

# Brough Primary School – Curriculum Intention Plan 2023 - 2024



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| <b>Subject:</b> Music<br><b>Year Group:</b> 5/6 Cycle B  |   | <b>Area of learning:</b> Revisiting learned music |  |
| Links to previous work/Remember when   | <p>Children will be expected to develop their skills and understanding through activities in previous key stages:</p> <p>Be confident in remembering the lines and notes of the treble clef.</p> <p>Copy and create strong rhythmic patterns.</p> <p>Begin to recognise and control pitch and contrasting dynamics with their voices and when playing musical instruments.</p> <p>Have experience of playing glockenspiels and boomwhackers.</p>  |   |  |
| <b>Term</b>  | <b>Year</b><br>5/6  | <b>Key Skills to be taught</b>                    |  |
| <p><b>Spring 1 continued to 2 2024</b></p> <p>What the children should know at the end of this series of lessons</p> | <p><b>Composition</b><br/>                     Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.<br/>                     Improvise and compose music for a range of purposes using the interrelated dimensions of music.<br/>                     (*Musical performance)</p> <p>How to maintain the pulse using the voice and body.<br/>                     The difference between on and off beats.<br/>                     Understand syncopated rhythms.<br/>                     Explore ostinatos.<br/>                     Understand polyrhythms.</p> |   |  |

## Vocabulary

Treble clef, notation, pulse, rhythm, duration, beat, body percussion, improvise, musical notation, rhythm grids, ostinato.

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| <b>Sequence of learning</b>   | <b>Objectives and suggested details provided by subject leader.</b>  |
| <p>1<br/>                     Taught by RP<br/>                     15.1.24<br/>                     (x3 classes)</p> | <p><b>Recap:</b> treble clef and notes on the staff.<br/>                     Make words from the notes.</p> |

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|  | <p>Accompany a piece of music using the glocks - <a href="https://www.youtube.com/watch?v=NIprozGcs80">https://www.youtube.com/watch?v=NIprozGcs80</a> Pachelbel's Canon - DABF#GDGA</p> <p><b>Learning Objective:</b> To use and understand staff and other musical notations.</p> <p><b>Learning Outcome:</b> I can understand the order of the lines and spaces of the treble clef and the staff and which notes go on which line or space and play the notes with accuracy as an accompaniment.</p>  |
| <p>2<br/>Taught by RP<br/>15.1.24<br/>(x3 classes)</p> <p>Squares of paper needed with relevant beats/rhythms on</p> | <p><b>Recap: rhythm</b> through lengths of notes and their relevant rests. <a href="https://www.youtube.com/watch?v=211z7XABLbE">https://www.youtube.com/watch?v=211z7XABLbE</a> Rhythm Reading Exercises<br/><a href="https://www.youtube.com/watch?v=sQUI04CIZ0M">https://www.youtube.com/watch?v=sQUI04CIZ0M</a> The Ping Pong Ball_Warm Up #25</p> <p>Today, we are going to have a look at polyrhythms.</p> <p>Children to have pieces of paper with crotchets, quavers or the equivalent rests on them.<br/>Children to pair up in 2s, one claps the beat, the other changes the rhythms as and when, by introducing and replacing a new beat.</p> <p>Once this has been established, introduce a triplet and 4-semiquavers beat to the mix. Model how to clap these.</p> <p><b>Learning Objective:</b> To use and understand staff and other musical notations - rhythms through different beats.</p> <p><b>Learning Outcome:</b> I can read different types of rhythms and am able to clap these with some accuracy.</p> |
| <p>3<br/>Provision cancelled<br/>29.1.24 due to<br/>BAE</p>  | <p><b>Recap:Recap: rhythm</b> through lengths of notes and their relevant rests. <a href="https://www.youtube.com/watch?v=211z7XABLbE">https://www.youtube.com/watch?v=211z7XABLbE</a> Rhythm Reading Exercises<br/><a href="https://www.youtube.com/watch?v=sQUI04CIZ0M">https://www.youtube.com/watch?v=sQUI04CIZ0M</a> The Ping Pong Ball_Warm Up #25<br/><a href="https://www.youtube.com/watch?v=NJK6q-vTWcQ">https://www.youtube.com/watch?v=NJK6q-vTWcQ</a><br/>Recap melody using the known treble notes - write some 'music words' for the children to be able to work out.</p> <p>Recap writing a piece of known music e.g. Twinkle twinkle with boomwhackers write down the notes first, then write the notation.</p>   |

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|                       | <p><b>Learning Objective:</b> To use and understand staff and other musical notations.</p> <p><b>Learning Outcome:</b> I can read and write notes using the treble clef with greater fluency.<br/>I can play and perform in solo contexts, playing musical instruments with increasing accuracy, fluency, control and expression.</p>   |
| 4                     | <p><b>Recap:</b> the terms melody, rhythm, pitch, stave, letter names of the treble clef notes, ostinato.</p> <p><b>Learning Objective:</b> To use and understand staff and other musical notations.</p> <p><b>Learning Outcome:</b> I can read and write notes using the treble clef with greater fluency.</p> <p>Explain that this half term they are going to be writing their own composition and playing it on the glockenspiel.</p> <p>Children to write a basic 4-bar rhythm today, focussing on making sure that the beats of each bar of notes counts to 4 (time sig.)</p> |
| 5                     | <p><b>Recap:</b> Teach/recap dynamics - p, f, pp, ff, cresc. &amp; dim. through singing and playing their glocks.</p> <p>Children to add these to their 4-bar rhythm.</p> <p><b>Learning Objective:</b> To listen with attention to detail and recall sounds with increasing aural memory.</p> <p><b>Learning Outcome:</b> I can sing and play instruments using contrasting dynamics, both solo and as a class ensemble.</p>   |
| Spring 2              | Teach crescendo/diminuendo through song   |
| 6<br>Glocks<br>needed | <p><a href="https://www.youtube.com/watch?v=1e5s29r00j8">https://www.youtube.com/watch?v=1e5s29r00j8</a> The Loud and Soft Song</p> <p>Children to</p> <p><b>Learning Objective:</b> To listen with attention to detail and recall sounds with increasing aural memory.</p> <p><b>Learning Outcome:</b> I can sing and play the glockenspiel, using crescendo and diminuendo to crest contrasting dynamics within a piece or song.</p>  |

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| 7   | <p><b>Teach</b><br/>Teach crescendo/diminuendo through song.</p> <p>Children to have the glocks. Listen to this song. Children to write the bass part of the song (T-led) and then be able to play it as an accompaniment.</p> <p><a href="https://www.youtube.com/watch?v=1e5s29r00j8">https://www.youtube.com/watch?v=1e5s29r00j8</a> The Loud and Soft Song</p> <p>Children to<br/><b>Learning Objective:</b> To listen with attention to detail and recall sounds with increasing aural memory.</p> <p><b>Learning Outcome:</b> I can sing and play the glockenspiel, using crescendo and diminuendo to create contrasting dynamics within a piece or song.</p> |
| 8/9 | <p>Put all of the learned musical ideas together to create their own 8-bar piece of music - to be played on the glockenspiels.</p> <p><b>Learning Objective:</b> To play and perform in solo contexts, playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p><b>Learning Outcome:</b> I can use my knowledge of treble notation, rhythm and melody to create my own 8-bar composition and play it to the class.</p>   |
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## Learning Outcome/product

- To be able to create graphic and notated notation to create our own piece of music using ostinato rhythms.
- To be able to play their 4-bar piece of music with accuracy on a glockenspiel.

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| <b>Assessment records</b> | <b>List only those children who have not achieved the expected outcomes.</b> |
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## End of unit assessment question

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Which part of the composition did you find the easiest?  
Which part of the composition did you find the hardest?