorder

5 note scales

Performance Piece Theme from "Largo"

Vocabulary: Recorder, finger holes, wind, woodwind, overblow, Ensemble

### Session 7:

#### SINGING

Sight singing from a range of exercises following a start note, teacher plays to confirm, then children repeat.

#### PERFORMANCE

Practicing Largo

Starting work on Jingle Bells

Phrasing - ending one musical phrase at the end of a breath and starting the next

STRETCH TARGET - Adding drone harmony

Focusing our practice to improve the elements that need it, not the elements that do not

Vocabulary: Recorder, finger holes, wind, woodwind, overblow, choir, sight singing

### Session 8:

Noting that there are larger jumps involved in this piece than previous pieces. This piece uses ideas from the interval exercises we've practiced to date.

## Medium Term Plan: Supporting Implementation of LTP/Progression Grid

The more we practice simple exercises such as scales and interval exercises, the easier our pieces will become and the better we will sound, both solo and as a band.

Therefore we are covering the overall importance of practice and the specific exercises to gain better results as a result.

Time signature: Top number tells us how many beats in a bar. Bottom number tells us what kind of note is worth 1 beat.

The importance of the count in;

1. How many beats in a bar
2. How fast we will play
3. When to start

### PRACTICE

The importance of focused, active practice

### REHEARSAL

Adding the elements from previous sessions together

### PERFORMANCE

Largo and Jingle Bells

Vocabulary: Recorder, finger holes, wind, woodwind, overblow, choir, sight singing

### Session 9:

#### PERFORMANCE

Recording the finished pieces

Vocabulary: Recorder, finger holes, wind, woodwind, overblow, choir, sight singing

Future learning this content supports:

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