



Music Medium Term Planning

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

Week	National Curriculum	Activity Outline	Skills and Knowledge Taught	Key Vocabulary
1	<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"> • Listen and Appraise- The Fresh Prince of Bel Air • Musical Activities- <ol style="list-style-type: none"> a) Warm-up Games b) Flexible Games (optional) c) Start to learn the song • Share and perform the song 	<ul style="list-style-type: none"> • To listen to each other and be aware of how they fit into the group. • To sing with awareness of being 'in tune'. <ul style="list-style-type: none"> - To know what the song is about and the meaning of the lyrics - To know and explain the importance of warming up their voice • To talk about the musical dimensions working together in the Unit songs. • Talk about the music and how it makes they feel. • To recognise the style and name instruments heard in the song. 	<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"> • Listen and Appraise- Me, Myself and I by De La Soul • Musical Activities- <ul style="list-style-type: none"> a. Warm-up Games (including vocal warm-ups) b. Continue to sing the song c. Play Your Instruments with the Song: d. Share and perform the song/play instrumental parts with the song. 	<ul style="list-style-type: none"> • Play a musical instrument with the correct technique • Select and learn an instrumental part • To know and be able to talk about: <ul style="list-style-type: none"> - Different ways of writing music down – e.g. staff notation, symbols 	<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"> • Listen and Appraise- Ready or Not by The Fugees • Musical Activities- <ul style="list-style-type: none"> a) Warm-up Games b) Revisit singing the song c) Play instrumental parts d) Improvise • Share and perform improvisations 	<ul style="list-style-type: none"> • Improvise using instruments and 3 notes • To know that using one or two notes confidently is better than using five • To know that if they improvise using the notes they are given, they cannot make a mistake 	<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"> • Listen and Appraise- Rapper's Delight by The Sugarhill Gang • Musical Activities- <ul style="list-style-type: none"> a) Warm-up Games b) Revisit singing the song c) Play instrumental parts d) Compose • Share and perform compositions within the song 	<ul style="list-style-type: none"> • To understand the symbols for semibreves, minims, crotchets, rests, paired quavers and say how many beats they represent. • Create simple melodies using up to five notes and simple rhythms that work musically with the style of the Unit song. • Explain the keynote or home note and the structure of the melody. • To record my composition using notation. 	<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"> • Listen and Appraise- U Can't Touch This by MC Hammer • Musical Activities- • Warm-up Games • Revisit singing the song • Play compositions within the song. • Start to prepare for final performance 	<ul style="list-style-type: none"> • To rehearse and perform their part within the context of the Unit song. . • Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song 	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"> • Listen and Appraise- It's Like That by Run DMC • Musical Activities- <ul style="list-style-type: none"> a) Warm-up Games b) Sing the song 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"> - Play instrumental parts - Improvise option - Play your composition(s) within the song 	<ul style="list-style-type: none"> • To record the performance • To discuss and talk musically about it – “What went well?” and “It would have been even better if...?” • To know and confidently sing songs and their parts from memory, and to sing them with a strong internal pulse. 	Performance, audience