

# Edward Peake C of E VC Middle School



## Medium Term Plan

<b>Subject: Music</b>		<b>Unit: Fanfares</b>	<b>Term/Duration: Summer 1</b>	<b>Year Group 5</b>	
<b>Prior Learning:</b>			<b>Key Vocabulary:</b> Fanfare, chord, march, tempo, repeat, bar line, double bar line, treble clef, stave		
<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>					
By the end of this unit, pupils will know/have experience of:					
<ul style="list-style-type: none"> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from great composers and musicians</li> <li>• use and understand musical notations</li> <li>• play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• compose music for a range of purposes</li> </ul>					
	<b>Learning Objectives</b>	<b>Content</b>	<b>Assessment</b>	<b>Resources</b>	<b>SMSC</b>
1	LO: To improvise and compose music for a range of purposes To use musical notations.	<p>Starter: Clap the rhythms on the ppt with a partner - there are 3 difficulties. (Remind the children of chips, burger, sauce to help with the rhythms.) Hear a few individual examples and then try the whole class for each one. Talk about the crotchet (1 beat rest) in the last example. What is it there for? (To hold the space/so nobody plays on that beat - think of it as a place holder) What can we do to mark that space but not play in it (sometimes people nod or breathe or quietly tap a toe).</p> <p>Main: Introduce the idea of fanfares -what is a fanfare and what is its purpose? (Questions and answers on ppt). Play first couple of minutes of Richard Blackadder video about early trumpets (up to the bit about Ferraris!). So only a few notes could be played on early trumpets because they were just a metal tube and you could only change the notes by using your lips - there were no valves like on modern instruments. Play the next two examples of fanfares and ask what they have in common.</p> <p>Tempo: walking pace so royalty or important person can process in time. Instruments: trumpets (other brass and drums are used in the Copland) Ending: long note at the end to say 'I've finished/this is the end!' Style: grand/important sounding Dynamics: loud - to announce</p>	Teacher/pupil feedback	Ppt  Dice templates on card  glue  scissors	Social: How does the music reflect society at the time the music was written? Moral: Spiritual: Does the music uplift you? Which pieces in particular? Cultural: Why were fanfares important historically?

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		<p>Explain task - if not covered already - talk about what improvisation is (making it up as you go along - but sticking to certain guidelines (e.g. the notes you use). Make dice in pairs</p> <p>Plenary: Clap rhythms from dice - perhaps have another go at the hardest rhythm in the starter.</p>			
2	<p>LO: To use musical notations To improvise and compose music for a range of purposes</p>	<p>Starter: Spot the difference - trumpets - See ppt - answers on 2nd slide. Main : Remind/review last lesson and main points about fanfares.</p> <ol style="list-style-type: none"> <li>1. Give out worksheets and write name and date (leave the title for the moment). Use dice to make up a 4 bar rhythm - 3 throws on the cube and for the last bar, use the tetrahedron (probably the side that faces you when you have thrown it!). Copy the rhythm in pencil in the space near the top of the worksheet. Put bar lines in between each bar and a double bar line at the end. Partners should have the same rhythm. Clap the rhythm.</li> <li>2. Now the pupils need to use the notes of an F chord to make up the melody - see example on slide. Use keyboards for this. Notes on the left of keyboard are labelled. If they are working on the right, then show how to find the notes or use the note strips. Pencil in ideas below their rhythm. It would be a good idea if at this point the melodies were different at least for some of the time.</li> <li>3. Demonstrate good keyboard technique (r.h. thumb on F, middle finger on A, little finger on C - play a note, miss a note, play a note, miss a note, play a note).</li> </ol> <p>Plenary: If there are any ready to play, then hear some or get pairs to clap their rhythms. Pack away, put sheets into back of folder.</p>	Teacher assess and discussion	<p>PPT Worksheets Dice from last lesson keyboards note strips</p>	<p>Social: Can I work with others to perform and end result? Moral: How does it feel to take turns? Spiritual: Does this music make you feel important? Why?/ Why not? Cultural: Why do we still use fanfares today?</p>
3	<p>LO: To use and understand musical notations To play and</p>	<p>Starter: Clap the rhythms. These build on the three rhythms in lesson 1, so crotchet rests are used again. Revise these and the reason they are there.</p> <p>Main: Give out folders and find worksheet. Pupils are to work in pencil. Display notes on the stave. The notes 'in the spaces' spell F A C E. Demonstrate how to draw a treble clef on the stave - this can be done on Smart Notebook on the Arts</p>		<p>PPT Smart Notebook programme Worksheets</p>	<p>Social: Why is written communication /recording important?</p>

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	<p>perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>section. Pupils can then have a go at drawing treble clefs on their top stave. They then need to copy out F A C and E drawn in the spaces.</p> <p>Pupils may need a little more practice time or if they have finished writing the notes under their rhythms, they can then write their fanfares out on the stave. This may need modelling.</p> <p>Pupils can then work on their performances. This could be done with a rhythm backing and with a 'trumpet' voice/tone on the keyboard.</p> <p>One player plays their fanfare melody, then the partner plays theirs, then both players perform at the same time.</p> <p>Performances could be shared with the class at the end of the lesson, or played as a continuous class performance, with one group straight after another, or recorded. One side of the class could perform to the other side, who could then peer mark their performance (WWW and EBI).</p> <p>Plenary: Either share peer marking or give pupils some notes to recognise on the stave.</p>		<p>keyboards note strips</p>	<p>Moral: Is it 'right' to record people's ideas on paper - forever? Spiritual: How did it feel to perform your music? Cultural: How widely spread do you think stave notation is across the world? How far back in history?</p>
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