

Year 5 and 6 Musician Endeavour

Week	Objectives	Lesson Activities	Learning Outcomes	Links to other subjects	Characteristics for Success
1	<ul style="list-style-type: none"> To play a simple melody on tuned percussion (marimba) using staff notation written on one stave. To develop the skill of playing by ear on tuned percussion. To keep time and tempo. To read crotchets and quavers. To play in unison a ternary piece. 	<p>Play a simple ternary melody such as Frere Jacques. Practise and rehearse until it can be played in unison, in time with the beat. Learn that it is in a 4/4 time signature. Learn that each person in a pair can play an octave higher (the same notes but a higher pitch).</p> <p>Recap pitch (high/low tones). Perform together and learn to play by ear.</p>	<ul style="list-style-type: none"> Playing by ear and keeping time together. Playing up and down the octave (knowing that this is an octave pitch). Count in a 4/4 time signature. Learn the term unison and melody, pitch and time signature. Recap crotchets, quavers and rest. 	PHSE – playing together, working together, showing tolerance, working as a team.	<p>Persistence</p> <ol style="list-style-type: none"> Keep trying at hard challenges. Practise repeatedly. <p>Getting Along</p> <ol style="list-style-type: none"> Works well with others. Forming good relationships. <p>Resilience</p> <ol style="list-style-type: none"> Bouncing back Staying positive
2	<ul style="list-style-type: none"> To play a simple melody on tuned percussion with an accompanying bass tempo note. To further develop the skill of playing by ear on tuned percussion. To understand the difference between 4/4, 2/4 and ¾ time. To read crotchets and quavers and observe crotchet rests. 	<p>Rehearse songs in repertoire e.g. Frere Jacques. Play in unison. Learn a new song, Ram Sam Sam. Discuss the crotchets, quavers and rests. Play in unison and learn the ternary pattern, then try as a round.</p> <p>Discuss the difference between 4/4 and ¾, hearing that ¾ gives a waltz feel. Each bar adds up to three quarter notes: 1, 2, 3, 1, 2, 3. Many folk and classical songs are in ¾. Oom pah pah. Listen to The Blue Danube by Johann Strauss. Compare with 4/4.</p>	<ul style="list-style-type: none"> Learn the difference between ¾ and 4/4. Learn to play another traditional song. Play by ear. Read crotchets, quavers and crotchet rests. 	PHSE – developing confidence in playing to an audience.	<p>Confidence</p> <ol style="list-style-type: none"> Rising to a challenge Having a go Expecting to succeed <p>Getting Along</p> <ol style="list-style-type: none"> Work well with others Play together <p>Resilience</p> <ol style="list-style-type: none"> Bouncing back Staying positive <p>Persistence</p> <ol style="list-style-type: none"> Keep working hard (repetitive) Enjoy working tough Has high standards
3	<ul style="list-style-type: none"> To perform a range of repertoire pieces with accompanying instruments e.g. bass drum, bass marimba, bells etc... To play a traditional song as a round with two parts 	<ul style="list-style-type: none"> Play repertoire of songs both in unison and as rounds. Play with an accompaniment e.g. bass marimba rhythm or drum. Practise with a drone as well. Play a round in each song learnt, practising overlapping two parts that start at different times. 	<ul style="list-style-type: none"> Build repertoire of songs. Play with an accompaniment. Play in unison and in rounds. 	PHSE – playing together with an accompaniment. Working together with others to perform a round and to play in unison, keeping time.	<p>Getting Along</p> <ol style="list-style-type: none"> Works well with others. Forming good relationships. <p>Persistence</p> <ol style="list-style-type: none"> Keep working hard (repetitive) Enjoy working tough Has high standards

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	<p>overlapping. To read musical notation, including crotchets, quavers.</p> <ul style="list-style-type: none"> To perform a piece of music up and down the octave/understand an octave is 8 notes 	<ul style="list-style-type: none"> Read musical notation, including crotchets, quavers and crotchet rests. Perform pieces up and down the octave. One pair listen as the low octave plays and vice versa. Then play together. Identify that there are 8 notes in an octave and they are the same note, but 8 notes higher or lower. Recap pitch and that this describes how high or low sound is. Smaller instruments appear to have high pitch and larger instruments have a lower pitch. Recap sound vibrations from our Science lessons. Play a bottle with different amounts of water to show how pitch works. 		<p>Science – Sound and pitch, length of sound vibrations and air columns.</p>	
4	<ul style="list-style-type: none"> To play a melody at the same time as a partner playing an accompaniment e.g. single-note rhythmic bass line. To read musical notation including crotchets, quavers, semi-quavers and minims. To further develop the skills to read and perform pitch notation within the octave (C-C). To play a melody for a popular song and accompany a rap in the middle of the song. To read and play a four-bar phrase, confidently identifying note names and durations. 	<ul style="list-style-type: none"> Play a repertoire of songs. Recap 4/4, ¾ and 2/4. Learn a new melody such as Yellow Bird, Mamma Mia or Old Town Road. Play in pairs, one up and one down the octave. Read musical notation including minims and semi-quavers. Alternate between playing the tune and playing a rhythm in a song e.g. Old Town Road (rap part in rhythm). Identify notes and their names and duration. 	<ul style="list-style-type: none"> Use musical notation Play with an accompaniment Read and perform pitch notation C-C Play up and down the octave. Play melodies by ear and using musical notation. 	<p>PHSE – Learn traditional and cultural songs.</p>	<p><u>Getting Along</u></p> <ol style="list-style-type: none"> Works well with others. Forming good relationships. <p><u>Confidence</u></p> <ol style="list-style-type: none"> Rise to a challenge Having a go Expect to succeed <p><u>Persistence</u></p> <ol style="list-style-type: none"> Follow through with ideas. Show patience and work tough (young children).

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	<ul style="list-style-type: none"> To play crotchets and quavers and rests (quavers and crotchets). 				
5	<ul style="list-style-type: none"> To listen to a ternary piece of music and identify A and B lines (Twinkle twinkle and The Cuckoo Song). To compose a ternary piece of music with an opening section (A), a following section (B) and return to the first section (A). To record compositions as symbols to perform to an audience. To play crotchets and quavers. 	<ul style="list-style-type: none"> Listen to different ternary pieces and show how they have A and B lines. E.g. The Cuckoo Song, Twinkle, Twinkle. Compose a ternary piece of music on the marimba with an opening section, a following section and then return to the first opening section. Record compositions as symbols and perform to an audience. 	<ul style="list-style-type: none"> Learn the term 'ternary' piece and that there are A, B and A lines. Compose and record Play different notes with differing durations. 	PHSE – Learn traditional and cultural songs.	<p>Organisation</p> <ol style="list-style-type: none"> Using time well. Staying focused <p>Getting Along</p> <ol style="list-style-type: none"> Works well with others. Form good relationships <p>Confidence</p> <ol style="list-style-type: none"> Rise to a challenge (reading to younger children) <p>Resilience</p> <ol style="list-style-type: none"> Takes part. Has a positive attitude.
6	<ul style="list-style-type: none"> To play a simple melody on another instrument, this time melodic (recorder). To join in with an accompaniment. To play a B and A note using the correct fingering. To use the correct embouchure to play a wind instrument, tonguing notes correctly. To play piano and fortissimo using a wider range of dynamics. 	<ul style="list-style-type: none"> Recap playing A and B on the recorder. Play B Groovy and B Really Groovy. Play with an accompaniment. Play with dynamics and learn the terms piano and fortissimo. Add a ritardando, gradually becoming slower. Play in unison with an accompaniment, keeping time. Play crotchets, quavers, crotchet and breve rests. Count in time and keep the rhythm. Play by ear. 	<ul style="list-style-type: none"> Play with different dynamics. Play different durations of notes. Read musical notation. Count in time and keep the rhythm and tempo. Play by ear and using staff notation. 		<p>Organisation</p> <ol style="list-style-type: none"> Using time well. Staying focused <p>Getting Along</p> <ol style="list-style-type: none"> Works well with others. Forming good relationships <p>Confidence</p> <ol style="list-style-type: none"> Rise to a challenge Having a go <p>Resilience</p> <ol style="list-style-type: none"> Takes part. Has a positive attitude.

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	<ul style="list-style-type: none"> To play a ritardando – gradually become slower. To play crotchets and quavers with crotchet and breve rests. 				
7	<ul style="list-style-type: none"> To play a simple melody on a recorder, extending the range of notes. To play a note A and B using the correct fingering. To continue to develop the skill of playing by ear. To learn to sight read short musical bars of different rhythms. To play minims and breves. 	<ul style="list-style-type: none"> Recap A and B fingering and move on if ready. Play B A Dood and Twilight. Continue to develop the skill of playing by ear and keeping to the time signature. Use staff notation and sight read short musical bars of different rhythms. Play minims and breves. 	<ul style="list-style-type: none"> Play different notes on a recorder. Learn two melodies. Learn the term bar Play minims and breves. 		<p><u>Persistence</u></p> <ol style="list-style-type: none"> Show patience and work tough Keep trying at hard challenges. <p><u>Confidence</u></p> <ol style="list-style-type: none"> Rise to a challenge (try to accomplish something hard) Aims for goals <p><u>Resilience</u></p> <ol style="list-style-type: none"> Bounce back Takes part Have a positive attitude.
8	<ul style="list-style-type: none"> To perform a short 8 or 16 beat melodic phrase using the pentatonic scale e.g. C, D, E, G, A and incorporate rhythmic variety and interest. To play a more complex piece using B, A and G notes. To copy short melodic pieces. To compose a simple piece using B, A and G notes to create a specific mood. 	<ul style="list-style-type: none"> Discuss different time signatures again. Compare two different songs – Swingtime Stroll and Stardom Waltz. What can they hear? One has a steady rhythm and is sometimes called ‘common time’ because it is the most common time signature. Many songs are in 4/4. It means four beats per bar. ¾ means three beats per bar and is used for waltzes. 2/4 is 2 beats per bar and is often used for marching music. Play Swingtime Stroll and Stardom Waltz. Now compose a piece of their own to a metronome beat of 4/4. Use the notes they know. 	<ul style="list-style-type: none"> Learn different time signatures and listen to music in different time sigs. Play different time signature pieces. Compose using 4/4 and known notes. 		<p><u>Confidence</u></p> <ol style="list-style-type: none"> Rise to a challenge (try to accomplish something hard) <p><u>Getting Along</u></p> <ol style="list-style-type: none"> Works well with others. Forming good relationships
9	<ul style="list-style-type: none"> To sing using syncopation. To sing a round. 	<ul style="list-style-type: none"> Vocal warm-ups, King's Speech, Woohoo, Yawns, Mwa-ha-ha-ha evil genius, Mmm-hmm?, Sh-sh-sh-ssshh! 	<ul style="list-style-type: none"> Know how to warm up voice. Learn that the voice is a musical instrument and 		<p><u>Persistence</u></p> <ol style="list-style-type: none"> Show patience and work tough Keep trying at hard challenges. <p><u>Confidence</u></p>

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		<ul style="list-style-type: none"> Learn the chorus from Dynamite – learn each line by ear, singing back. Then put together. Do first as a two-part round, then as a four-part round. Sing the syncopations and listen to the beat. 	<p>why it is important to warm up.</p> <ul style="list-style-type: none"> Learn a riff from a popular song. Sing in syncopation. 		<p>3. Rise to a challenge (try to accomplish something hard)</p> <p>4. Aims for goals</p> <p><u>Resilience</u></p> <p>4. Bounce back</p> <p>5. Takes part</p> <p>Have a positive attitude.</p>
10	<ul style="list-style-type: none"> To learn why it is important to warm our voices up. To sing four chord vocal mash ups. 	<ul style="list-style-type: none"> Wash Warm-up: Count 4 and wash body, start with rubbing hands to prepare. Learn four different riffs. Dun, dun, dun, dun, dun, dun, dun x2, chang-chang-chang x 4, ba-baaa, ba-baaa x 3 Sing and layer each riff over the top. Sing If I Were a Boy and Rolling in the Deep over the top. Lots of pop songs use these four chords. 	<ul style="list-style-type: none"> Learn another warm-up. Layer four different riffs for a four chord mash-up. 		<p><u>Persistence</u></p> <p>5. Show patience and work tough</p> <p>6. Keep trying at hard challenges.</p> <p><u>Confidence</u></p> <p>5. Rise to a challenge (try to accomplish something hard)</p> <p>6. Aims for goals</p> <p><u>Resilience</u></p> <p>6. Bounce back</p> <p>7. Takes part</p> <p>Have a positive attitude.</p>
11	<ul style="list-style-type: none"> To learn a vocal warm-up with a story element. To sing Pricetag and Dancing Queen, layering up over each other. 	<ul style="list-style-type: none"> Warm up: Plasticine Person Sing Pricetag and copy back. It's not about the money, money, money, We don't need the money, money, money, We just want to make the world dance Forget about the pricetag. Feel that beat, watch that scene, dig in the dancing scene woou 	<ul style="list-style-type: none"> Learn another warm-up. Experiment and compose with sound. Sing two riffs together over the top of each other, 		<p><u>Persistence</u></p> <p>7. Show patience and work tough</p> <p>8. Keep trying at hard challenges.</p> <p><u>Confidence</u></p> <p>7. Rise to a challenge (try to accomplish something hard)</p> <p>8. Aims for goals</p> <p><u>Resilience</u></p> <p>8. Bounce back</p> <p>9. Takes part</p> <p>Have a positive attitude.</p>
12	<ul style="list-style-type: none"> To use body percussion to warm-up. To sing different notes pitching voice accurately. To experiment with a harmony. 	<ul style="list-style-type: none"> Warm-up: Body Percussion Throw and Catch song putting body percussion with the song. 	<ul style="list-style-type: none"> Use body to make a beat. Sing a song with a harmony. 		<p><u>Persistence</u></p> <p>9. Show patience and work tough</p> <p>10. Keep trying at hard challenges.</p> <p><u>Confidence</u></p> <p>9. Rise to a challenge (try to accomplish something hard)</p> <p>10. Aims for goals</p> <p><u>Resilience</u></p> <p>10. Bounce back</p>

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