



ALMOND HILL JUNIOR SCHOOL MEDIUM TERM PLAN

TOPIC TITLE/SUBJECT: MUSIC – CHARANGA MUSICAL SCHOOL YEAR 5 UNIT: Lean on Me

YEAR GROUP: 5

TERM: Autumn 2

<p>Vocabulary Soul, Gospel, Urban, Contemporary, structure, pulse, rhythm, pitch, riff, composition, tempo, texture, dynamics, chorus, bridge, unison, improvise, solo, outro</p>	<p>Skills</p> <p>Perform:</p> <ul style="list-style-type: none"> Sing confidently showing expression, control and phrasing Perform own compositions within an ensemble piece <u>to an audience</u> Play instruments using notations Show control in mimicking beat and rhythm using instruments <p>Compose:</p> <ul style="list-style-type: none"> Compose and record melodies as a group <p>Appraise:</p> <ul style="list-style-type: none"> Understand how rhythm and pulse work together Listen and appraise giving reasons/using key words, describing musical purpose in history <p>Using symbols and Notation:</p> <ul style="list-style-type: none"> Begin to use some notation on a musical stave when composing 	<p>What we already know</p> <p>Read notes, recognise how many beats they represent (Year 4) Listening to music from a range of influences (Year 4)</p> <p>Describe different purposes/history of music in other cultures (Year 4)</p> <p>Sustain rhythm and tune (Year 4)</p> <p>Some children can play other instruments and read musical notation (guitar, recorder)</p> <p>Ensemble singing in assemblies, developing parts</p> <p>Members of the school choir have experience of singing harmony parts</p>
<p>Other/Cross Curricular Links: Geog/history - origins of Gospel/Soul Music</p> <p>Adaptation for SEND: use graphic notation</p> <p>Print sheet music, play single note parts, headphones for noise sensitivity</p> <p>Use single chime bars so children can focus on playing one note.</p>	<p style="background-color: yellow; text-align: center;">Find regular opportunities to do Body percussion activities using resources from Music subject leader.</p> <p style="background-color: cyan; text-align: center;">Listening Centre Activity to be done at start or end of this unit: Listen to /appraise Hallelujah Chorus & Zadok the Priest from the Coronation Anthem Music Genre: Baroque (1600-1760)</p> <p style="background-color: cyan; text-align: center;">Key Composer: George Handel</p>	<p>Concepts</p> <p>Listening to music in order to appraise it</p> <p>Common features in Soul and Gospel music</p> <p>Singing in time, with pitch, understanding that music/singing can convey different emotions</p> <p>Play instruments in time, to the correct melody using beaters correctly to produce the best quality sound.</p> <p>Compose/Improvising to suit a genre music</p> <p>Features of high quality performances to an audience including projection, posture, diction and breathing.</p> <p>Music notations and their significance</p>
<p>Artists: Walter Williams, Beyonce, Mary, Mary, Elvis Presley, Beethoven, ACM Gospel Choir</p>	<p>Application/ Outcomes</p> <ul style="list-style-type: none"> Listen to and appraise unit song: Lean on Me by Bill Withers in lesson 1 followed by a range of soul/gospel pieces across whole unit. Find opportunities to explore the origins of Gospel music. Listen to alternative versions of Lean on Me Children identify structure (verse, bridge, chorus, etc) and style indicators of this genre Mimicking beat, rhythm and pitch (vocal & clapping) through warmup and flexible game tasks- differentiated Learn to sing song in unison. Record and playback . Find ways to improve the quality of the sound. Children learn to play more instrumental parts using C E F & G (glockenspiel) Improvise parts using up to 3 notes F G A Compose a simple melody using simple rhythms choosing from F G +A or DEFG +A varied beats/tempo, beginning to use notation on a musical stave Perform and share the final song with instruments. Ensure the correct sense of occasion for performing. Record and evaluate different elements of the performance. 	