

Pioneer Federation
Medium term plan
Cycle 1 Term 3
Music



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| Subject: Music | |
| Key Concept/ Theme: Ancient Egyptians/ pentatonic scales / notation | |
| Prior Learning links: appraising music using key musical vocabulary, using percussion, improvising and composing, notation | |
| Vocabulary: Core – appraise, pulse, rhythm, pitch, tempo, dynamics, texture, duration, improvisation, composition, names of musical instruments, notation, treble clef, semibreve, minim, crotchet, quaver, rest, structure Aspirational – timbre, semiquaver, ternary form | |
| Key Music: Appraisal: Song of the King (Joseph and his Amazing Technicolour Dreamcoat)/ When You Believe (Whitney Houston and Marian Carey)/ Pharaoh Ramses II (Ancient Egyptian-inspired music/ Walk like an Egyptian (The Bangles) Songs that use pentatonic scales: Old MacDonald had a farm/ Swing low, sweet chariot/ Amazing Grace | |
| School specific areas to cover (where applicable): differences in percussion instrument provision | |
| 1 | Deeper learning question: <i>Can you make an Ancient Egyptian sistrum effectively?</i> Reconnection: taking notes from the presentation LO: Let's learn about music from a different culture. Activity: You are going to design an information page all about music in Ancient Egypt. You could use what you have found out about already or use the Internet to find out more. Information to include: musical Egyptian gods/ music in the house of pharaoh/ Ancient Egyptian musical instruments |
| 2 | Deeper learning question: <i>What do you think 'timbre' in music describes?</i> Reconnection: <i>Can you recall any of the facts researched in the last lesson?</i> LO: Let's learn to appraise music using vocabulary accurately. Activity: Use the worksheet provided or create your own work to describe the music using emotions and musical vocabulary (Song of the King/ When You Believe/ Pharaoh Ramses II/ Walk like an Egyptian) |
| 3 | Deeper learning question: Can you find other examples of songs that only use the pentatonic scale? Reconnection: <i>What Is a Scale?</i> LO: Let's learn how to recognise a pentatonic scale. Activity: Learn about scales and the pentatonic scale (5 notes). Songs that use the Pentatonic Scale (They increase in difficulty – challenge yourself to play the melody of at least one, using tuned percussion or the online piano) Old MacDonald had a farm/ Swing low, sweet chariot/ Amazing Grace |

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| 4 | <p>Deeper learning question: <i>Can you use tempo, dynamics and duration to improve your work?</i></p> <p>Reconnection: <i>What is rhythm?</i></p> <p>LO: Let's learn to compose, using a pentatonic scale.</p> <p>Activity: Recall the work on pentatonic scales from the last session. Children to use percussion or the online piano to improvise and create their own pentatonic melody. Recall the musical stave, 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 your pentatonic melody using letters or numbers and then draw it accurately on the stave.</p> |
| 5 | <p>Deeper learning question: <i>Can you perform both your pentatonic melodies in ternary form (ABA)?</i></p> <p>Reconnection: Recall the work on pentatonic scales from the last sessions.</p> <p>LO: Let's learn to compose in ternary form, using a pentatonic scale.</p> <p>Activity: Last week we improvised a pentatonic melody and wrote it down using musical notation. We will now look at putting some structure (form) into our music. Watch this link to help you understand ternary form (ABA form). Using your tuned percussion instrument, improvise and compose two different pentatonic melodies. Write down the order of both your melodies on your worksheet (this will become your Melody A and B). Now perform both your melodies in ternary form (ABA).</p> <p>End of unit quiz: <i>What is 'rhythm' in music? What is 'timbre' in music? How many beats is this worth (4)? What pitch is this note (a)?</i></p> |
| <p>End points:</p> <ul style="list-style-type: none">• Have a knowledge of music inspired by Ancient Egypt.• Perform with confidence and expression (use of instruments).• Notate musical improvisation and composition (rhythmic and pitched).• Put on a class performance (recorded or live). | |