



MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
Music	Anglo Saxons Glockenspiel notation	4	Autumn 1	7 hours

End of lower key stage 2 objectives	<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. • Improvise and compose music for a range of purposes using the inter-related dimensions of music. • Listen with attention to detail and recall sounds with increasing aural memory. • Use and understand staff and other musical notations. • Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians. • Develop an understanding of the history of music.
End of unit objectives	<p>I can:</p> <ul style="list-style-type: none"> • Evaluate music using musical vocabulary. • Sing from memory using accurate pitch • Recognise symbols for crotchet, quaver, minim and semibreve
Vocabulary	Pulse, beat, rhythmic patterns
	Tempo – adagio, presto, moderato, allegro
	Melody, pitch, dynamics
	Introduction, verse, chorus

Lesson Sequence	Time Allocation	Learning objectives	Activities	Resources
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Lesson Sequence	Time Allocation	Learning objectives	Activities	Resources
1	1 hour	<p><u>To describe music</u></p> <ul style="list-style-type: none"> Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. Evaluate music using musical vocabulary to identify areas of likes and dislikes <p><u>To perform</u></p> <ul style="list-style-type: none"> Sing from memory with accurate pitch. Sing in tune. <p><u>To transcribe</u></p> <ul style="list-style-type: none"> Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent 	<p>Warm up songs Boom chikka Boom We like Joyful music (Songs for every assembly) Body percussion</p> <p>Songs about the Anglo Saxons We are Anglo Saxons – BBC school Radio KS2 Music: The Anglo-Saxons - BBC Teach</p> <p>Sing the song in parts Clap the rhythms that go with the song and keep in time with the pulse.</p> <p>Theory Crotchet, quavers, minim, semibreve rests – <i>Charanga toolkit</i></p>	Glockenspiels
2	1 hour	<p><u>To perform</u></p> <ul style="list-style-type: none"> Sing from memory with accurate pitch. Sing in tune. <p><u>To transcribe</u></p> <ul style="list-style-type: none"> Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent 	<p>Song We like joyful music</p> <p>Songs about the Anglo Saxons We are Anglo Saxons New song – Alfred the Great – Tutorial 2</p> <p>Feel the pulse – 4 beats in a bar – learn the song Anglo Saxon musical instruments</p> <p>Notation – Charanga Glockenspiel 2 Step 1</p>	Glockenspiels

3	1 hour	<p><u>To describe music</u></p> <ul style="list-style-type: none"> • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes <p><u>To Perform</u></p> <ul style="list-style-type: none"> • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others 	<p><u>Song</u> We like joyful music</p> <p><u>Songs about the Anglo Saxons</u> We are Anglo Saxons Alfred the Great</p> <p>Listen to some Anglo-Saxon music played by the Anglo-Saxon musical instruments of the time- whistles / recorders and harps. Talk about the similarities and differences</p> <p><u>Notation – Charanga</u> Glockenspiel 2 step 2: CDEF</p> <p>Improvise with CDE</p>	Glockenspiels
4	1 hour	<p><u>To Perform</u></p> <ul style="list-style-type: none"> • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others <p><u>To describe music</u></p> <ul style="list-style-type: none"> • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. 	<p><u>Songs about the Anglo Saxons</u> We are Anglo Saxons Alfred the Great</p> <p>Listen to an Anglo-Saxon song with Lute accompaniment. Talk about the similarities and differences between this and contemporary music.</p> <p><u>Notation – Charanga</u> Glockenspiel 2 step 4 CDEFG</p>	Glockenspiels

5	1 hour	<p><u>To Perform</u></p> <ul style="list-style-type: none"> • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others <p><u>To transcribe</u></p> <ul style="list-style-type: none"> • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. <p>Look at the musical notation for CDEFG and identify some notes</p>	<p><u>Songs about the Anglo Saxons.</u> We are Anglo Saxons Alfred the Great</p> <p><u>Notation – Charanga</u> Glockenspiel 2 step 4 /5 CDEFG</p> <p>Practise naming the notes and writing them</p> <p>Play melodies on the glockenspiels with these notes: D-e-f-intely Rigadoon</p>	Glockenspiels
6	1 hour	<p><u>To Perform</u></p> <ul style="list-style-type: none"> • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others 	<p><u>Warm up song</u> Pizza Hut</p> <p><u>Songs about the Anglo Saxons.</u> We are Anglo Saxons Alfred the Great</p> <p><u>Notation – Charanga</u> Glockenspiel 2 step 4 /5 CDEFG Note Quiz</p> <p>Rigadoon Ode to Joy</p>	Glockenspiels
7	1 hour	<p><u>To Perform</u></p> <ul style="list-style-type: none"> • Play notes on an instrument with care so that they are clear. 	<p><u>Warm up song</u> Pizza Hut</p>	Glockenspiels

		<ul style="list-style-type: none"> • Perform with control and awareness of others 	<p><u>Notation – Charanga</u> Glockenspiel 2 step 6 CDEFG Confidently play some songs on the glockenspiels (or keyboards) ie Rigadoon Ode to Joy Merrily we roll along</p> <p>Perform to each other.</p>	