

**Pioneer Federation**  
**Medium term plan**  
**Cycle 1, Term 5**  
**Music**



<b>Subject:</b> Music	
<b>Key Concept/ Theme:</b> Ancient Greeks/ appraisal, pitch, tempo, dynamics, duration, listening, improvising, composing and performing	
<b>Prior Learning links:</b> appraisal, pitch, tempo, dynamics, duration, listening, composing, performing.	
<b>Vocabulary:</b>  Core – appraise, pitch, tempo, dynamics, duration, names of instruments, improvise, compose, graphic score  Aspirational – texture.	
Key Music:	
<b>School specific areas to cover (where applicable):</b> range of percussion instruments	
1	Reconnection: pitch, tempo, dynamics and duration, names of percussion instruments LO: We are learning how to improvise sounds to match the events of a story. Activity: Link to Icarus story. Children to explore how to play the percussion instruments in small groups. Can they make their instrument sound like different parts of the ‘Icarus’ story? Can they use different pitch, tempo, dynamics and duration in their work?
2	Reconnection: pitch, tempo, dynamics and duration, names of percussion instruments LO: We are learning to read music that using symbols. Activity: Explore a range of graphic scores as a class. Children to explore how to play the graphic scores using percussion instruments in small groups. Can they use different pitch, tempo, dynamics and duration in their work? Introduce ‘texture’ as a new vocabulary word.
3	Reconnection: names of notation values LO: We are learning to notate music using symbols. Activity: Explore ways of notating Icarus sounds by creating a graphic score. Add pitch, tempo, dynamics and duration to their work. How can they improve their ideas? (e.g. more variety of instruments, layering rhythmic patterns together).
4	Reconnection: pitch, tempo, dynamics and duration, names of percussion instruments LO: We are learning to match music to moving images. Activity: Explore a range of tuned and un-tuned percussion instruments. Watch and discuss film clip (without sound) from ‘Wrath of the Titans’. Can they make their instrument represent something from the video clip? Can they fit their sound to a rhythmic pattern, suitable for the video clip? Can they layer different sounds and rhythmic patterns together so they fit to what is happening in the video clip? End of unit quiz: Match ‘pitch’, ‘tempo’, ‘dynamics’ and ‘duration’ to their relevant description/ Draw, name and label a range of percussion instruments that you have used this term/ What does the word ‘texture’ describe in music? / What is a graphic score?

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End points:

- Confidence to perform (with instruments).
- Ability to improvise and compose.
- Skills to notate music using graphic score symbols.
- Put on a class performance (recorded or live).