



**Music Medium Term Planning**

<b>Term:</b> Spring 2	<b>Year:</b> 5	<b>Topic/Unit:</b> The Fresh Prince of Bel Air
-----------------------	----------------	--

<b>Week</b>	<b>National Curriculum</b>	<b>Activity Outline</b>	<b>Skills and Knowledge Taught</b>	<b>Key Vocabulary</b>
<b>1</b>	<p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p>	<ul style="list-style-type: none"> <li>• Listen and Appraise- The Fresh Prince of Bel Air</li> <li>• Musical Activities-               <ol style="list-style-type: none"> <li>a) Warm-up Games</li> <li>b) Flexible Games (optional)</li> <li>c) Start to learn the song</li> </ol> </li> <li>• Share and perform the song</li> </ul>	<ul style="list-style-type: none"> <li>• To listen to each other and be aware of how they fit into the group.</li> <li>• To sing with awareness of being 'in tune'.               <ul style="list-style-type: none"> <li>- To know what the song is about and the meaning of the lyrics</li> <li>- To know and explain the importance of warming up their voice</li> </ul> </li> <li>• To talk about the musical dimensions working together in the Unit songs.</li> <li>• Talk about the music and how it makes they feel.</li> <li>• To recognise the style and name instruments heard in the song.</li> </ul>	<p>Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure</p>

2	<p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Play in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<ul style="list-style-type: none"> <li>• Listen and Appraise- Me, Myself and I by De La Soul</li> <li>• Musical Activities- <ul style="list-style-type: none"> <li>a. Warm-up Games (including vocal warm-ups)</li> <li>b. Continue to sing the song</li> <li>c. Play Your Instruments with the Song:</li> <li>d. Share and perform the song/play instrumental parts with the song.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Play a musical instrument with the correct technique</li> <li>• Select and learn an instrumental part</li> <li>• To know and be able to talk about: <ul style="list-style-type: none"> <li>- Different ways of writing music down – e.g. staff notation, symbols</li> </ul> </li> </ul>	<p>pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure</p>
3	<p>Improvise music for a range of purposes using the inter-related dimensions of music</p> <p>Play in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<ul style="list-style-type: none"> <li>• Listen and Appraise- Ready or Not by The Fugees</li> <li>• Musical Activities- <ul style="list-style-type: none"> <li>a) Warm-up Games</li> <li>b) Revisit singing the song</li> <li>c) Play instrumental parts</li> <li>d) Improvise</li> </ul> </li> <li>• Share and perform improvisations</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise using instruments and 3 notes</li> <li>• To know that using one or two notes confidently is better than using five</li> <li>• To know that if they improvise using the notes they are given, they cannot make a mistake</li> </ul>	<p>pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, improvise</p>
4	<p>Compose music for a range of purposes using the inter-related dimensions of music use and understand staff and other musical notations</p>	<ul style="list-style-type: none"> <li>• Listen and Appraise- Rapper's Delight by The Sugarhill Gang</li> <li>• Musical Activities- <ul style="list-style-type: none"> <li>a) Warm-up Games</li> <li>b) Revisit singing the song</li> <li>c) Play instrumental parts</li> <li>d) Compose</li> </ul> </li> <li>• Share and perform compositions within the song</li> </ul>	<ul style="list-style-type: none"> <li>• To understand the symbols for semibreves, minims, crotchets, rests, paired quavers and say how many beats they represent.</li> <li>• Create simple melodies using up to five notes and simple rhythms that work musically with the style of the Unit song.</li> <li>• Explain the keynote or home note and the structure of the melody.</li> <li>• To record my composition using notation.</li> </ul>	<p>Melody, compose, notation, note value, crotchets, minim, paired quavers, bar line, stave, rest, beats</p>

5	Compose music for a range of purposes using the inter-related dimensions of music use and understand staff and other musical notations	<ul style="list-style-type: none"> <li>• Listen and Appraise- U Can't Touch This by MC Hammer</li> <li>• Musical Activities-</li> <li>• Warm-up Games</li> <li>• Revisit singing the song</li> <li>• Play compositions within the song.</li> <li>• Start to prepare for final performance</li> </ul>	<ul style="list-style-type: none"> <li>• To rehearse and perform their part within the context of the Unit song. .</li> <li>• Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song</li> </ul>	Melody, compose, notation, note value, crotchets, minim, paired quavers, bar line, stave, rest, beats
6	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	<ul style="list-style-type: none"> <li>• Listen and Appraise- It's Like That by Run DMC</li> <li>• Musical Activities- <ul style="list-style-type: none"> <li>a) Warm-up Games</li> <li>b) Sing the song</li> <li>c) Choose and play any of the options below, then decide which one to practise for the end-of-unit performance: . <ul style="list-style-type: none"> <li>- Play instrumental parts</li> <li>- Improvise option</li> <li>- Play your composition(s) within the song</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To record the performance</li> <li>• To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</li> <li>• To know and confidently sing songs and their parts from memory, and to sing them with a strong internal pulse.</li> </ul>	Performance, audience