



## MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
Music	A river journey	5	Autumn 2	7 hours
End of key stage 2 objectives	<ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory</li> <li>• Use and understand staff and other musical notations</li> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• Develop an understanding of the history of music</li> </ul>			
End of unit objectives	<p><b><u>I can:</u></b></p> <ul style="list-style-type: none"> <li>• Choose from a wide range of musical vocabulary to accurately describe and appraise music including:                             <ul style="list-style-type: none"> <li>• pitch</li> <li>• dynamics</li> <li>• tempo</li> <li>• timbre</li> <li>• texture</li> </ul> </li> </ul> <p><b><u>I can</u></b></p> <p>Sing or play from memory with confidence.</p>			
Vocabulary	Symphonic poem			
	Structure, dynamics, tempo, texture, pitch, melody			
	Forte, piano, crescendo, diminuendo			
	Accelerando, rallentando, Ostinato			

Lesson Sequence	Time Allocation	Learning objectives	Activities	Resources
1	1 hour	<p><u>To describe music</u></p> <ul style="list-style-type: none"> <li>Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> <li>pitch</li> <li>dynamics</li> <li>tempo</li> <li>timbre</li> <li>texture</li> </ul> </li> </ul> <p><u>To perform</u></p> <p>Sing songs with a strong sense of internal pulse.</p> <p>*Use dynamics, breathing and phrasing correctly in songs.</p> <p>* Add expression to convey meaning.</p> <p>*.Ensure clear pronunciation of words.</p> <p>* Perform 3 part rounds and 2 part songs with increasing confidence and accuracy from memory.</p>	<p><u>The Singing River</u></p> <p><u>Warm ups:</u></p> <p>Vocal /voice articulation warm ups</p> <p><u>Songs</u></p> <p>River songs – focus today on the song The river is flowing.</p> <p>Learn the melody. Then sing as a 2 part round.</p> <p>Listen to other river songs (See Kapow Rivers Lesson 1- The Singing River.)</p> <p>And choose some to sing along to. Can the children suggest any other songs about rivers.</p> <p>Watch a video clip of a river and listen to the music. Use musical words to describe the river, its music and how it makes you feel.</p>	Tracks and videos of songs about rivers.
2	1 hour	<p><u>To describe music</u></p> <ul style="list-style-type: none"> <li>Choose from a wide range of musical vocabulary</li> </ul>	<p><u>The Listening River</u></p> <p><u>Warm up</u> Choonbaboon warm up:</p>	The Moldau music clip by Smetana

		<p>to accurately describe and appraise music... including:</p> <ul style="list-style-type: none"> <li>• pitch</li> <li>• dynamics</li> <li>• tempo</li> <li>• timbre</li> <li>• texture</li> </ul> <p><u>To perform</u> Sing or play from memory with confidence</p>	<p><a href="http://www.youtube.com/watch?v=K5ibRYDBFTw">www.youtube.com/watch?v=K5ibRYDBFTw</a> <u>Perform</u> – Recap on the song The river is flowing – in 2 or 3 parts (round)</p> <p><u>Listening:</u> <u>Play the Vltava (Moldau) by Smetana.</u> Ask the children to draw images, shapes or patterns or note down keywords that come to mind as they listen. Each section relates to a different part of the river. Play the music and stop after each section. Clip 1: 0s – 1m 8s – Source Clip 2: 3m 12s – 4m 20s – Upper Course Clip 3: 6m 20s – 7m 30s – Middle Course Clip 4: 9m 50s – 11m 12s – Lower Course Clip 5: 12m 33s – end – Mouth Fill in the Listening Activity sheet.</p>	<p>Listening Activity sheet (Kapow)</p>
3	1 hour	<p><u>To describe music</u></p> <ul style="list-style-type: none"> <li>• Choose from a wide range of musical vocabulary to accurately describe and appraise music...</li> </ul> <p><u>To compose</u></p> <ul style="list-style-type: none"> <li>• Create rhythmic patterns with an awareness of timbre and duration.</li> </ul>	<p><u>The Repeating River</u> <u>Warm up</u> <u>Vocal warm ups</u> <u>Listen</u> to 2 clips from pop music: 'Stand By Me' by Ben E. King 'Black Horse and The Cherry Tree' by KT Tunstall Identify the repeated 'riff' – Learn about Ostinati in music.</p> <p>Look at the rhythmic river ostinato patterns and divide into 4 groups. Layer the different patterns. Perform them as a class and then think about an ending.</p> <p>Work in small groups to create their own rhythmic ostinato. Write them down and then practise maybe using 4</p>	<p>A selection of percussion instruments</p>

			contrasting instruments to layer the sounds.	
4	1 hour	<p><u>To compose</u></p> <ul style="list-style-type: none"> <li>• Create rhythmic patterns with an awareness of timbre and duration.</li> <li>• Create and perform a simple ostinato.</li> </ul>	<p><u>The Percussive River</u></p> <p><u>Warm up</u> Match the vocabulary to its definitions – work in pairs.</p> <p><u>Rhythmic Ostinato work based on rivers.</u> The children use percussion instruments instead of their voices to create rhythmic ostinatos, to build the image of a river. Working in pairs, the children decide which part of the river they want to represent: The upper course – small, fast flowing with waterfalls The middle course – much steadier and slower flowing The lower course – fast but much deeper Develop a rhythm to represent their section of the river (initially they can clap it or tap this on a table).</p> <p>Perform to the rest of the class.</p>	Selection of untuned percussion instruments
5	1 hour	<p><u>To compose</u></p> <ul style="list-style-type: none"> <li>• Create rhythmic patterns with an awareness of timbre and duration.</li> <li>• Improve and perform a piece of music based around ostinatos •</li> </ul> <p>I can improve my piece so it sounds more like a river •</p>	<p><u>The Performing River</u></p> <p>Recap on the ostinato work previously done.. (Get children to stand in groups according to the section of the river their composition represents (i.e. source, upper course, middle course, lower course, mouth). Then, choose one child from each of these to create a new group. ) Continue choosing one pupil from each until there are new groups</p>	<p>Selection of percussion instruments</p> <p>Planning sheet.</p>

		<p>I can take on board suggestions from others in my group • I can perform my composed piece using dynamics and tempo change</p>	<p>where each person represents a different part of the river.</p> <p>In a group use the ostinato rhythms to depict the journey of a river from the start to finish. Using the Performance planning sheet, ask the children to think about and decide: Which ostinatos they want to use in each section. How they will be played. How many ostinatos they will use in each section. If they want them to all start together or at different times. Think about dynamics, tempo and texture.</p>	
6	1 hour	<p><u>To perform</u> Sing or play from memory with confidence</p> <p><u>To compose</u></p> <ul style="list-style-type: none"> <li>• Create rhythmic patterns with an awareness of timbre and duration.</li> </ul>	<p><u>Warm up song</u></p> <p>Christmas Pizza Hut</p> <p>Sing traditional Christmas carols to practice for school Carol service</p> <p>Perform any of the River  Ostinati Music not performed last week.</p> <p>Play along with Christmas songs on Handbells, boomwhackers or ukulele.</p>	<p>Handbells Boomwhackers Ukukeles</p>
7	1 hour	<p><u>To perform</u> Sing or play from memory with confidence</p> <p><u>To compose</u></p> <ul style="list-style-type: none"> <li>• Create rhythmic patterns with an awareness of timbre and duration.</li> </ul>	<p><u>Warm up song</u></p> <p>Christmas Pizza Hut</p> <p>Fun Christmas songs.</p> <p>Play along with Christmas songs on Handbells, boomwhackers or ukulele.</p> <p>Create some river music using Garage Band</p>	<p>Handbells Boomwhackers Ukukeles</p>

		<ul style="list-style-type: none"><li>• Use digital technologies to compose, edit and refine pieces of music</li></ul>		
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