

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Music - SUMMER

Year: UKS2 - Year B – Guitar / Composition

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, perform all open strings on guitar, know how to locate and fret notes. Hold the guitar correctly, with both hands in the correct positions: plucking hand fingers under the sound hole, fretting hand thumb pointing up behind neck. Play the Em pentatonic scale, chords of Em, G, D5, A5, Spider exercise to improve finger strength and dexterity

End Points (what pupils MUST know and remember)

SINGING

- How to sing from a score, following the shape of the music (8 notes C to C) to include jumps of a 3rd
- Singing as part of a multi-instrument ensemble, keeping focus on our part

LISTENING / COMPOSING / PERFORMING

- How to put a melody to chords of Em, Am, G, D5
- Improvise on Em pentatonic
- How to strum a chord using various strum rhythms of various note lengths
- How to change the feel of an accompaniment by changing the strum pattern within it and the dynamic performance of it
- Working out simple 5 note melodies by ear
- The basic History of Rock and Pop from the African Slave Trade to the modern charts.

Key Vocabulary

African Traditional, Spiritual Music, The Blues, Chants, Jazz, Rock and Roll, Pop

Session 1:

MUSICAL TRADITION - The basic History of Rock and Pop from the African Slave Trade to the modern charts.

How slaves were put to work and how their traditional songs fused with music in the deep south to create the blues and the birth of Jazz

LISTENING

The beginnings of pop music...

https://www.youtube.com/watch?v=8zeshN_ummU

(ABRIDGED VERSION IN CURRICULUM)

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Jelly Roll Morton - The Crave

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

Scott Joplin - The Entertainer (1902)

<https://www.youtube.com/watch?v=fPmruHc4S9Q>

1920's Style

https://www.youtube.com/watch?v=Qn_pDASw0-I

Rocket 88 - Widely thought of as the first "Rock" song

<https://www.youtube.com/watch?v=eAwUesMFM1E>

I wanna hold your hand - The Beatles - First Beatles song to go to number 1 in UK and US

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

Vocabulary

Drums, Piano, Guitar, Bass, Winds

Session 2:

SINGING

Sight Singing exercises to include rhythm variations inc eighth notes

WORKSHEET

The History of Rock and Pop

Recapping last sessions work and capturing the children's understanding.

Choosing from ideas shared by the class. Listening with intent to each others' ideas and influences. Analysing, discussing and capturing these ideas for future reference and use.

Vocabulary: Influences, Collaboration, Reference

Session 3:

SINGING

Sight Singing exercises to include rhythm variations inc eighth notes

COMPOSITION

Starting to pull together ideas to compose our final piece

PERFORMANCE / IMPROVISATION / COMPOSITION

Improvising using Em Pentatonic

Chord Sequence of G / Em / C / D

Identifying ascending or Descending 3 note phrases

Vocabulary: Minor, Major, Pentatonic, ascending, descending, Influences, Collaboration, Reference

Session 4:

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SINGING

Sight Singing Examples to include more disparate variations

COMPOSITION

Starting to pull together ideas to compose our final piece

Taking chord sequence ideas from around the class to collaborate into a joint effort

Vocabulary: : Minor, Major, Pentatonic, ascending, descending, Influences, Collaboration, Reference

Session 5:

SINGING

Sight Singing Examples to include more disparate variations

PERFORMANCE

Composing our final piece

Taking chord sequence ideas from around the class to collaborate into a joint effort

Vocabulary: : Minor, Major, Pentatonic, ascending, descending, Influences, Collaboration, Reference, Sequence

Session 6:

COMPOSITION / WRITING NOTATION

Writing our melodic ideas with chord sequences

PERFORMANCE

Playing our composition from our own score

Creating a harmony to the melody

Session 7:

PERFORMANCE

Creating multi-part arrangement (particularly accompaniment) to our composition

AURAL

Working out melodies by ear from a set range of notes

Vocabulary: Accompaniment, Melody, Harmony, Chord, Tune, Minor, Major, Pentatonic, ascending, descending, Influences, Collaboration, Reference, Sequence, Arrangement

Session 8:

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AURAL

Working out melodies by ear from a set range of notes

PERFORMANCE

Creating multi-part arrangement (particularly accompaniment) to our composition

Practicing and performing our piece

REHEARSAL

Adding the elements from previous sessions together

VOCABULARY: Accompaniment, Melody, Harmony, Chord, Tune, Minor, Major, Pentatonic, ascending, descending, Influences, Collaboration, Reference, Sequence, Arrangement

Session 9:

AURAL

Working out melodies by ear from a set range of notes

PERFORMANCE

Rehearsing and Recording the finished piece

VOCABULARY: Accompaniment, Melody, Harmony, Chord, Tune, Minor, Major, Pentatonic, ascending, descending, Influences, Collaboration, Reference, Sequence, Arrangement

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.