

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



<b>Subject:</b> Music	
<b>Key Concept/ Theme:</b> Amazon Adventures/ Appraisal of music linked to the Amazon, listening, composing and performing.	
<b>Prior Learning links:</b> Appraisal, pitch, tempo, dynamics, duration, listening, composing, performing.	
<b>Vocabulary:</b>	
<b>Core</b> – appraise, pitch, tempo, dynamics, duration, song, verse, chorus, names of instruments, notation	
<b>Aspirational</b> – lyrics, semibreves, minims, crotchets, quavers, improvise, compose	
<b>Key Music:</b> Villa-Lobos, Sash, El Condor Pasa, Shakira, Destiny’s Child, ‘Talking Drums’ example	
<b>School specific areas to cover (where applicable):</b>	
1	<p>Deeper learning question: <i>Can you describe how the music makes you feel and also use musical vocabulary to describe the songs?</i></p> <p>Reconnection: <i>Can you remember what pitch, tempo, dynamics and duration in music mean?</i></p> <p>LO: Let’s learn to appraise music using vocabulary, especially duration, accurately.</p> <p>Task: Appraise music based on the Amazon in writing (composers from and inspired by the countries of Brazil, Ecuador, Peru and Colombia). Describe how the music makes you feel and also use musical vocabulary to describe the songs.</p>
2	<p>Deeper learning question: <i>Can they discuss it using musical vocabulary (pitch, tempo, dynamics, duration etc.)?</i></p> <p>Reconnection: melody, lyrics, verse, chorus</p> <p>LO: Let’s learn to sing with confidence and expression.</p> <p>Task: Appraise, learn and perform ‘Survivor’ by Destiny’s Child</p>
3	<p>Deeper learning question: <i>Can you remember what each note is worth and play the rhythms accurately?</i></p> <p>Reconnection: notated music (semibreves, minims, crotchets and quavers)</p> <p>LO: Let’s learn to play a range of notated values.</p> <p>Task: Learn about the value and notation of semibreves, minims, crotchets and quavers. Using clapping or percussion give the group a range of rhythms to perform that include using semibreves, minims, crotchets and quavers.</p>
4	<p>Deeper learning question: <i>Can they split the group up into two parts away from each other and still recognise the messages they’re sending to each other?</i></p> <p>Reconnection: <i>Can they discuss it using musical vocabulary (pitch, tempo, dynamics, duration etc.)?</i></p> <p>LO: Let’s learn to improvise musical messages using various notated values.</p>

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	<p>Task: Explain that drums were used to send messages and communicate by cultures living in forested areas. The drums served as an early form of long-distance communication and were used during ceremonial and religious functions. Children to think about a range of messages that they could send to their group ('hello', 'danger', 'home-time' etc.) and explore how to play them on the percussion instruments in small groups.</p>
5	<p>Deeper learning question: Swap your musical messages with a partner – <i>can they make appropriate sounds for your ideas using clapping or percussion instruments?</i></p> <p>Reconnection: Today we will recap about musical notation and try to write up some of our drum messages using notation.</p> <p>LO: Let's learn to notate various note values accurately.</p> <p>Task: Recap about musical notation and write up our drum messages using notation.</p> <p>End of Unit Quiz: Match 'duration' to the relevant description below: High/ low - Long/ short - Loud/ soft -, Name some of the musicians/ music you have studied this term. Recognise a pair of quavers, draw a crotchet</p>
<p>End points:</p> <ul style="list-style-type: none"><li>• Knowledge of music from around the world.</li><li>• Confidence to perform (sing and with instruments).</li><li>• Ability to improvise and compose.</li><li>• Skills to notate music using western notation.</li></ul>	