

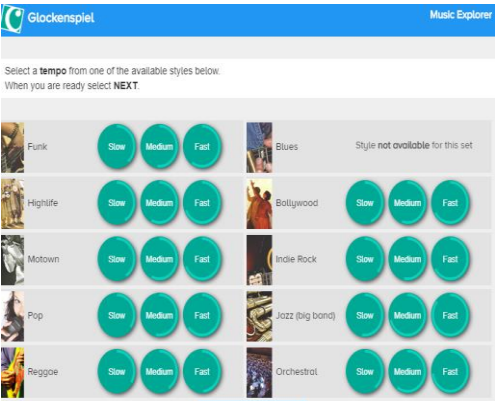


ALMOND HILL JUNIOR SCHOOL MEDIUM TERM PLAN

TOPIC TITLE/SUBJECT: MUSIC - CHARANGA MUSICAL SCHOOL YEAR 5 UNIT: 'The Fresh Prince of Bel-Air'

YEAR GROUP: 5

TERM: Spring 2

<p><b>Vocabulary</b></p> <p>Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure</p>	<p><b>Skills</b></p> <p><b>Perform:</b></p> <ul style="list-style-type: none"> <li>Perform vocal pieces/ play instruments as part of an ensemble with confidence including some solo parts</li> <li>Perform vocal parts with expression and reflect meaning of lyrics</li> <li>Improvise vocal parts and use of spoken voice with rap structure using emphasis/accents where needed.</li> </ul> <p><b>Compose:</b></p> <ul style="list-style-type: none"> <li>Compose and perform a melody of 5 notes in a chosen musical style/tempo</li> </ul> <p><b>Appraise:</b></p> <ul style="list-style-type: none"> <li>Listen/respond to a variety of hip hop music, knowing how/where/why texture, dynamics, tempo, pitch, rhythm varies across musical pieces</li> </ul> <p><b>Using Symbols and Notation:</b></p> <ul style="list-style-type: none"> <li>Confidently explain and use known music theory terms Eg timbre, dynamics</li> <li>Use some musical notation in own compositions.</li> </ul>	<p><b>What we already know</b></p> <p>Read some notes, recognise how many beats they represent (Year 4) Sustain rhythm and tune (Year 4)</p> <p>Children know the difference between improvising and composing. Children will have listened to and have sung music from different times and cultures in previous units and assemblies</p> <p><b>Some children can play other instruments and read musical notation (guitar, recorder)</b></p> <p><b>Members of the school choir have experience of singing varied vocal parts</b></p>
<p><b>Other/Cross Curricular Links:</b></p> <p><b>Geog/History</b> – cultural influences</p> <p><b>Maths/PE:</b> rhythm patterns, count beats</p> <p><b>English:</b> Urban themes (Boy in the Tower)</p> <p><b>Adaptation for SEND:</b> use graphic notation, mixed ability groups/peer support, headphones for noise sensitivity</p>	<p style="background-color: yellow; text-align: center;"><b>Find regular opportunities to do action songs/sign language songs from resources sent last year. These can be music lesson starters or fitted in at the end/start of a day once a week.</b></p> <p style="background-color: cyan; text-align: center;"><b>Listening Centre Activity to be done at start or end of this unit: Listen to /appraise Jamming and Three Little Birds</b> <b>Music Genre: Reggae 20<sup>th</sup> century</b>      <b>Key Composer: Bob Marley</b></p>	
<p><b>Illustration</b></p> 	<p><b>Application/ Outcomes</b></p> <ul style="list-style-type: none"> <li>Listening to and appraise a variety of 'old school hip hop' music. Compare to other styles they have heard. What makes this different? Discuss musical dimensions, structure, themes, lyrics, historical contexts</li> <li>Unit song is performed through rap- Children will focus on vocal skills.</li> <li>Do vocal warmups focusing on pitch, breathing, diction, rhythm.</li> <li>Extended vocal improvisation: copy back, question/answer, freestyle improvisation. Build up tempo over each lesson</li> <li>Vocal performance of unit song with rap style vocal parts.<b>(to an audience)</b> Encourage solo performances. Evaluate and improve.</li> </ul> <p><b>Part 2 of unit: Instrument focus: from Reflect, Rewind Replay unit</b></p> <p><b>Music Explorer:</b> Experiment with selection of musical styles and tempos by composing a short piece on a musical stave in a given style using 5 notes. Provide manuscript paper &amp; glockenspiels to practise. Record/evaluate music.</p>	<p><b>Concepts</b></p> <p>Learn about different times/cultures through listening to a wide variety of musical styles</p> <p>Know common features of different styles of music</p> <p>Know that our voices are instruments and can be manipulated to make sounds</p> <p>Rehearse to improve quality of the final performance</p> <p>In performances, a sense of occasion will influence the way we perform words and music. Think about how to convey the message of songs</p>

