



Music s. Year 4 and 5 s. Medium Term Plan
Autumn 1, Unit 1: Rock and Roll



Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One: Hand Jive	To understand the history of rock and roll music	<ul style="list-style-type: none"> - To be able to stay in time to a piece of rock and roll music - I know where rock and roll music came from - I can list the main instruments used in rock and roll - I can move in time to the music 	<ul style="list-style-type: none"> - Develop an understanding of the history of music. - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	Rock and Roll Hand jive 1950s Tempo Dynamic	Rock around the Clock" by Bill Hayley Presentation: What is rock and roll? Activity: Listening sheet
Two: Rock Around the Clock	To be able to perform with a sense of style	<ul style="list-style-type: none"> - I can accurately sing in a small group - I can sing in time - I can sing in tune 	<ul style="list-style-type: none"> - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. - Listen with attention to detail and recall sounds with increasing aural memory 	Rock and Roll Hand jive 1950s Tempo Dynamic	Presentation: Rock around the clock (see Attention grabber) 'Rock around the clock' by Bill Hayley
Three: Walking Bass Line	To play a walking bass line on tuned percussion	<ul style="list-style-type: none"> - I can describe what a walking bass line sounds like - I can read graphic notation to know which notes to play - I can play a simple walking bass line 	<ul style="list-style-type: none"> - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. - Listen with attention to detail and recall sounds with increasing aural memory 	Rock and Roll Hand jive 1950s Tempo Dynamic	Teacher video: Walking bass line Walking Bass Line Track Tuned percussion instruments, eg: keyboard

					<p>or chromatic glockenspiel (one per pair)</p> <p>'Rock around the clock' by Bill Hayley</p>
<p>Four: Performing the Bass</p>	<p>To be able to play a rock and roll bass line</p>	<ul style="list-style-type: none"> - I can understand different musical notation - I can play a walking bass line accurately - I can play a bass line in time 	<ul style="list-style-type: none"> - Use and understand staff and other musical notations - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 	<p>Rock and Roll Hand jive 1950s Tempo Dynamic Notation Style</p>	<p>Teacher video: Performing the bass</p> <p>Tuned percussion instruments, e.g. keyboard or chromatic glockenspiel (one per group of four)</p> <p>'Rock around the clock' by Bill Hayley</p>
<p>Five: Rock and Roll Performance</p>	<p>To be able to play a rock and roll piece of music</p>	<ul style="list-style-type: none"> - I can keep in time - I can perform my own part with accuracy - I can play as part of a group 	<ul style="list-style-type: none"> - Use and understand staff and other musical notations. - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. - Listen with attention to detail and recall sounds with increasing aural memory 	<p>Rock and Roll Hand jive 1950s Tempo Dynamic Notation Style</p>	<p>Teacher Video: Rock Around the Clock</p> <p>Note of which children sang which lines from Lesson 2 and class recording.</p> <p>Untuned percussion</p>

					instruments, e.g. shakers, drums, tambourines, etc Keyboards or chromatic glockenspiels
<p>Assessment:</p> <p><i>Pupils with secure understanding indicated by: Playing the notes of the walking bass in the correct sequence.</i></p> <p><i>Pupils working at greater depth indicated by: Playing the notes of the walking bass in time</i></p> <p><i>Pupils needing extra support: Should use the simplified bassline and coloured sticky dots to show which notes they should play.</i></p> <p><i>Pupils working at greater depth: Could be challenged to play the bass line in octaves & using both hands each on the same note but eight notes apart.</i></p>					



Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One Describing Blossom	To describe the Hanami festival using suitable words and sounds.	<ul style="list-style-type: none"> - I can choose descriptive words to describe Hanami. - I can use my voice to represent a word appropriately. - 	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	Hanami Pitch Sound	Hanami festival video Composer journal Descriptive words
Two Sounds of Blossom	To represent a blossom tree using sounds.	<ul style="list-style-type: none"> - I can recognise and name the musical features of a piece of music (interrelated dimensions of music, e.g. tempo, dynamics, timbre.) - I can describe how the musical features represent blossom sounds. - I can create my own blossom sounds. - 	<ul style="list-style-type: none"> - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. - 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 interrelated dimensions of music. 	Composer Glissando Staccato	Musical effects Audio Composer journal Instruments
Three Blossom Haiku	To identify different musical features using descriptive vocabulary.	<ul style="list-style-type: none"> - I can recognise and name the musical features (interrelated dimensions of music, e.g. tempo, dynamics, timbre). - I can explain what each dimension is describing in a piece of music. - 	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	Haiku Syllable	Loveliest of Trees Agree/disagree presentation Delicate petals dancing in the warm spring breeze falling down gently.

Four Haiku Melodies	To work as a group to create a piece of music celebrating the Hanami festival.	<ul style="list-style-type: none"> - I can work as part of a group. - I can create music inspired by cherry blossoms. 	Improvise and compose music for a range of purposes using the interrelated dimensions of music.	Melody	Composer journal Instruments Hanami Haikus
Five Haiku Performance	To perform a piece of music to celebrate Hanami.	<ul style="list-style-type: none"> I can perform as part of a group. I can sing a melody in tune. I can play different sound effects at the same time. - 	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	As in lessons 1 to 4	

Assessment:

1. *Pupils with secure understanding indicated by:* suggesting suitable vocabulary and sounds.

Pupils working at greater depth indicated by: suggesting a variety of sounds; changing their responses depending on the season.

2. *Pupils with secure understanding indicated by:* being able to recognise, name and describe the effect of the interrelated dimensions of music and to select instruments and sounds which clearly matched their vocabulary.

Pupils working at greater depth indicated by: making several suggestions for different sound and word combinations; using relevant musical vocabulary.

3. *Pupils with secure understanding indicated by:* being able to recognise, name and describe the effect of the interrelated dimensions of music.

Pupils working at greater depth indicated by: applying their knowledge to a different context, suggesting instruments to represent their words.

4. *Pupils with secure understanding indicated by:* being able to work as a group to create a piece of music; choose appropriate dynamics and pitch for their melody.

Pupils working at greater depth indicated by: leading their group when creating and performing a piece of music; playing their instrument accurately while keeping everyone in time; suggesting more complex melodies or sound effects.

5. *Pupils with secure understanding indicated by: being able to work as a group to perform a piece of music.*

Pupils working at greater depth indicated by: taking a lead role in their group to perform a piece of music.



*Music s Year 4 and 5 Medium Term Plan
Summer 1, Unit 3: Adapting and Transposing Motifs*



<i>Lesson</i>	<i>Learning Objective</i>	<i>Success Criteria</i>	<i>National Curriculum Links</i>	<i>Vocabulary</i>	<i>Resources</i>
<i>One Here come the Romans!</i>	<i>To sing in tune and in time.</i>	<i>-I can sing in time with other people and a backing track. -I can follow or remember the lyrics. -I can follow the tune.</i>	<i>- Play and perform in solo and ensemble contexts, using their voices (and playing instruments) with increasing accuracy, fluency, control and expression. - Listen with attention to detail and recall sounds with increasing aural memory.</i>	<i>Romans Pitch Tempo</i>	<i>Road building song Recording device</i>
<i>Two Musical Motifs</i>	<i>To understand what a musical motif is.</i>	<i>- I can explain what a motif is. - I can hear and recognise a motif in a piece of music. - I can play a motif on a tuned instrument.</i>	<i>- Listen with attention to detail and recall sounds with increasing aural memory. - Play and perform in solo and ensemble contexts, using their voices (and playing instruments) with increasing accuracy, fluency, control and expression. - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</i>	<i>Motif</i>	<i>Instruments Beethoven's 5th</i>

<p>Three</p> <p>Motifs and Mosaics</p>	<p>To compose and notate a motif.</p>	<ul style="list-style-type: none"> - I can compose a motif. - I can use graphic notation to record my motif. - I recognise standard rhythmic notation. 	<ul style="list-style-type: none"> - Improvise and compose music for a range of purposes using the interrelated dimensions of music. - Understand and use staff and other musical notations. 	<p>Beat</p> <p>Dotted minim</p> <p>Minim</p> <p>Mosaic</p> <p>Quaver</p> <p>Semibreve</p>	<p>Agree or disagree presentation</p> <p>Instruments</p> <p>Coloured pens</p>
<p>Four</p> <p>Motif Development</p>	<p>To develop and transpose a musical motif.</p>	<ul style="list-style-type: none"> - I can transpose (change the key of) my motif. - I can use sharp and flat notes to transpose my motif. - I can adapt my motif (by changing notes, the rhythm or reversing the order). 	<ul style="list-style-type: none"> - Improvise and compose music for a range of purposes using the interrelated dimensions of music - Understand and use staff and other musical notations. 	<p>Transposing</p> <p>Flat</p> <p>Sharp</p> <p>Ostinato</p> <p>Loop</p>	<p>Motif extension activity</p> <p>Instruments</p> <p>Pens</p>
<p>Five</p> <p>Combine and Perform</p>	<p>To combine and perform different versions of a musical motif.</p>	<ul style="list-style-type: none"> - I can combine different versions of a musical motif. - I can perform my own part in a group performance. - I can play from musical notation. 	<ul style="list-style-type: none"> - Improvise and compose music for a range of purposes using the interrelated dimensions of music. - Understand and use staff and other musical notations. - Listen with attention to detail and recall sounds with increasing aural memory. - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. 	<p>From lessons 1 - 4</p>	<p>Speak like an expert presentation</p> <p>Road building song</p> <p>Instruments</p>
<p>Assessment:</p>					

1. *Pupils with secure understanding indicated by:* learning a new song, singing in time and in tune while following the lyrics.

Pupils working at greater depth indicated by: quickly picking up the tune and remembering the lyrics; using musical vocabulary to describe both the music of the song and the features of the performance that need improving.

2. *Pupils with secure understanding indicated by:* identifying motifs aurally and playing a repeated pattern on a tuned instrument.

Pupils working at greater depth indicated by: identifying and articulating the development of motifs in a piece of music; playing the motifs accurately by sight.

3. *Pupils with secure understanding indicated by:* creating and performing a motif, notating it with reasonable accuracy.

Pupils working at greater depth indicated by: writing their motif down using staff notation and, if they have one, playing their motif on their own instrument.

4. *Pupils with secure understanding indicated by:* transposing their motif, using sharp or flat notes where necessary and changing the rhythm.

Pupils working at greater depth indicated by: reversing the rhythm in their motif, as well as transposing it using sharp and flat notes.

5. *Pupils with secure understanding indicated by:* combining different versions of a musical motif and performing as a group using musical notation.

Pupils working at greater depth indicated by: combining different versions of a musical motif, identifying what would work well. They should also take the lead, ensuring that the group stays in time with each other.