

# Guerrilla Curriculum - Medium Term Planning Music Y5/6

The MTP will ID key learning and give a brief outline of context and activity. It will look at how to deliver key-skills and focus on what we will see if successful.

<b>Core Skills:</b>		
<p style="text-align: center;"><b>Active Learning</b></p> <ul style="list-style-type: none"> <li>To seek out and enjoy challenges</li> <li>To collaborate with others</li> <li>To show commitment and perseverance</li> <li>Assess themselves and others</li> </ul>	<p style="text-align: center;"><b>Basic Skills</b></p> <ul style="list-style-type: none"> <li>To speak clearly and convey ideas confidently</li> <li>To read and communicate ideas in writing efficiently and effectively</li> <li>To calculate efficiently and apply skills to solve problems</li> <li>To use new technologies confidently and purposefully</li> </ul>	<p style="text-align: center;"><b>Creative Thinking</b></p> <ul style="list-style-type: none"> <li>To ask questions to extend thinking</li> <li>To generate ideas and explore possibilities</li> <li>To overcome barriers by trying out alternatives</li> <li>To connect ideas and experiences in inventive ways</li> </ul>


<b>Key learning (What will the children learn?)</b>	<b>How What opportunities am I going to give the children so that they can learn?</b>	<b>Outcomes (What will the learning look like? How will the learning be recorded?)</b>
<p><b>Recall</b> a range of rhythms with increasing aural memory</p> <p><b>Explain</b> how ideas have been organized within a range of musical structures</p> <p><b>Interpret</b> established and invented notations to play tuned and un-tuned instruments with control and rhythmic</p> <p><b>Combine</b> a range of dimensions in a performance</p> <p style="color: red;">N.C. improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Choose and <b>combine</b> musical</p>	<p>Look at map of where Honduras is discuss how it has other countries around it.</p> <p>Watch Honduras music and images YouTube</p> <p>Look at Power point of music images.</p> <p>Watch xylophone Music from Honduras YouTube. Discuss (one player – melody, second player – accompaniment)</p>	<p>Why does the location of the country affect its traditional music?</p> <p>Children to list any instruments they see in photos. Discuss instruments used.</p> <p>In pairs children write their own piece one player accompaniment notes of C E G 2<sup>nd</sup> player improvising a tune.</p> <p>Perform to class, how could it be improved?</p>

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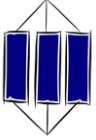
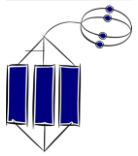
<p><b>ideas.</b></p> <p><b>N.C. use and understand staff and other musical notations</b></p> <p><b>Create</b> a performance by choosing, combining and organizing ideas and dimensions within musical structures awareness</p> <p>Practice, rehearse and present their work and <b>assess</b> the impact on an audience, adapting for future performances</p> <p><b>N.C. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</b></p>	<p>Watch Honduras music discuss the Mexican influence and Garifuna People of Isla Roaten, Honduras Traditional Music and Dance discuss African influence.</p> <p>Discuss about instrumentation and rhythm.</p>	<p>In groups of three write their own Garifuna composition using rhythm notation. (two drums and maracas) . Thinking about tempo , rhythm and dynamics.</p> <p>Perform to class how could it be improved? Work on improvements perform to school</p>
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## Assessment

<p>Developing (Multistructural)</p> 	<ul style="list-style-type: none"> <li>• <b>Explain</b> how ideas have been organized within a range of musical structures</li> <li>• <b>Clarify</b> understanding of pitch, phrasing and expression</li> <li>• <b>Recall</b> a range of rhythms with increasing aural memory</li> <li>• <b>Interpret</b> established and invented notations to play tuned and un-tuned instruments with control and rhythmic awareness</li> </ul>	<p>Names of children</p>
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<p>Securing (Relational)</p> 	<ul style="list-style-type: none"> <li>• <b>Combine</b> a range of dimensions in a performance</li> <li>• Choose and <b>combine</b> musical ideas</li> <li>• <b>Evaluate</b> and appraise established works using a range of exemplars as a starting point for critique</li> <li>• <b>Analyse</b> and compare sounds and musical ideas</li> <li>• Use established and invented notations to play tuned and un-tuned instruments, <b>demonstrating</b> shifts in tempo</li> </ul>	
<p>Enriched (Extended Abstract)</p> 	<ul style="list-style-type: none"> <li>• <b>Create</b> a performance by choosing, combining and organizing ideas and dimensions within musical structures</li> <li>• <b>Develop</b> an understanding of how a range of dimensions affect the audience</li> <li>• Use critique to <b>develop</b> their own work and that of others</li> <li>• Analyse and compare sounds, <b>reflecting</b> on how music is produced through established and invented notations</li> <li>• Practice, rehearse and present their work and <b>assess</b> the impact on an audience, adapting for future performances</li> </ul>	