

Pioneer Federation
Medium term plan
Cycle 1, Term 3
Music



Subject: Music	
Key Concept/ Theme: Music inspired by the weather/ exploring percussion	
Prior Learning links: Appraising music, key vocabulary – pitch, tempo and dynamics, singing, using percussion instruments	
Vocabulary: Core – appraisal, pitch, tempo, dynamics, song, melody, beat, rhythm, names of some percussion instruments Aspirational – lyrics, pulse, improvise	
Key Music: Debussy: Estampes No 3 - Jardins sous le pluie, Crowded House - Weather With You, Katrina & The Waves - Walking On Sunshine, 'Raindrops keep falling on my head'	
School specific areas to cover (where applicable): range of percussion instruments	
1	Deeper learning question: <i>How would you describe the music?</i> Reconnection: listening to and appraising music LO: Let's learn to describe music accurately. Activity: Listen to Track 1 (Debussy: Estampes No 3 - Jardins sous le pluie), Track 2 (Crowded House - Weather With You) and Track 3 (Katrina & The Waves - Walking On Sunshine). <i>Can you draw a picture of what the music reminds you of or draw the instruments that you hear? Can you describe the music (use pitch, tempo and dynamics if you can)? Which track do you prefer? Why?</i>
2	Deeper learning question: <i>What is good about our singing and what can we improve?</i> Reconnection: <i>What is meant by 'expression' in music?</i> LO: Let's learn to sing with expression. Activity: Listen to and perform 'Raindrops keep falling on my head'
3	Deeper learning question: <i>Can you link musical ideas together?</i> Reconnection: <i>What is the beat or pulse in music?</i> LO: Let's learn to improvise sounds to match an idea. Activity: Use the range of percussion instruments to create musical effects based on the weather. <i>Can you keep a steady beat in your work? Can you use different tempo and dynamics in your work?</i>
4	Deeper learning question: <i>Can they layer different sounds and rhythmic patterns together?</i> Reconnection: <i>What is rhythm?</i> LO: Let's learn to improvise sounds to match a picture. Activity: Demonstrate how to 'take a pencil for a walk'. Children to create their own version. Use instruments to demonstrate how to turn the picture drawing into musical patterns using percussion instruments. Children to explore how to turn their pictures into musical patterns using the percussion instruments in small groups. <i>Can they make their instrument sound like the picture? Can they fit their sounds to a rhythmic pattern?</i>

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5	<p>Deeper learning question: <i>How can you add pitch, tempo and dynamics to your work?</i></p> <p>Reconnection: <i>What is a graphic score?</i></p> <p>LO: Let's learn to notate music using pictures.</p> <p>Activity: This week you will think about the sounds of Winter. <i>What sort of music would you create to describe them?</i> We will now set your work out as a more detailed graphic score. The graphic score to the left should be read from left to right and top to bottom so that it shows when you play the instrument or sound. Draw a musical symbol for each of your sounds of Winter ideas. You will then create graphic score ideas (a musical picture) for each idea that you choose and write them on the worksheet.</p> <p>End of unit quiz: Name some music that links to the weather. <i>What is meant by singing with expression? What is 'rhythm' in music?</i> Name or draw and label some percussion instruments.</p>
<p>End points:</p> <ul style="list-style-type: none">• Appraisal of different genres of music.• Confidence in performing (voice and percussion).• Put on a class performance (recorded or live).	