

**WINTERTON JUNIOR SCHOOL MEDIUM TERM PLAN MUSIC LISTENING & APPRECIATION YEAR 6**

<b>Music</b>	<b>Learning Objective</b>	<b>Activity</b>	<b>Success Criteria</b>
<b>AUTUMN</b>  <b>Folk Music Session 1</b>	To know what makes folk music  To understand what a major scale is  To respond & perform a song	<u><b>'What is Folk Music?'</b></u>  <b>Introduction</b> to Folk Music – Brainstorm 'What is Folk Music?' and collect ideas from pupils  <b>Listening activity</b> – Skye Boat song and Auld Lang Syne'. Discuss the mood and tempo of the songs.  <b>Performing activity</b> - Use Chime Bars to introduce scales. Pupils explore the major scale and begin to perform part of Auld Lang Syne or Skye Boat Song.	Identify key elements associated with folk music and be able to describe and identify folk music.  I can understand how the major scale is used  I can perform the C major scale and part of a folk song.
<b>Session 2</b>	<b>To know</b> of the role of Folk Music in society and the use of accompaniments.  <b>To know</b> how Drones are used in folk music to form a basic accompaniment.  <b>To perform</b> a 2 part folk song as a class.	<u><b>'What is Folk Music used for?'</b></u>  <b>Starter</b> – What is the role of Folk music in society? Listen to songs from Folks Lincs CD. Then consider what these songs may have been used. Pupil discussion and feedback. Guide pupils in the direction of work songs and explain how Drunken sailor was used as a work song – discuss aspects of rhythm and Motion/momentum.  <b>Listening</b> to Drunken Sailor (played by teacher). Students to identify what the accompaniment is doing – block chords, broken chords and drone. Explain meaning of block chord; broken chords and drone.  <b>Performing activity</b> –Class performance (singing) of Drunken sailor – children to perform the melody and drone together – using percussion. Record performance.	Discuss the role of folk music in society and what it is/was used for and by whom.  Recognise and identify a simple accompaniment - drone and state what it is used for.  Perform a simple folk tune melody and drone accompaniment as part of a class performance.
<b>Session 3</b>	<b>To know about</b> folk music from other countries from around the world	<u><b>Researching Folk Music</b></u>  <b>Starter</b> – Recap keywords used so far and uses for	I can discuss folk music from other countries and their cultures

	<p><b>To find out</b> how all countries have folk music of their own and how this is closely linked to culture</p> <p><b>To listen</b> to folk music from different cultures and perform a melody accompanied by a drone.</p>	<p>folk music and discuss the instruments studied in prior learning.</p> <p><b>Introduce the research task</b> – Pupils to research instruments used in folk music from Ireland, Scotland, England and from around the world – Africa. Outline criteria and expectations for research project and get students to work in pairs to begin their chosen area – create a display poster.</p> <p><b>Performing</b> – Return to song from previous learning &amp; rehearse the melody and drone parts of Drunken sailor or Skye Boat song in preparation for performance.</p>	<p>I can identify some of the features of folk Music from a different country</p> <p>I can perform as part of a small group a simple folk tune and drone accompaniment</p>
<b>Session 4</b>	To sing and perform	<p>Sing &amp; Perform a range of Folk Songs:-</p> <p>Drunken Sailor</p> <p>Skye Boat Song</p> <p>Row row row your boat</p> <p>Any songs to support understanding of Folk Music</p>	<p>I can keep pulse &amp; rhythm accurate</p> <p>I can add a drone accompaniment</p>
<b>SPRING</b>			
<b>SUMMER Session 1</b>	<p>To listen with attention to detail</p> <p>To develop an understanding of the history of music</p>	<p>BBC 40 Pieces of Music – Mars from The Planet Suite</p> <p>Lesson 1</p> <p>Listen to Mars from Planets Suite by Holst.</p> <p>Discuss – mood; instruments; tempo &amp; instruments heard.</p> <p>Create a mood image of the piece of music using colours &amp; words.</p> <p>PPT to support.</p>	<p><b>I can identify features of a piece of music</b></p> <p><b>I can name instruments of the orchestra</b></p>
<b>Session 2</b>		<p>Lesson 2/3</p> <p>Identify and perform identified rhythm patterns from music</p>	
<b>Session 3</b>		<p>Lesson 4</p> <p>Using motifs from music create a new piece of</p>	

		music using a given structure.	
<b>Session 4</b>	To play and perform in solo and ensemble contexts To improvise and compose music for a range of purposes using the interrelated dimensions of music	Lesson 6 Create musical motifs to describe a new planet Structure these ideas into a piece	I can use my voice and play musical instruments with increasing accuracy, fluency, control and expression