

**Pioneer Federation**  
**Medium term plan**  
**Cycle 2, Term 2**  
**Music**



<b>Subject:</b> Music	
<b>Key Concept/ Theme:</b> Appraisal of Tudor music, listening, composing and performing, pitch, tempo, dynamics, duration	
<b>Prior Learning links:</b> Appraisal, pitch, tempo, dynamics, duration, listening, composing, performing, singing, lyrics	
<b>Vocabulary:</b> appraise, pitch, tempo, dynamics, duration, names of instruments, improvise, compose, sing, melody, lyrics	
<b>Key Music:</b> 'Greensleeves', various examples of Tudor Music, <i>Pastime with Good Company</i> , <i>The Coventry Carol</i> , <i>In Dulci Jubilo</i>	
<b>School specific areas to cover (where applicable):</b>	
1	<p>Deeper learning question: <i>What is appraisal?</i>  Reconnection: <i>What is meant by 'duration' in music?</i>  LO: Let's learn to appraise music using vocabulary, especially duration, accurately.  Activity: Appraise Tudor music. Describe how the music makes you feel and also use musical vocabulary (especially duration) to describe the pieces.</p>
2	<p>Deeper learning question: <i>What do you think the instruments are called/ are made from?</i>  Reconnection: names of instruments  LO: Let's learn more about periods of music.  Activity: Research about Tudor music. <i>What do you think the instruments on the next slide are called/ are made from? Do we have musical instruments like this today? Do we have any instruments in school like this?</i> Explore a range of tuned and un-tuned percussion instruments that bang, shake and scrape. <i>Can you make your instrument sound like an instrument from the Tudor Age? Can you fit your Tudor sound to a rhythmic pattern? Can you layer different Tudor sounds and rhythmic patterns together?</i></p>
3	<p>Deeper learning question: <i>What is meant by 'rhythm' in music?</i>  Reconnection: pitch, tempo, dynamics, duration, rhythm  LO: Let's learn to recognise and repeat rhythmic patterns.  Activity: Reconnect about rhythm, looking at drumming rhythmic patterns that fit to examples of Tudor music. Choose up to three examples of Tudor music from the website link and model to the children how to fit a drumming pattern to it effectively.  Challenge: using the notes G, A, B and C, a tambourine and drums, can you recreate the music of the link?</p>
4	<p>Deeper learning question: <i>How could our performance be improved?</i>  Reconnection: <i>What is a melody?</i>  LO: Let's learn to sing with confidence  Activity: Listen to the song 'Pastime with good company'. <i>How does it make you feel? How would you describe the song? Can you discuss it using musical vocabulary (pitch, tempo, dynamics, duration etc.)? Let's appraise our performance with positive comments and constructive criticism</i></p>
5	<p>Deeper learning question: <i>What is a carol?</i>  Reconnection: <i>How can we song with confidence?</i>  LO: Let's learn to sing with expression</p>

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	Activity: Listen to the Coventry Carol. <i>How does it make you feel? How would you describe the song? Can you discuss it using musical vocabulary (pitch, tempo, dynamics, duration etc.)?</i> Let's appraise our performance with positive comments and constructive criticism
6	Deeper learning question: <i>What is Latin?</i> Reconnection: <i>How can we sing with expression?</i> LO: Let's learn to sing in another language. Activity: Listen to the carol 'In Dulci Jubilo'. <i>How does it make you feel? How would you describe the song? Can you discuss it using musical vocabulary (pitch, tempo, dynamics, duration etc.)?</i> Let's appraise our performance with positive comments and constructive criticism End of unit quiz: Match 'pitch', 'tempo', 'dynamics' and duration to their relevant description below: High/ low – Long/ short - Fast/ slow - Loud/ soft – Name a Tudor musical instrument. What is a 'rhythm' in music? Name one piece of music Henry VIII is said to have composed.
End points: <ul style="list-style-type: none"><li>• Confidence to perform with instruments.</li><li>• Ability to improvise and compose.</li><li>• Put on a class performance (recorded or live).</li></ul>	