

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.

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 "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

- 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 keyboard and to use our right hand (for now)

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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 stave, 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.