

St Ann's 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.

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


Key learning (What will the children learn?)	How What opportunities am I going to give the children so that they can learn?	Outcomes (What will the learning look like? How will the learning be recorded?)
<p>Recall a range of rhythms with increasing aural memory</p> <p>Explain how ideas have been organized within a range of musical structures</p> <p>Interpret established and invented notations to play tuned and un-tuned instruments with control and rhythmic</p> <p>Combine 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 combine 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 2nd player improvising a tune.</p> <p>Perform to class, how could it be improved?</p>

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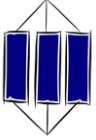
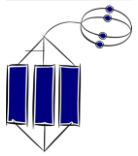
<p>ideas.</p> <p>N.C. use and understand staff and other musical notations</p> <p>Create a performance by choosing, combining and organizing ideas and dimensions within musical structures awareness</p> <p>Practice, rehearse and present their work and assess the impact on an audience, adapting for future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