

ABBEY HULTON PRIMARY SCHOOL

Year 5

MUSIC LTP

				Activities and Resources
	COMPOSITION AND PERFORMANCE	PLAYING INSTRUMENTS AND SINGING	IMPROVISATION	
Autumn 1	<ul style="list-style-type: none"> Children can talk about compositions and say that they are created by them. Children understand compositions can be recorded or kept in some way. Children can create simple melodies using up to five different notes. 	<ul style="list-style-type: none"> Children know up to 5 songs from memory and know their parts. Children are increasingly confident in singing with their internal pulse. Children can sing in unison, and are developing in singing backing vocals. Children can now play instruments with the correct technique. Children now access string instruments and will be learning how to play these using new techniques. 	<ul style="list-style-type: none"> Children can talk about what improvisation is and explain it is music that has been made up that no one else has ever heard before. Children understand that it is better to know two notes confidently than to have 5 but not know how to use them correctly. Children can identify that if you follow notes you are given you will not make a mistake. 	<ul style="list-style-type: none"> Glockenspiels Children are provided with a weekly strings lesson run by City Music service.
Autumn 2	<ul style="list-style-type: none"> Children are developing their knowledge of compositions and how they are made up. Children may talk about pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure. Children continue to use 5 different notes and may incorporate rhythm that works with the style of the unit song. Using their previous learning, children talk about performing and understand 	<ul style="list-style-type: none"> Children may be able to talk about a songs features, the different vocal parts and the meaning of the lyrics. Children build on previous learning and can identify different ways of writing music such as staff notation and symbols. Children may know what instruments are played by their friends in an orchestra or the instrument they play themselves. Children are able to sing solo, and enjoy exploring this area when singing. Children can listen to others whilst they are singing. 	<ul style="list-style-type: none"> Children will now learn how to identify and name three improvisational artists. Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges. Improvisation Challenges: <u>Play and Copy Back</u> Copy back using instruments. Use one note. Copy back using instruments. Use the two notes. 	<ul style="list-style-type: none"> Glockenspiels

	<p>performance is sharing music with others (an audience).</p> <ul style="list-style-type: none"> • Children know performances require planning and time for learning. • Children can demonstrate confidence in performing and know that words need to be sung clearly. 			
Spring 1	<ul style="list-style-type: none"> • Children can discuss ways in which to keep music, such as writing notes. • Children can discuss different ways in which to record a composition including recording, letter names and symbols. • Children continue to be able to plan well for performances. • Children develop in singing and rapping clearly and perform with confidence. • Children begin to communicate the meaning of words and articulate them. 	<ul style="list-style-type: none"> • Children naturally fall into a good singing posture, ready to perform. • As children's confidence in singing progresses, they start to become more confident in singing a solo piece and a rapping part. • Children can play instruments with the correct technique. 	<ul style="list-style-type: none"> • <u>Play and Copy Back</u> • Copy back using instruments. Use the three notes. • <u>Play and Improvise</u> • You will be using up to three notes: • Question and Answer using instruments. Use one note in your answer 	
Spring 2	<ul style="list-style-type: none"> • Children continue to know and be able to explain that a composition has pulse, rhythm and pitch that 	<ul style="list-style-type: none"> • Children can perform solo as well as take the lead or sing within the backing vocals. 	<ul style="list-style-type: none"> • <u>Play and Improvise</u> • Question and Answer using instruments. Use two notes in your answer. Always start on a G. 	

	<p>work together and are shaped by tempo, dynamics, texture and structure</p> <ul style="list-style-type: none"> • Children can freely discuss that writing music is like writing a story and can be played to friends or others. • Children are able to plan performances and know the importance of rehearsals • Children can demonstrate confidence in performing and know that words need to be sung clearly. • Children explain the keynote or home note and the structure of the melody of the unit song. 	<ul style="list-style-type: none"> • Children know how to warm up their voices and why this is important. • Children have the experience of rapping and singing solo. • Children can talk about the notes C, D, E, F, G, A, B + C on the treble stave. • Children continue to be able to follow a musical leader and can use an instrument within the context of a song. 	<ul style="list-style-type: none"> • Question and Answer using instruments. Use three notes in your answer. Always start on a G. 	
<p>Summer 1 and 2</p>	<ul style="list-style-type: none"> • Children can discuss Notation: recognise the connection between sound and symbol • Children understand and know from previous learning that music is planned and different for each occasion and a performance involves communicating ideas, thoughts and feelings about the song/music • Children use the scheme and unit songs and can listen to and reflect upon the developing composition 	<ul style="list-style-type: none"> • Children can listen to others singing and know where they themselves fit into the song. • Children know and are aware of being in tune with songs through practice. • Children are confident in selecting and learning an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. • Children begin to learn how to lead a rehearsal session. 	<ul style="list-style-type: none"> • <u>Improvisation!</u> You will be using up to three notes. • Improvise using one note. • Improvise using two notes. • Improvise using three notes. 	

	<p>and make musical decisions about how the melody connects with the song.</p> <ul style="list-style-type: none"> • Children have the opportunity to record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). • Children record their performance and compare it to previous performances and are able to discuss what went well and what could be made better. 			
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<p>Year 6 MUSIC LTP</p>				
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				Activities and Resources
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	COMPOSITION AND PERFORMANCE	PLAYING INSTRUMENTS AND SINGING	IMPROVISATION	
Autumn 1	<ul style="list-style-type: none"> • Children can talk about compositions and say that they are created by them and are completely unique. • Children easily talk about and understand compositions can be recorded or kept in some way. • Children can create simple melodies using up to five different notes as well as simple 	<ul style="list-style-type: none"> • Children know up to 5 songs from memory and know their parts. • Children are confident in singing with their internal pulse. • Children sing backing vocals and in unison well. • Children play instruments with the correct technique and can play within the context of the song. • Children are beginning to know about the style of the songs so you can represent the feeling and context to your audience 	<ul style="list-style-type: none"> • Children can talk about what improvisation is and explain it is music that has been made up that no one else has ever heard before. • Children understand that it is better to know two notes confidently than to have 5 but not know how to use them correctly. • Children can identify that if you follow notes you are given you will not make a mistake. 	<ul style="list-style-type: none"> • Glockenspiels

	<p>rhythms that work with the unit song.</p>		<ul style="list-style-type: none"> • Children can name and know about 3 well known improvising artists. • Children know that a composition is not written down and is played on the spot. 	
<p>Autumn 2</p>	<ul style="list-style-type: none"> • Children are developing their knowledge of compositions and how they are made up. Children may talk about pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure. • Children continue to use 5 different notes and may incorporate rhythm that works with the style of the unit song. • Using their previous learning, children talk about performing and understand performance is sharing music with others (an audience) or can be performed to each other. • Children know everything that will be performed must be planned and learned. • Children are confident performers and play and sing clearly. 	<ul style="list-style-type: none"> • Children can talk about a songs features, the different vocal parts and the meaning of the lyrics. • Children can identify different ways of writing music such as staff notation and symbols. • Children know what instruments are played by their friends in an orchestra or the instrument they play themselves. • Children sing solo, and backing vocals with ease. • Children can listen to others whilst they are singing and know where they fit into the song. • Children begin to learn how to lead a rehearsal session. 	<ul style="list-style-type: none"> • Improvise using instruments in the context of a song to be performed. • Improvisation Challenges: <u>Play and Copy Back</u> • Copy back using instruments. Use one note. • Copy back using instruments. Use the two notes. 	<ul style="list-style-type: none"> • Percussion instruments • Glockenspiels

Spring 1	<ul style="list-style-type: none"> • Children can discuss ways in which to keep music, such as writing notes. • Children can discuss different ways in which to record a composition including recording, letter names and symbols. • Children develop in singing and rapping clearly and perform with confidence. • Children are able to choose what they perform and plan appropriately and create a programme. • Children are able to listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. 	<ul style="list-style-type: none"> • Children know their own singing posture and stand ready to sing when asked. • Children follow a leader with ease. • Children continue to experience rapping and singing solos. • Children continue to be confident in playing instruments with the correct technique and can play within the context of the song. • Children enjoy learning how to lead a rehearsal. 	<ul style="list-style-type: none"> • <u>Play and Copy Back</u> • Copy back using instruments. Use the three notes. • <u>Play and Improvise</u> • You will be using up to three notes: • Question and Answer using instruments. Use one note in your answer 	
Spring 2	<ul style="list-style-type: none"> • Children know and are able to explain that a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure • Children can freely and confidently discuss that writing music is like writing a story and can 	<ul style="list-style-type: none"> • Children can perform solo as well as take the lead or sing within the backing vocals with confidence and ease. • Children know how to warm up their voices and why this is important. • Children have lots of experience of rapping and singing solo and can do this well. 	<ul style="list-style-type: none"> • <u>Play and Improvise</u> • Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G. • Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G. 	

	<p>be played to friends or others.</p> <ul style="list-style-type: none"> • Children are able to plan performances and know the importance of rehearsals • Children can demonstrate confidence in performing and know that words need to be sung clearly. • Children explain the keynote or home note and the structure of the melody of the unit song. • Children know an audience can and will be people they do not know. • Children can talk about the venue and can say how best to use it. 	<ul style="list-style-type: none"> • Children can talk about the notes C, D, E, F, G, A, B + C on the treble stave. • Children are experts at being able to follow a musical leader and can use an instrument within the context of a song. • Children themselves take opportunities to lead. 		
<p>Summer 1 and 2</p>	<ul style="list-style-type: none"> • Children can discuss Notation: recognise the connection between sound and symbol • Children understand and know from previous learning that music is planned and different for each occasion and a performance involves communicating ideas, thoughts and feelings about the song/music • Children use the scheme and unit songs and can listen to and reflect upon the developing composition 	<ul style="list-style-type: none"> • Children can listen to others singing and know where they themselves fit into the song. • Children know and are aware of being in tune with songs through practice and by listening to others. • Children are confident in selecting and learning an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. • Children can lead a rehearsal well and with confidence. 	<ul style="list-style-type: none"> • <u>Improvisation!</u> • Improvise using one note. • Improvise using two notes. • Improvise using three notes. 	

and make musical decisions about how the melody connects with the song.

- Children can record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
- Children record their performance and compare it to previous performances and are able to discuss what went well and what could be made better.