

**Pioneer Federation**  
**Medium term plan**  
**Cycle 1 Term 1**  
**Music**



<b>Subject:</b> Music	
<b>Key Concept/ Theme:</b> <i>Codebreakers</i> Coded musical messages/ notation	
<b>Prior Learning links:</b> appraising music using key musical vocabulary, singing techniques, using percussion, improvising and composing, notation	
<b>Vocabulary:</b>  Core – appraise, pulse, rhythm, pitch, tempo, dynamics, texture, duration, improvisation, composition, names of musical instruments, notation, treble clef, semibreve, minim, crotchet, quaver, rest  Aspirational – timbre, semiquaver	
<b>Key Music:</b> Five Americans ‘Western Union’, The Clash ‘London Calling’, Kraftwerk ‘Radioactivity’	
<b>School specific areas to cover (where applicable):</b> differences in percussion instrument provision	
1	Deeper learning question: In future Music lessons we will be sending coded musical messages to each other – <i>what skills do you think we need to be able to do this?</i> Reconnection: <i>Can you remember what pitch, tempo, dynamics, duration and texture in music mean?</i> LO: Let’s learn to appraise music using vocabulary accurately. Activity: Listen to Five Americans ‘Western Union’, The Clash ‘London Calling’ and Kraftwerk ‘Radioactivity’. Use the worksheet provided or create your own work to describe the music using emotions and musical vocabulary. <i>Which track is your favourite? Why?</i>
2	Deeper learning question: <i>Can you add different dynamics, tempo and duration in your rhythms – what are the most effective?</i> Reconnection: Pulse and rhythm. LO: Let’s learn to improvise musical messages using Morse Code. Activity: Recall that Morse Code is used to transmit messages using light or sound. Dot = short sound/ dash = long sound. In pairs or small groups, use Morse Code to invent messages to send to each other via percussion instruments. Split the group up at a distance – <i>can the pairs recognise the message being sent to them?</i> <b>Extension</b> - <i>Can you layer different rhythms together accurately?</i>
3	Deeper learning question: <i>Can you remember what each note is worth and play the rhythms accurately?</i> Reconnection: notation (semibreve, minim, crotchet, quaver, rest). LO: Let’s learn to play notated music. Activity: Learn about notation (semibreve, minim, crotchet, quaver, rest). Using clapping or percussion, give the group a range of rhythms to perform that include using different lengths of notes (1-3 star challenge). Add tempo and dynamics into your work. <i>Can the group layer different rhythms together accurately?</i>
4	Deeper learning question: <i>Can you add different pitch, dynamics, tempo and duration in your rhythms – what are the most effective?</i> Reconnection: notation (semibreve, minim, crotchet, quaver, rest). LO: Let’s learn to play and notate music.

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	<p>Activity: Recall notation (semibreve, minim, crotchet, quaver, rest). Learn about semiquavers. In pairs or small groups, think of appropriate messages to send to each other (think back to Lesson 2). Use the musical notation chart to accurately write down the rhythm of your message on the worksheet. Don't forget to add tempo and dynamics into your work. <b>Extension</b> - Can you layer different rhythms together accurately?</p>
5	<p>Deeper learning question: <i>How can we send messages to each other if there are only 7 letters in music and 26 letters in the alphabet?</i> Discuss solutions to this.</p> <p>Reconnection: You could also remember your rhythm notation work from the previous session and record down different lengths of notes as well as the pitch.</p> <p>LO: Let's learn to notate pitch.</p> <p>Activity: We are going to learn about the musical staff, how to accurately place notes on it and how to draw a treble clef. Use the worksheet to correctly draw the treble clef and write down accurately notes on the staff. Either explore and notate the pitch of a well-known tune (e.g. Twinkle twinkle little star) or make up a combination of notes for a friend to decipher.</p>
6	<p>Deeper learning question: <i>Can you remember your rhythm notation work from the previous session and record down different lengths of notes as well as the pitch?</i></p> <p>Reconnection: Recall the musical staff. On the lines = E, G, B, D, F/ In the spaces = F, A, C, E. Remember the Treble clef (G clef).</p> <p>LO: Let's learn to notate pitch accurately.</p> <p>Activity: Use the worksheet to write down the key for all 26 letters of the alphabet. Think of secret messages that you can send a friend (e.g. Help me!). Write down your message in musical notes on the staff using your key. You could also remember your rhythm notation work from the previous session and record down different lengths of notes as well as the pitch. Give your secret message to a friend to decipher.</p> <p>End of unit quiz: <i>What is 'rhythm' in music? What is 'duration' in music? How many beats is this worth? What pitch is this note?</i></p>
<p>End points:</p> <ul style="list-style-type: none"><li>• Have a knowledge of music inspired by Morse code.</li><li>• Perform with confidence and expression (use of instruments).</li><li>• Notate musical improvisation and composition (rhythmic and pitched).</li><li>• Put on a class performance (recorded or live).</li></ul>	