

Pioneer Federation
Medium term plan
Cycle 2, Term 1
Music



Subject: Music	
Key Concept/ Theme: Appraisal of music linked to theme of Electricity and the Iron Man, listening, composing and performing, pitch, tempo, dynamics, duration	
Prior Learning links: Appraisal, pitch, tempo, dynamics, listening, composing, performing.	
Vocabulary: appraise, pitch, tempo, dynamics, duration, names of instruments, improvise, compose, notation (crotchet, minim, quaver, semibreve)	
Key Music: 'Electricity' by Spiritualized, 'Electricity' by Silk City and Dua Lipa, 'Iron Man' by Black Sabbath, 'Iron Man' by The Cardigans	
School specific areas to cover (where applicable):	
1.	<p>Deeper learning question: <i>Can you remember what pitch, tempo and dynamics in music mean?</i></p> <p>Reconnection: pitch, tempo, dynamics, names of instruments</p> <p>LO: Let's learn to appraise music using vocabulary accurately.</p> <p>Activity: Appraise music based on Electricity in writing. Describe how the music makes you feel and also use musical vocabulary to describe the songs.</p>
2.	<p>Deeper learning question: <i>What is meant by 'pulse' in music?</i></p> <p>Reconnection: tempo, dynamics</p> <p>LO: Let's learn to find and recreate the pulse of music.</p> <p>Activity: Listen to a range of tracks and find and re-create the pulse of the music, using body percussion and percussion instruments.</p>
3	<p>Deeper learning question: <i>What is meant by 'rhythm' in music?</i></p> <p>Reconnection: pulse</p> <p>LO: Let's learn to recognise and repeat rhythmic patterns.</p> <p>Activity: Learn about and then repeat a range of rhythms, using body percussion and percussion instruments.</p>
4	<p>Deeper learning question: <i>Why do we notate music?</i></p> <p>Reconnection: pulse, rhythm</p> <p>LO: Let's learn to notate various note values accurately.</p> <p>Activity: Learn about musical notation and write up our previous rhythm work using notation.</p>
5	<p>Deeper learning question: <i>What is meant by 'duration' in music?</i></p> <p>Reconnection: pitch, tempo, dynamics, names of instruments</p> <p>LO: Let's learn to appraise music using vocabulary, especially duration, accurately.</p> <p>Activity: Appraise music based on the Iron Man in writing. Describe how the music makes you feel and also use musical vocabulary (especially duration) to describe the songs.</p>
6	<p>Deeper learning question: <i>What is 'improvisation' in music?</i></p> <p>Reconnection: duration</p> <p>LO: Let's learn to improvise sounds to match a character.</p>

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	<p>Activity: In small groups, children to explore ideas linked to the pages of the book discussed. <i>Can they make their instrument sound like something found in the book? Can they include different pitch, tempo, dynamics and duration in their work? Can they fit their sound to a rhythmic pattern? Can they layer different sounds and rhythmic patterns together?</i></p>
7	<p>Deeper learning question: <i>Where would you find music matched to moving images?</i></p> <p>Reconnection: improvisation</p> <p>LO: Let's learn to match music to moving images.</p> <p>Activity: Watch the video clip (without the sound on). Think about what percussion instrument sounds and rhythmic patterns you can create to fit the video clip. <i>Can you make your instrument represent something from the video clip? Can you fit your sound to a rhythmic pattern, suitable for the video clip? Can you layer different sounds and rhythmic patterns together so they fit to what is happening in the video clip?</i></p> <p>End of unit quiz: Match 'pitch', 'tempo' and 'dynamics' to their relevant description below: High/ low - Fast/ slow - Loud/ soft - <i>What is a 'pulse' in music? What is a 'rhythm' in music? What is 'duration' in music?</i></p>
<p>End points:</p> <ul style="list-style-type: none">• Confidence to perform with instruments.• Ability to improvise and compose.• Skills to notate music using western notation.• Put on a class performance (recorded or live).	