

**Pioneer Federation**  
**Medium term plan**  
**Cycle 1, Term 4**  
**Music**



<b>Subject:</b> Music	
<b>Key Concept/ Theme:</b> Meerkat Mail/ Exploring a range of music from around the world using listening, composing and performing skills.	
<b>Prior Learning links:</b> Appraising music, key vocabulary – pitch, tempo and dynamics, using percussion instruments	
<b>Vocabulary:</b>  Core – appraisal, pitch, tempo, dynamics, song, names of some percussion instruments  Aspirational – melody, call and response, pentatonic scale, lyrics	
Key Music: Digeridoo performance, ‘Seya’ by Oumou Sangaré, ‘Three Little Birds’ by Bob Marley, Samba band performance, Japanese Music.	
<b>School specific areas to cover (where applicable):</b> range of percussion instruments	
1	Deeper learning question: <i>How would you describe the music?</i> Reconnection: <i>Can you remember what pitch, tempo and dynamics mean in music?</i> LO: Let’s learn to layer rhythmic patterns. Activity: Listen to a digeridoo performance, appraise it and use ‘Australian’-themed notation blocks to layer rhythmic patterns together using percussion instruments.
2	Deeper learning question: <i>Can you describe the music (use pitch, tempo and dynamics if you can)?</i> Reconnection: names of some percussion instruments LO: (Activity) Let’s learn to appraise music from around the world (Africa) LO: (Song) Let’s learn to echo a melody accurately. Activity: Listen to and appraise ‘Seya’ by Oumou Sangaré and learn call and response song.
3	Deeper learning question: <i>Where does this music come from?</i> Reconnection: <i>What kind of instruments are used?</i> LO: Let’s learn to sing with dynamics and expression. Activity: Listen to, appraise and perform ‘Three Little Birds’ by Bob Marley adding appropriate percussion sounds to the performance.
4	Deeper learning question: <i>Can you tell me things that are good about our sounds and patterns and what we can improve?</i> Reconnection: Talk with the class about ways to hold beaters (shake hands with them) and ways to play the instruments and agree a signal for all instruments ‘down’. LO: Let’s learn to layer rhythmic patterns using dynamics and expression.

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	Activity: Listen to a Samba band performance, appraise it and use more complex 'Brazil'-themed notation blocks to layer rhythmic patterns together using percussion instruments.
5	Deeper learning question: <i>Can you choose any 5 notes to improvise (create) either your own pentatonic melody or challenge yourself to write a melody for the lyrics of the Sakura?</i> Reconnection: <i>Can you describe the music (use pitch, tempo and dynamics if you can)?</i> LO: Let's learn to improvise a melody using a pentatonic scale. Activity: Listen to Japanese music, appraise and use 5 notes to create own pentatonic melody to go with lyrics of a Japanese Sakura. End of unit quiz: Draw/ write about musical instruments/ music that comes from each country – Australia/ Africa/ Jamaica/ Brazil
End points: <ul style="list-style-type: none"><li>• Enhanced knowledge of music from around the world.</li><li>• Confidence in performing (voice and instruments).</li><li>• Recognition of notation values.</li></ul>	