

MEDIUM TERM PLAN

TERM: Autumn 1		YEAR GROUP: Y6	SUBJECT: Music		
WEEK 1 DATE: WB 02.09.24	WEEK 2 DATE: WB 09.09.24	WEEK 3 DATE: WB 16.09.24	WEEK 4 DATE: WB 23.09.24	WEEK 5 DATE: WB 30.09.24	WEEK 6 DATE: WB 07.10.24
Inset Day	<p>LO: To appraise the work of a classical composer (Felix Mendelssohn).</p> <p>Success Criteria: I can give my opinions on the music I hear. I can use creative language to characterise the music.</p> <p>Main Event: Children put together a dramatic reading of the words and phrases that they have identified. Using A4 paper children record their choice of words and phrases to describe the piece.</p> <p>Support: Children use the words and phrases written on the flipchart; could be paired with a more confident partner.</p> <p>Challenge: Identify the sounds of different instruments and comment on the effects of these sounds;</p>	<p>LO: To improvise as a group, using dynamics and pitch.</p> <p>Success Criteria: I can follow a conductor. I can use dynamics in my improvisation. I can use changes of pitch in my improvisation.</p> <p>Main Event: Children work in groups to compose their own 'waves' and notate their improvisations. One for dynamics and one for pitch</p> <p>Support: Children work with a 'conductor partner' within their group to build confidence and model this role.</p> <p>Challenge: Children could experiment with different ways of making the pitch or dynamics change; could try to make both change at the same time.</p>	<p>LO: To improvise as a group, using texture.</p> <p>Success Criteria: I can follow a conductor. I can notate my ideas using a graphic score. I can use changes of texture in my improvisation.</p> <p>Main Event: Children work in groups to create and practise their own ideas on texture. They should change both the texture and the timbre of their 'wave' by using more than one different sound. Each child may need to make multiple sounds with different parts of their body or different instruments Invite the children to notate their improvised ideas about texture, making sure that the symbols they use are different to the ones they used for pitch or dynamics in Lesson 2.</p> <p>Support: Work with a 'conductor partner' to build confidence and model this role.</p> <p>Challenge: Make two or more sounds; could try to make pitched sounds alongside unpitched sounds.</p>	<p>LO: To use knowledge of dynamics, texture and pitch to create a group composition.</p> <p>Success Criteria: I can compose a piece by using different dynamics. I can compose a piece by using different textures. I can compose a piece by using different pitches. I can talk about someone else's work and make constructive comments.</p> <p>Main Event: Children created a composition on either pitch, texture or dynamics and practise it several times ready to perform for the class. Remind the children that previously they were improvising but practising and making a piece the same every time is composing.</p> <p>Support: Use the notated work from the previous lessons to recall and inspire ideas; Use the Activity: Musical elements poster to remind pupils about texture, dynamics and pitch.</p> <p>Challenge: Assume the role of the conductor and try to add pitch into a dynamics composition and vice versa.</p>	<p>LO: o use teamwork to create a group composition featuring changes in texture, dynamics and pitch.</p> <p>Success Criteria: I can work with others in my group. I can make sounds using different textures, dynamics and pitches. I can use creative language effectively to produce a performance.</p> <p>Main Event: In the same groups of six as they were in the previous lesson, ask the children to revise their composition along with the reading of the dramatic words they selected and they perform to the class. Play the audio from: Mendelssohn – Hebrides Overture (Fingal's Cave) The recording has been split into five sections to facilitate the step of the performance.</p> <p>Support: Children work with a 'conductor buddy'.</p> <p>Challenge: Challenged children to confidently lead the group as conductor.</p>

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Inset Day	<u>Pullman</u>	<u>Horowitz</u>	<u>Pullman</u>	<u>Horowitz</u>	<u>Pullman</u>	<u>Horowitz</u>	<u>Pullman</u>	<u>Horowitz</u>	<u>Pullman</u>	<u>Horowitz</u>
	Aayat Ahmed Raza Ayana David O Kofi Kundhanasri Lacie Lukmaan M.Faris Mahnoor Maira Mali Mariam Maryam Mehr Mustafa Omera Rihan Rita Safaa Urwa	Amelia Anas Arooj Ayaan Ethan Faatiha Hadi Haroon Ibraheem Laiba Mohammed Musa Noureddine Ruhi Taybah Zahra Ka Zahra Kh	Aayat Ahmed Raza Ayana David O Kofi Kundhanasri Lacie Lukmaan M.Faris Mahnoor Maira Mali Mariam Maryam Mehr Mustafa Omera Rihan Rita Safaa Urwa	Amelia Anas Arooj Ayaan Azhin Cozmina Ethan Faatiha Hadi Haroon Ibraheem Laiba Luis Mario Mohammed Musa Noureddine Petra Rebeca Ruhi Taybah Zahra Ka Zahra Kh	Aayat Ahmed Raza Ayana David O Kofi Kundhanasri Lacie Lukmaan M.Faris Mahnoo Maira Mali Mariam Maryam Mehr Mustafa Omera Rihan Rita Safaa Urwa	Amelia Anas Arooj Ayaan Azhin Cozmina Ethan Faatiha Hadi Haroonr Ibraheem Laiba Luis Mario Mohammed Musa Noureddine Petra Rebeca Ruhi Taybah Zahra Ka Zahra Kh	Aayat Ahmed Raza Ayana David O Kofi Kundhanasri Lacie Lukmaan M.Faris Mahnoor Maira Mali Mariam Maryam Mehr Mustafa Omera Rihan Rita Safaa Urwa	Amelia Anas Arooj Ayaan Azhin Cozmina Ethan Faatiha Hadi Haroon Ibraheem Laiba Luis Mario Mohammed Musa Noureddine Petra Rebeca Ruhi Taybah Zahra Ka Zahra Kh	Aayat Ahmed Raza Ayana David O Kofi Kundhanasri Lacie Lukmaan M.Faris Mahnoor Maira Mali Mariam Maryam Mehr Mustafa Omera Rihan Rita Safaa Urwa	Amelia Anas Arooj Ayaan Azhin Cozmina Ethan Faatiha Hadi Haroon Ibraheem Laiba Luis Mario Mohammed Musa Noureddine Petra Rebeca Ruhi Taybah Zahra Ka Zahra Kh