

Unit: Life cycles

Musical focus: Structure
Subject link: PSHE

MEDIUM TERM PLAN

LESSON

1

LESSON LEARNING

- Singing in three parts
- Reading a melody in staff notation
- Accompanying a song with tuned and untuned instruments

TEACHING ACTIVITIES

Don't wake the baby!

Learn to sing *Don't wake the baby* in unison then as a round

Lullaby

Perform an arrangement of Brahms' *Lullaby*

Shh

Perform the two pieces of music

LEARNING SUPPORT

Stand the children in three blocks instead of long lines to sing *Don't wake the baby* as a round. This will help singers to support each other with their part. Invite an individual to listen and check that the sound of the three groups is balanced, and adjust if needed.

LESSON

2

LESSON LEARNING

- Composing and performing together
- Singing in two parts

TEACHING ACTIVITIES

Lesson time

Match the sounds to the pictures

Timetables

Create a short composition based on your school timetable

Squelch

Learn the song *Squelch*

LEARNING SUPPORT

To help children create their *Timetables* compositions, distribute a selection of instruments to each group as a starting point. These can easily be added to if children have specific ideas as their composition develops. Encourage them to use found objects as soundmakers if you do not have many instruments.

LESSON

3

LESSON LEARNING

- Combining vocal sounds in performance
- Creating a performance using voices and instruments in four parts

TEACHING ACTIVITIES

Deadline

Discuss the picture of a place of work and listen to the vocal collage

Deadline voices

Learn to perform *Deadline voices*

Deadline instruments

Listen to the suggested instrumental parts to add to the vocal piece

LEARNING SUPPORT

Help the children to become confident with the four parts of *Deadline voices* by practising each part together before dividing into four groups. Explore ways of using voices to perform each set of words expressively.

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LESSON

4

LESSON LEARNING

- Exploring extended vocal techniques
- Developing a structure to combine sounds

TEACHING ACTIVITIES

Sequenza III

Play the audio track and discuss the different ways the singer is using her voice

Work sounds

In groups, create four vocal parts for a workplace vocal composition

Work structures

Look at examples of musical structures and devise one for *Work sounds*

LEARNING SUPPORT

Children who are less confident can work with a more confident partner to compose *Work sounds* vocal parts as a pair within their group.

LESSON

5

LESSON LEARNING

- Creating musical effects using contrasting pitch

TEACHING ACTIVITIES

Late in life

Compare two pieces by Franz Liszt

Funeral prelude

Play the bassline from the beginning of *Funeral prelude*

Trills and spills

Practise playing trills like those in *Mephisto waltz*

LEARNING SUPPORT

If you have sufficient low- and high-pitched instruments, give time for the children to combine the *Funeral prelude* bassline with trills in pairs, to explore the effects they can create.

LESSON

6

LESSON LEARNING

- Learning about the music of an early opera
- Creating descriptive music
- Developing a performance with awareness of audience

TEACHING ACTIVITIES

L'Orfeo

Listen to extracts from Monteverdi's *L'Orfeo*

Underworld myth

Devise a class sound sculpture of Orpheus entering the Underworld

Underworld myth performance

Perform the class sound sculpture to tell Orpheus' story

LEARNING SUPPORT

When creating the class sound sculpture for *Underworld myth*, encourage the children to listen and evaluate the overall effect as they add sounds. Ask them to think about varying the musical texture as they play, so that it does not become too dense and allows individual sounds to be heard.

Structure

MUSIC EXPRESS

1. Singing in two and three parts (Lessons 1 and 2)
2. Reading a melody in staff notation (Lesson 1)
3. Accompanying a song with tuned and untuned instruments (Lesson 1)
4. Composing and performing together (Lesson 2)
5. Combining vocal sounds in performance (Lesson 3)
6. Creating a performance using voices and instruments in four parts (Lesson 3)
7. Exploring extended vocal techniques (Lesson 4)
8. Developing a structure to combine sounds (Lesson 4)
9. Creating musical effects using contrasting pitch (Lesson 5)
10. Learning about the music of an early opera (Lesson 6)
11. Creating descriptive music (Lesson 6)
12. Developing a performance with awareness of audience (Lesson 6)

WORKING AT	WORKING TOWARDS	WORKING BEYOND
(names/comments)	(names/comments)	(names/comments)

Structure

MUSIC EXPRESS

KEY NATIONAL CURRICULUM AREAS COVERED

- Pupils appreciate and understand a wide range of recorded music drawn from different traditions, styles, and genres, including the works of the great composers and musicians
- Pupils develop an understanding of musical composition
- Pupils play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression
- Pupils explore structure, timbre, and appropriate musical notations