

Brough Primary School – Curriculum Intention Plan 2024 - 2025



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| Subject: Music Cycle A Year Group: 5/6 | | Area of learning: Composition 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. |
| Links to previous work/Remember when | Listening to a piece of music, being able to talk about it, tempo, pitch, types of instruments. Ensemble work, using instruments and voices Performing a song, with instruments and recording it. (The Wellerman) | |
| Term | Year 6 | Key Skills to be taught |
| Summer 2025 What the children should know at the end of this series of lessons | | <ul style="list-style-type: none"> • Use and understand staff and other musical notations. • Children can read and write notes using the treble clef with greater fluency • Children can clap and play crotchets, quavers, minims, dotted minims semibreves and semiquavers, along with their rests accurately and understand the Italian names of the notes and their values. • Children are to be able to sing as an ensemble and to play musical instruments as an ensemble |

Vocabulary

treble clef, time signature, stave, notes, lines & spaces, glockenspiels, canon,

| Sequence of learning | Objectives and suggested details provided by subject leader. |
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| 1 | Re-introduce the playing of instruments - boomwhackers to be able to play as an ensemble at the same time. L.O. 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. |
| 2 | Listen to https://www.youtube.com/watch?v=qP-7GNoDJ5c Nathan Evans - Wellerman (Sea Shanty) |

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| | <p>Explain that as a year group, they are going to learn the song as an ensemble, then add instruments to the pulse and create harmonies, either through voices or instruments.</p> <p>L.O. To learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence</p> |
| 3 | <p>Continue learning the song and add basic hand percussion instruments to the beat.</p> <p>L.O. To learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument.</p> |
| 4 Glocks needed | <p>Practise the song, with added instruments. This week, we are going to be adding glocks into the mix, using the instruments to add a harmonising line underneath the voices. This will be written in the music books.</p> <p>L.O. To learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument. To write a basic harmonising melody.</p> |
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Learning Outcome/product

To perform The Wellerman sea shanty, using voice and instruments.

| Assessment records | List only those children who have not achieved the expected outcomes. |
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| | CM - RH - SW - |

| Assessment records | List only those children who have exceeded the expected outcomes. |
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End of unit assessment question

A1: Which part of composition did you feel that you most enjoyed?

A2: Which part of the performance rehearsals did you feel were the most difficult to learn?