



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:** Summer

<p>Vocabulary 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 style="text-align: center;">Skills</p> <p>Perform:</p> <ul style="list-style-type: none"> Perform vocal pieces/ play instruments as part of an ensemble with confidence including some solo parts Perform vocal parts with expression and reflect meaning of lyrics Improvise vocal parts and use of spoken voice with rap structure using emphasis/accents where needed. <p>Compose:</p> <ul style="list-style-type: none"> Compose and perform a melody of 5 notes in a chosen musical style/tempo <p>Appraise:</p> <ul style="list-style-type: none"> Listen/respond to a variety of hip hop music, knowing how/where/why texture, dynamics, tempo, pitch, rhythm varies across musical pieces <p>Using Symbols and Notation:</p> <ul style="list-style-type: none"> Confidently explain and use known music theory terms Eg timbre, dynamics Use some musical notation in own compositions. 	<p>What we already know 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>
<p>Other/Cross Curricular Links: Geog/History – cultural influences Maths/PE: rhythm patterns, count beats English: Urban themes (Boy in the Tower) Adaptation for SEND: use graphic notation, mixed ability groups/peer support, headphones for noise sensitivity</p>	<p style="background-color: #FFD700; text-align: center;">Find regular opportunities to do body percussion These can be music lesson starters or fitted in at the end/start of a day once a week.</p> <p style="background-color: #00FFFF; text-align: center;">Listening Centre Activity to be done at start or end of this unit: Listen to /appraise Jamming and Three Little Birds Music Genre: Reggae 20th century Key Composer: Bob Marley</p>	
<p>Application/ Outcomes (body percussion performance)</p> <ul style="list-style-type: none"> 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 Unit song is performed through rap- 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 Vocal performance of unit song with rap style vocal parts.(to an audience) Encourage solo performances. Evaluate and improve. <p>Part 2 of unit: Instrument focus: from Reflect, Rewind Replay unit Music Explorer: 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 & glockenspiels to practise. Record/evaluate music.</p>		<p>Concepts 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>