**Music Medium-term Plan**

|  |  |  |  |
| --- | --- | --- | --- |
| Year Group  One | Term  Autumn Term 2 | | Unit of Learning  Learning to play the Glockenspiel  Charanga - Glockenspiel Stage 1 |
| About the unit  This is a six to ten week Unit of Work that introduces the children to learning about the language of music through playing the glockenspiel.  The learning is focused around exploring and developing playing skills through the glockenspiel. | | Where the unit fits in  Children have experienced playing the glockenspiel through activities completed as part of the unit in Autumn 1 but this will be the first time they have focused wholly on learning to play a tuned instrument. This is the first Unit of learning titled Glockenspiel Stage 1. There is a follow on unit titled Glockenspiel Stage 2.  Children are able to practise the pieces at home through their online Charanga Yumu login if they have a glockenspiel. Or they can practise on a laminated glockenspiel sheet to get used to hitting a beater in time in the right place. | |
| Prior Learning  Children have already experienced playing single note sounds on the Glockenspiel in Reception. They have learnt how to hold a beater and hit a note properly. | Vocabulary  Glockenspiel, note, stave, clef, treble clef, time signature, bars, bar lines, pulse, note, pitch, rhythm, semibreve, semibreve rest | | Resources  IWB, Charanga, Glockenspiels and beaters, music posters and labels, laminated glockenspiel sheets. |
| Assessment (By the end of this unit the children will be able to…)  Play tuned instruments musically (NC KS1)   * Play a note in time with the music. * Play the correct notes. * Play notes with accurate timing. * Play a series of notes (melody - a sequence of notes that is musically satisfying; a tune. Melody is a combination of pitch and rhythm). * Perform confidently.   I experiment with, create, select and combine sounds using the inter-related dimensions of music (NC KS1)   * Duration - I can identify and talk about long and short sounds * Rhythm – I can make long and short sounds. * Tempo - I can play instruments quickly and slowly. * Dynamics - I can play instruments loudly and quietly.   At depth   * Play notes / melody from memory. * Play from notation * Improvise using notes learnt. | | | |
| Important notes  Don't just follow the lesson plans or activities on Charanga. Extra notes, questions and activities have been added to this planning.  When playing the glockenspiels, it might help children if the notes either side of the ones needed are removed if possible. | | | |

|  |  |  |
| --- | --- | --- |
| Learning Objective | Possible teaching Activities | Learning Outcomes |
| * Play a note in time with the music. * Perform confidently. | Charanga Step 1  Learn to play note E   * *Easy E* : All play the group 2 part with note names only. * *Easy E* : All play the group 1 part then try part 2 from memory. * *Easy E* : Try to play the piece with note names and notes. Try group 1 then try group 2 parts. * *Easy E* Theory - The Language of Music : Find out how E is written down. This clip will tell you about staves and clefs (treble clef).   Theory: Finding out about music. Learn about pulse. Then do the pulse quiz (optional).  Learn to play note D   * *Strictly D* : Listen then play it through a few times with note names. When you can play it well, play from memory. * *Strictly D* : Perhaps play it again with note names and notes. * *Strictly D* Theory - The Language of Music : This clip will tell you about time signatures, bars, bar lines and pulse. You will find out how D is written down in notation. * Copy Back Stage 1.   Perform and share what has taken place in today’s lesson. | Children will be able to play notes in time to music on a tuned instrument. |
| * Play a note in time with the music. * Play the correct notes. * Perform confidently. | Charanga Step 2  This step could be split into two sessions depending on how long it takes the children to learn to play the pieces e.g. session 1 learn to play *Play Your Music*, session 2 learn to play *Drive.*  These pieces use notes D and E.   * Learn to play *Play Your Music* : Listen then play it through with note names. * *Play Your Music* : Perhaps play it again with note names and notes. * *Play Your Music* Theory - The Language of Music: This clip will tell you about minims and minim rests. You will find out how D and E are written down in notation. * Learn to play *Drive* : Listen first then play it through with note names and notes, then try to play from memory. * *Drive* Theory - The Language of Music : Remember how notes are written down. This clip will tell you about crotchets and crotchet rests.   Perform and share what has taken place in today’s lesson. | Children will be able to play notes in time to music on a tuned instrument and will develop their performance skills. |

|  |  |  |
| --- | --- | --- |
| * Duration - I can identify and talk about long and short sounds * Rhythm – I can make long and short sounds. * Play notes / melody from memory. * Play from notation. * Improvise using notes learnt. | Charanga Step 3  This step could be split into two sessions.  Playing *DeeCee’s Blues* - This piece uses the notes C and D.   * *DeeCee’s Blues*: Listen to the piece. * *DeeCee's Blues* (note-names): listen and learn to play (↑ from memory if you can). * *DeeCee's Blues* : play with notes or note-names. * *DeeCee's Blues* Theory - The Language of Music. This clip will tell you about crotchets and crotchet rests. You will find out how C is written down in notation. * *DeeCee's Blues*: play from the notation if you can.   ↑ Improvise   * Improvising to *DeeCee's Blues.* * *DeeCee's Blues* and Your Improvisation: improvise using C and D. * Copy Back - Listen to the improvised instrumental pattern and play it back using a note played today (C or D).   Theory - Finding out about music - Rhythm (long and short sounds put together).  Use the notes C and D   * *What's Up?:* Tell children you will play long notes in the piece. * *What's Up?* (note-names): listen then play. * *What's Up?:* play with notes-names, notes (↑or from memory). * *What's Up?* Theory - The Language of Music. This clip will tell you about semibreves and semibreve rests. You will find out how C is written down in notation. * Ask what type of sounds were played in this song (long sounds) and what type of notes were played (semibreve. Children may also talk about semibreve rests). * *What's Up?*: play from notation.   Perform/share the learning from this step | Some children will start to improvise using the notes they have learnt to play. |
| * Play a series of notes (melody - a sequence of notes that is musically satisfying; a tune. Melody is a combination of pitch and rhythm). * Play notes / melody from memory. * Play from notation. * Perform confidently. | Charanga Step 4  Uses the notes D, E and F.   * *D-E-F-initely*: listen to this piece. * Show children the new note F. * *D-E-F-initely* (note-names): now play the piece. * *D-E-F-initely*: now play the piece with notes or note-names. * *D-E-F-initely*: play with notation.   Perform/share the learning from this step. | Children will play a series of notes in order to create a melody.  Some children will be able to play the notes from memory. |

|  |  |  |
| --- | --- | --- |
| * Play a series of notes (melody - a sequence of notes that is musically satisfying; a tune. Melody is a combination of pitch and rhythm). * Play notes / melody from memory. * Play from notation. * Perform confidently. | Charanga Step 5  This step could be split into two sessions.  Use the notes C, D and E   * Remind children of where the notes C, D and E are. * Look at the notes C, D and E in notation form. They could be drawn on the board.      * *Roundabout* improvise using C,D and E. Experiment and have fun! * *March Of The Golden Guards*: listen, play and then improvise. * *March Of The Golden Guards*: play using note-names. * *March Of The Golden Guards*: play using note-names or notes. * *March Of The Golden Guards* Theory - The Language of Music (this clip doesn't start properly until 1:12). This clip will tell you about a semibreve (worth 4 counts), a semibreve rest (worth 4 counts), a minim (worth 2 counts), a minim rest (worth 2 counts), a crotchet (worth 1 count), a crotchet rest (worth 1 count). * *March Of The Golden Guards*: play with notation.   Use the notes D, E and F   * Portsmouth: listen and then play using note-names or notes.   Perform/share the learning from this step. | Children will play a series of notes in order to create a melody.  Some children will be able to play the notes from memory. |
| * Tempo - I can play instruments quickly and slowly. * Dynamics - I can play instruments loudly and quietly. * Improvise using notes learnt. * Perform confidently. | Charanga Step 6  Making Up Music.  Create your own compositions using the on-screen resource.  Create your composition at Gluttonberry Festival.  Practise your class composition on the glockenspiels ready for a performance.  Perform and share. | Children will have had a go at creating their own compositions. |