



ALMOND HILL JUNIOR SCHOOL MEDIUM TERM PLAN

TOPIC TITLE/SUBJECT: MUSIC - CHARANGA MUSICAL SCHOOL YEAR 6 UNIT: Don't Stop Believin'

YEAR GROUP: 6

TERM: Autumn 1

Vocabulary				Skills		What we already know
appraise,	style	rhythm	structure	<p>Perform:</p> <ul style="list-style-type: none"> - Sing/play parts from memory, keeping in time and tune, with awareness of different parts and how they fit together - Play different instruments including the recorder, percussion & Ipad App <p>Compose:</p> <ul style="list-style-type: none"> - Show confidence when composing/improvising own parts, showing creative ways of using sounds to enhance the music <p>Appraise:</p> <ul style="list-style-type: none"> - Listen to music that reflects times, genres, cultures and explain how lyrics can reflect cultural context - Describe music confidently with accurate musical vocabulary, explaining how variations in timbre, dynamics, tempo, etc change in different parts of the music and their effect. Recognise where harmonies are used <p>Using symbols and notation</p> <ul style="list-style-type: none"> - Read/use correct musical notation for playing instruments & composing <ul style="list-style-type: none"> • terms Eg timbre, dynamics • Use some musical notation in own compositions. 	<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. Some children can play other instruments and read musical notation (guitar, recorder) Members of the school choir have experience of singing varied vocal parts</p>	
pitch	indicators	melody	pulse			
improvise	dynamics	dimensions	timbre			
pentatonic	unison	Pre-chorus	chorus			
cover	riff	hook	tempo			
ensemble	phrase					
<p>Other/Cross Curricular Links: Geog/History – cultural influences Adaptation for SEND: use graphic notation, mixed ability groups/peer support, headphones for noise sensitivity</p>				<p style="text-align: center;">Find regular opportunities to body percussion/drumsticks</p>		
<p>Application/ Outcomes</p> <ul style="list-style-type: none"> - Listening to and appraise a variety of 'rock band music. Compare to other styles they have heard. What makes this different? Discuss musical dimensions, structure, themes, lyrics, historical contexts - Unit song is sung in unison mostly- Children will focus on vocal skills. - Do vocal warmups focusing on pitch, breathing, diction, rhythm. - Extended vocal improvisation: copy back, question/answer, freestyle improvisation. Build up tempo over each lesson - Instrumental parts: children learn instrumental accompaniment on glockenspiels/or recorder or own instruments <ul style="list-style-type: none"> - Perform final piece to an audience. Record and evaluate 				<p>Concepts</p> <p>Learn about different times/cultures through listening to a wide variety of musical styles Know common features of different styles of music Know that our voices are instruments and can be manipulated to make sounds Rehearse to improve quality of the final performance 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>		

