



The Mall School

Music Summer Term 2024

Year 5

Below expectations	Meeting expectations	Exceeding expectations
<p>Reasonable knowledge and understanding of the work covered.</p> <p>Can participate in some practical tasks but may need help and support from the teacher to develop certain skills.</p> <p>Verbal responses demonstrate that some of the main points can be recalled and have been understood.</p> <p>Contributes some ideas to group tasks.</p> <p>Needs support to work independently .</p>	<p>Good knowledge and understanding of the work covered.</p> <p>Can confidently participate in most practical tasks, using the skills learned during previous lessons.</p> <p>Verbal responses demonstrate that all the main points can be recalled and have been understood.</p> <p>Is able to work co-operatively and creatively with others in group tasks.</p> <p>Is able to work independently when appropriate.</p>	<p>Excellent knowledge and understanding of the work covered.</p> <p>Can use a range of skills with great confidence in practical tasks, including some not covered explicitly in previous lessons.</p> <p>Verbal responses include contributions and questions based in own interest and experience that extend the main points and indicate creative and experimental thought processes.</p> <p>Is able to lead group tasks and encourage others who are less able. Can also take the initiative when working independently.</p>

Week	Topic	Learning Objectives	Activity	Resources	Assessment
1	Elements of music: pulse, beat, rhythm, tempo	<p>Revise beat vs rhythm</p> <p>Revise crotchets, quavers and minims</p> <p>Develop aural awareness of beat and staying in time</p>	<p>Warmer: Pass the clap</p> <p>GW: Dalcroze 'Walk/jogging/stride' exercises Level 1</p> <p>Listening task: March of the Pilgrims – pupils make silent gesture to show beat, then an audible one. If time, develop movement (even a dance?...)</p>	<p>Targeting Music Year 5</p> <p>Module 5 Lesson 1</p> <p>CD</p> <p>Drum and beater</p>	<p>T observation of pupil achievement in practical tasks</p>

2	Elements of music: pulse, beat, rhythm, tempo	Develop aural awareness of different no of beats in a bar Learn to conduct 2 and then 3 beats in a bar	Warmer: Pass the clap Dalcroze Exs – Level 2 Learn ‘Give me five’ on p67 Demonstrate then practice 2 beats in a bar using tennis balls and then conducting. Repeat above with 3 beats in a bar. Show strong beat visually on W/B and teach ‘downbeat’	Targeting Music Year 5 Module 5 Lesson 2 Drum and beater Tennis balls x 8 W/B and pen	T observation of pupil achievement in practical tasks
3	Elements of music: pulse, beat, rhythm, tempo	Develop aural awareness of different no of beats in a bar Revise conducting 2 and 3 beats in a bar Learn how to conduct 4 beats in a bar	Warmer: Pass the clap Dalcroze Exs – Level 3 Revise 2 and 3 beats using tennis balls and then conducting. Demonstrate then practice 4 beats in a bar. Show strong beat visually on W/B and revise ‘downbeat’. Introduce idea of ‘tempo’: appoint a conductor – rest of the class must follow his beat.	Targeting Music Year 5 Module 5 Lesson 2 Drum and beater Tennis balls x 8 W/B and pen	T observation of pupil achievement in practical tasks
4	Elements of music: pulse, beat, rhythm, tempo	Develop aural awareness of different no of beats in a bar	Warmer: Pass the clap Dalcroze Exs – Level 4 Revise conducting 2, 3 and 4 beats – again, practise with a ‘conductor’ possibly in small groups?	Targeting Music Year 5 Module 5 Lesson 2 Drum and beater P/Cs of listening task + pencils W/B and pen	T observation of pupil achievement in practical tasks

			Listening task – identify 2, 3 or 4 beats in a bar (p69)		
5	Elements of music: pulse, beat, rhythm, tempo	Develop ability to notate and read rhythms	<p>Warmer: Pass the clap</p> <p>Dalcroze Exs – Level 5</p> <p>Teach/revise: time signature and ‘counting in’</p> <p>PW: Create and notate own rhythms of 4-8 bars (depending on ability) using 2, then 3 then 4 beats in a bar.</p> <p>Practice clapping/playing these</p> <p>Plenary: Listen to several of these.</p>	<p>Drum and beater</p> <p>Manuscript paper, pencils and rubbers</p>	T observation of pupil achievement in practical tasks
6	Elements of music: pulse, beat, rhythm, tempo	<p>Develop ability to notate and read rhythms</p> <p>Develop ability to add pitch to previously composed rhythms.</p>	<p>Warmer: Pass the clap</p> <p>Dalcroze Exs – Level 6</p> <p>Continue PW: Create and notate own rhythms of 4-8 bars (depending on ability) using 2, then 3 then 4 beats in a bar.</p> <p>Practice clapping/playing these</p> <p>For those of higher ability, add pitch, drones etc etc</p> <p>Plenary: Listen to several of these.</p>	<p>Drum and beater</p> <p>Manuscript paper, pencils and rubbers</p> <p>Various pitched and unpitched classroom instruments as appropriate to group.</p>	T observation of pupil achievement in practical tasks
7	Elements of music: pulse, beat, rhythm, tempo	<p>Develop ability to notate and read rhythms</p> <p>Develop ability to add pitch to previously composed rhythms.</p>	<p>Warmer: Pass the clap</p> <p>Dalcroze Exs – Level 7</p> <p>Concert: pupils play (and display) their notated pieces.</p>	<p>Drum and beater</p> <p>Manuscript paper, pencils and rubbers</p> <p>Various pitched and unpitched classroom instruments as appropriate to group.</p>	T observation of pupil achievement in practical tasks

Pupils with Individual Education Plans: Ayden Ali, Marius Cheung, Oliver Lawrence, Jasper Millard, Mason Rokos