

TERM: Autumn 1		YEAR GROUP: 5		SUBJECT: Music-Composition Notation	
WEEK 1 DATE:	WEEK 2 DATE:	WEEK 3 DATE:	WEEK 4 DATE:	WEEK 5 DATE:	WEEK 6 DATE:
<p><b>LO:</b> To sing with accuracy, fluency, control, and expression.</p> <p><b>Success Criteria:</b> I can sing in time with other people and a backing track. I can follow or remember the lyrics. I can follow the tune.</p> <p><b>Main Event:</b> Children complete 'Egyptian Vocal warm up' activity after guidance. Look at 'Gift of the Nile' lyrics and song. Children learn song through call and response (as one part then split into two parts).</p> <p><b>Support:</b> Group children together for simplest part in warm up, partner up with more confident child for listening activity.</p> <p><b>Challenge:</b> Group more able children together for more challenging part in warm up and song. Describe music with musical vocabulary.</p>	<p><b>LO:</b> To explore and use different forms of notation.</p> <p><b>Success Criteria:</b> I can show the structure of a piece of music using non-standard notation. I can improvise music. I can use hieroglyphs to notate my composition.</p> <p><b>Main Event:</b> Use hieroglyphic activity sheet to improvise their own songs using their voices and bodies. Children create sound to match hieroglyphics. Children complete improvisations independently then notate it with hieroglyphics. Children swap sheet with each other.</p> <p><b>Support:</b> use the hieroglyphs on the <i>Activity: Hieroglyph sheet</i> by cutting them out and re-ordering them instead of drawing their own.</p> <p><b>Challenge:</b> encouraged to produce detailed hieroglyphs that cannot be misinterpreted. Challenged to explain the choice of sound for their hieroglyphs.</p>	<p><b>LO:</b> To understand note length.</p> <p><b>Success Criteria:</b> I can play a melody by ear. I recognise note names and note length. I can make my part balance with the other music around me.</p> <p><b>Main Event:</b> Children sing 'Gift of the Nile' song (class split for each part). Look at note pitches and letter names. Children learn note lengths and the names of these. Children play the song on percussion instruments using the note length information they have learnt.</p> <p><b>Support:</b> Children given instruments with the notes that they will need for this song marked with coloured dots, to narrow down their range of choices.</p> <p><b>Challenge:</b> Should use their own instruments, if available.</p>	<p><b>LO:</b> To read simple pitch notation.</p> <p><b>Success Criteria:</b> I can play a melody by reading pitch notation. I know that notes can go either on or between the lines. I can use pitch notation to write down my own melody.</p> <p><b>Main Event:</b> Task 1- children fill in the missing notes. Task 2- children play next set of melodies. Task 3- Children write their own melody using notation, using semibreves, minims, crochets, quavers, and semi-quavers.</p> <p><b>Support:</b> May want to keep their melody simple and have a copy of the <i>Activity: Note chart</i> available to reference.</p> <p><b>Challenge:</b> Should be challenged to add rhythm to their melody.</p>	<p><b>LO:</b> To use hieroglyphs and stave notation to write a piece of music.</p> <p><b>Success Criteria:</b> I can work as part of a group to compose a piece of music in a particular style. I can notate my piece using hieroglyphs and stave notation. I can perform as part of a group.</p> <p><b>Main Event:</b> Class split into 4/5 groups. Each group to compose a piece of Egyptian funeral music to accompany a Pharaoh to their tomb. Children will use a melody, tuned and untuned percussion, and have a slow tempo. Children will use hieroglyphics to record structure and staff notation to record melody. (letters if needed).</p> <p><b>Support:</b> Can use letter notation rather than staff notation to record their melodies and/or can refer to a copy of the <i>Activity: Note chart</i>.</p> <p><b>Challenge:</b> Should take a leadership role within the group, ensuring that everyone is happy with their role and plays in time.</p>	

