

Music MTP Year 5

	Learning Objective	Activity	Success Criteria
AUTUMN TERM			
Guitar once a fortnight.			
Lesson 1 Unit 13	To compare the phrases of a known song as being the same or different To show that phrases can be of different lengths To show that tempo is important to the character of the song	Set 1 p63 Teach/Sing John the Blacksmith – use the activities to compare the phrases Then sing Fire Fire with each phrase being rhythmically different. Sing Old King Glory – compare if same or different. Set 2 – Spinning Top – repeated phrases Set 3 – introducing the arc to denote the phrases.	Can identify and compare the phrases in a song melody as being the same, different or repeated Can identify the phrase length by counting the number of beats(pulse) Recognise that not all phrases are the same length Understand that temp is important element
Lesson 2 Unit 13		Listen to The Green Man as a collection of dance tunes. Close eyes and ask them to feel the new phrase – put hand up when you feel that. On repeat listen with paper and pencil and mark each new phrase Can they count the number of beats in each phrase? Which Tempo is best? Set the tempo for songs and ask children which is best for each song.	
Lesson 3 Unit 14	To use & read stick notation for ta and teh-teh.	Set 3 p69 introducing rhythm stick notation. Complete activities for Set 3 and Set 4	Can read and perform short rhythm phrases with stick notation using speaking names and tapping Can draw stick notation of s short rhythm phrase and perform it.
Lesson 4 Unit 14		Composition work using stick notation to create a rhythm using the symbols. Work in pairs to create piece and perform to class.	
SPRING TERM			
Guitar once a fortnight.			
Lesson 1	To sing with sustained sounds	Singing Development – legato	Aware of legato singing and are

Unit 17	that connect smoothly & easily To identify, count & label phrases in songs To compose rhythm pieces	Work through Set 1 activities p78 Revise Fire Fire and identify if the phrases are the same or different. Sing Spinning Top and identify the phrases – you should reach the structure of ABAB	working towards this Can identify the phrases in a melody, count them and label them Can improvise and compose four 4 beat phrases to a chosen structure.
Lesson 2 Unit 17		Set 4 Improvised rhythms leading to a composed piece using the structure ABAB or ABBA.	
Lesson 3/4	To be able to improvise a piece of music	BBC 40 Pieces Improvisation on Casting a Spell See Listening & Appraising MTP	
SUMMER TERM			
Guitar once a fortnight			
Lesson 1 Unit 18	To read & perform notation using noteheads To perform music with 2 parts To begin to combine rhythm & note symbols to produce melody notation known as rhythm sol-fa	Set 1 – reading & writing noteheads; use note names to speak and then perform on percussion instruments. Set 2 – Sing the song We can sing high and have one group sing the song whilst the other performs the given rhythm pattern – this is known as a rhythm ostinato.	
Lesson 2 Unit 18		Set 4 p82 introducing rhythm sol-fa Perform these on tuned percussion.	
Lesson 3 Unit 19	To introduce doh and to work aurally with s-m-d To use the tone s-m-d when improvising To understand bar lines and time signatures	Set 1 introducing doh and hand signs Using Chest chest knee toe introduce the hand signs. Play the melody of Bells in the Steeple using chime bars and doh-me-soh	Can work aurally with soh me doh Can begin to read and perform rhythm sol fa]Become aware of metre, time signatures, bar lines and bars
Lesson 4 Unit 19		Set 3 – using Jambo Jam – sing and use the hand signs. Set 4 – rhythm sol-fa Class imitates rhythm examples. Complete improvisation activities	Can read and perform rhythm notation with time signatures and bar lines.
Lesson 5		Set 5 and 6 p86 & 87 working with strong	

Unit 19		and weak beats. Listen to Dargason – can you hear any other songs in the music? Listen several times to identify the instruments; what happened to the pitch of the dance tune; how fast was the tempo; what dynamics were used?	
---------	--	---	--