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| Year: CY1 2022-23  **KS2 MUSIC Medium Term Plan** | Term Spring B: **Is there anyone out there?**  (inc 1 lesson from last topic) Alternating 45mins fortnightly with 15 mins fortnightly (French on the opposite weeks) + 20mins singing assembly. | **Subject: MUSIC**  For our KS2 pupils, the **3 most important qualities of the curriculum are:**   * **Personal Development skills such as kindness, compassion, learning to care and share, respect and tolerance.** * **Making connections with their learning.** * **Creative Thinking. The generating and extending of ideas; noticing detail; making connections; suggesting hypotheses; using and applying imagination; looking for innovative outcomes; asking unusual questions**   These characteristics of learning will form a golden thread through our curriculum. We will be able to identify opportunities in each subject area each half term of how these skills are promoted and developed. | |
| Key Vocabulary:  musique concrète  Manipulate sounds Found Sounds  Sequencing  Sampler  Equalizer  Frequencies | Key Questions:  How can we alter a sound?  What is a loop?  What is sequencing?  How has the pitch been changed? | Resources:  BBC Ten Pieces website – Delia Derbyshire Doctor Who theme  IPads  123apps site | Cross-curricular links:  PSHE  ICT  Science |
| Progression of Skills (Y3/4)  **Use voices expressively and creatively**  Create different vocal effects  Understand how mouth shape affects vocal sounds.  **Play tuned and untuned instruments understanding staff and other musical notations. Perform in solo and ensemble contexts.**  Play and perform simple rhythmic and musical parts using a small to mid range of notes.  Play instruments with care and so notes are clear.  Play repeated patterns rhythmically and melodically, grow to explore musical patterns.  Begin to use and recognise traditional notation with more confidence.  Also use non-standard notation.  Maintain a simple part within a group with control and an awareness of others.  **Listen with concentration and understanding. To know music is used for different purposes. Aware of the history of music.**  Use musical words to describe music – pitch, tempo, instrumentation, texture.  Be aware of how music has changed over time.  Be able to justify opinions about a piece of music.  Listen to and explore a wide variety of music from a range of genres.  **To evaluate and appraise their own work.**  Develop ability to reflect on their work and that of others. Aim to improve their own work and explain how it has been improved.  **KS2 improvise and compose music for a range of purposes**  Work individually, in pairs or small groups to compose and perform music. Maintain their own part in the group and perform it with control and awareness of others.  Choose, combine, control and order sounds to create a specific effect. Create textures by combining sounds in different ways – ostinato accompaniments and melodies.  Use repeated patterns to compose music.  Develop the use of structure within their music.  Join layers of sound  Use found sounds and voice to create music.  Use ICT to organise musical ideas. | | Progression of Skills (Y5/6)  **Use voices expressively and creatively**  Create different vocal effects  Understand how mouth shape affects vocal sounds.  **Play tuned and untuned instruments understanding staff and other musical notations. Perform in solo and ensemble contexts.**  Perform an independent part keeping a steady beat using an increased number of notes.  Perform longer pieces with an increased number of notes.  Perform with accuracy, some fluency and control.  Maintain a part within an ensemble, knowing how it fits together.  Use and read traditional notation with some fluency.  Perform with control and know how the other parts fit together.  **Listen with concentration and understanding. To know music is used for different purposes. Aware of the history of music.**  Describe compare and evaluate different types of music and analyse different features within different pieces of music.  Continue to use musical vocabulary to describe the music.  Be able to describe the character of a piece of music.  Listen to and explore a wide variety of music from a range of genres from different traditions, cultures, great composers and musicians.  Be aware of how music has changed over time.  Develop a basic awareness of the history of music and evaluate how venue, occasion and purpose affects the way that music is created and performed. (y6)  **To evaluate and appraise their own work.**  Comment on the effectiveness and success of their own work and others work, suggesting improvements based on the intended outcomes and comment on how this could be achieved..  **KS2 improvise and compose music for a range of purposes**  Create increasingly complicated rhythmic and melodic phrases within given structures.  Show imagination and confidence in how sounds are used and combined.  Use standard notation to record groups of pitches/ rhythms and to support performance.  Use ICT to organise musical ideas.  Compose music to meet specific criteria | |
| **Planned Learning Experiences:** | | **Assessment Opportunities and Learning Outcomes:** | |
| Session 1 24/02/23 | |  | |
| **Learning Objective:**  **To compose music to represent part of a story.**  COMPLETE work from before half term  Compose music for a chase scene linked to Grieg’s In the Hall of the Mountain King. Use D minor scale and create a short motif.  Discuss speeding it up; changing the octave; changing the dynamics; combinations of instruments. | | I can control and order sounds to create a specific effect.  I understand the difference between major and minor.  I can explain what is meant by chromaticism.  I can develop a musical idea – understanding tempo; dynamics; instrumentation and/or octaves. | |
| 3/03/23 FRENCH | |  | |
| Session 2 10/03/23 | |  | |
| **Learning Objective**: **To listen to, explore and understand how Delia Derbyshire manipulated sounds in the creation of the Dr Who theme tune.**  Watch <https://www.bbc.co.uk/teach/ten-pieces/classical-music-delia-derbyshire-doctor-who-theme/zfh792p> intro to Dr Who theme. Looking at music concréte and sequencer.  Powerpoint and listen to the opening theme – draw bass line, then melody with 2 different colours.  Tap the rhythm of the bass line, learn the melody. Put together in a group performance. | | I know who created the special effects in the Dr Who theme.  I can explain how sounds were compiled to create the effects in the Dr Who theme  I understand how computer software can manipulate sounds.  I can tap the rhythms of the bass line from Dr Who.  I can play the melody of the Dr Who theme (year 5 and 6)  I can work in a group to create a version of the Dr Who theme | |
| 17/03/23 FRENCH CAFE | |  | |
| Session 3 24/03/23 Fire Safety day (?) | |  | |
| **Learning Objective:** **To use found sounds to create a piece of music.**  Use 123apps.com Audio Tools to record sounds in the classroom.(Onlinevoicerecorder)  Alter the sounds by uploading them back into 123apps.com – change speed/ pitch/ volume /equalizer – adjusts the frequencies(pitch – the number of timers per second that a sound pressure wave repeats itself)/ reverse audio.  Once happy with sounds load into 123apps audio tools Audio joiner to create piece of music. | | I can select natural sounds to compose music.  I can record sounds.  I can manipulate sounds using ICT. | |
| 31/03/23 Easter Concert/ French | |  | |