

Pioneer Federation
Medium term plan
Cycle 2, Term 1
Music



Subject: Music	
Key Concept/ Theme: Why does change happen? Songs about me. Appraisal, pitch, tempo, dynamics, listening, composing and performing	
Prior Learning links: Appraising music, key vocabulary – pitch, tempo and dynamics, singing, using percussion instruments	
Vocabulary: Appraisal, pitch, tempo, dynamics, song, melody, names of some percussion instruments, lyrics	
Key Music: Head, Shoulders, Knees and Toes, Fossils from ‘The Carnival of the Animals’, Dem Bones, I wanna be like you, ‘Jungle’ by the Electric Light Orchestra, Parts of the Body song	
School specific areas to cover (where applicable):	
1.	<p>Deeper learning question: <i>Can you make up your own version of the song?</i></p> <p>Reconnection: pitch, tempo, dynamics</p> <p>LO: Let’s learn to sing with actions.</p> <p>Activity: Listen to, appraise and perform ‘Head, Shoulders, Knees and Toes’ adding appropriate actions to it.</p>
2.	<p>Deeper learning question: <i>Can they make their instrument sound like a skeleton?</i></p> <p>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’.</p> <p>LO: Let’s learn to improvise sounds to match an idea.</p> <p>Activity: Listen to Fossils from ‘The Carnival of the Animals’ by Saint-Saens. Children to explore how to play the percussion instruments in small groups. <i>Can they make their instrument sound like a skeleton? Can they fit their sound to a rhythmic pattern? Can they layer different sounds and rhythmic patterns together?</i></p>
3	<p>Deeper learning question: <i>Can they make their instrument sound like something found in the book?</i></p> <p>Reconnection: Demonstrate and then ask the class to show ways to represent different actions and emotions (happy/ sad/ running/ sleeping).</p> <p>LO: Let’s learn to improvise sounds to match a story.</p> <p>Activity: In small groups, children to explore ideas linked to the pages of the book discussed (Funny Bones). <i>Can they make their instrument sound like something found in the book? Can they fit their sound to a rhythmic pattern? Can they layer different sounds and rhythmic patterns together? Can they include different pitch, tempo and dynamics in their work?</i></p>
4	<p>Deeper learning question: <i>How would you describe the song?</i></p> <p>Reconnection: pitch, tempo, dynamics</p> <p>LO: Let’s learn to sing with dynamics.</p> <p>Activity: Listen to, appraise and perform ‘Dem Bones’ adding appropriate dynamics to it.</p>
5	<p>Deeper learning question: <i>What is good about our singing and what can we improve?</i></p> <p>Reconnection: pitch, tempo, dynamics</p> <p>LO: Let’s learn to sing with expression.</p> <p>Activity: Listen to, appraise and perform ‘I wanna be like you’ adding appropriate expression to it.</p>

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6	<p>Deeper learning question: <i>Can you describe the music accurately?</i></p> <p>Reconnection: listening to and appraising music</p> <p>LO: Let's learn to describe music accurately.</p> <p>Activity: Listen carefully to the music ('Jungle' by the Electric Light Orchestra): <i>How does it make you feel? Can you draw a picture of what the music reminds you of? Can you write or draw the instruments that you hear? Can you describe the music (use tempo and dynamics if you can)?</i></p>
7	<p>Deeper learning question: <i>What actions can you add to the song? Can you make up your own version of the song?</i></p> <p>Reconnection: pitch, tempo, dynamics, expression</p> <p>LO: Let's learn to sing with dynamics, expression and actions</p> <p>Activity: Listen to, appraise and perform 'Parts of the Body' song, adding appropriate dynamics and expression to it.</p> <p>End of unit quiz: <i>What does pitch, tempo, dynamics and singing with expression mean?</i></p>
<p>End points:</p> <ul style="list-style-type: none">• Detailed appraisal of different genres of music.• Confidence in performing (voice and instruments).• Put on a class performance (recorded or live).	