

Pioneer Federation
Medium term plan
Cycle 2, Term 2
Music



Subject: Music	
Key Concept/ Theme: appraisal, listening, composing and performing/ World War 2	
Prior Learning links: appraising music using key musical vocabulary, singing techniques, using percussion, improvising and composing	
Vocabulary: appraise, pitch, tempo, dynamics, texture, duration, song, melody, lyrics, verse, chorus, improvisation, composition, names of musical instruments	
Key Music: Ralph Vaughan Williams' Symphony No.6, 'Nocturne' from Benjamin Britten's 'Serenade for Tenor, Horn and Strings', Grazyna Bacewicz's 'Suite for two violins', Run Rabbit Run, Boogie Woogie Bugle Boy, White Christmas, Let it Snow	
School specific areas to cover (where applicable):	
1	<p>Deeper learning question: <i>What do you think duration means in music?</i></p> <p>Reconnection: <i>Can you remember what pitch, tempo, dynamics, duration and texture in music mean?</i></p> <p>LO: Let's learn to appraise music using vocabulary accurately.</p> <p>Activity: Listen to Ralph Vaughan Williams' Symphony No.6, 'Nocturne' from Benjamin Britten's 'Serenade for Tenor, Horn and Strings' and Grazyna Bacewicz's 'Suite for two violins'. Use the worksheet provided or create your own work to describe the music using emotions and musical vocabulary.</p>
2	<p>Deeper learning question: <i>What percussion sounds could suit this poem?</i></p> <p>Reconnection: <i>Can you recall what timbre is in music?</i></p> <p>LO: Let's learn to improvise a soundscape to a poem.</p> <p>Activity: Explore a range of tuned and un-tuned percussion instruments that bang, shake and scrape. <i>Can you make your instrument represent an aspect of the poem? Can you fit your sound to a rhythmic pattern? Can you layer different sounds and rhythmic patterns together? Can you perform the poem with instrument effects appropriately?</i></p>
3	<p>Deeper learning question: <i>How would you describe the song?</i></p> <p>Reconnection: expression in music</p> <p>LO: Let's learn to sing with confidence and expression.</p> <p>Activity: Listen to the song (Run Rabbit Run). Can you discuss it using musical vocabulary (pitch, tempo, dynamics, duration, texture etc.)?</p>
4	<p>Deeper learning question: <i>Can you discuss it using musical vocabulary (pitch, tempo, dynamics, duration, texture etc.)?</i></p> <p>Reconnection: <i>How do we appraise our own performances?</i></p> <p>LO: Let's learn to sing with clear enunciation.</p> <p>Activity: Listen to the song (Boogie Woogie Bugle Boy). How would you describe the song?</p>
5	<p>Deeper learning question: <i>How can you sing with a legato voice?</i></p> <p>Reconnection: legato</p> <p>LO: Let's learn to sing with legato.</p> <p>Activity: Listen to the song (White Christmas). How would you describe the song? Can you discuss it using musical vocabulary (pitch, tempo, dynamics, duration, texture etc.)?</p>

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6	<p>Deeper learning question: <i>Why would a composer write a Christmas song in July?</i></p> <p>Reconnection: fitting appropriate actions with the song</p> <p>LO: Let's learn to sing with appropriate actions.</p> <p>Activity: Listen to the song (Let it Snow). How would you describe the song? Can you discuss it using musical vocabulary (pitch, tempo, dynamics, duration, texture etc.)?</p> <p>End of unit quiz: Describe the meaning of 'pitch', 'tempo', 'dynamics' and 'duration'. Name at least one song made popular in WW2. Name a WW2 classical composer or work.</p> <p>Name at least one Christmas song made popular in WW2.</p>
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End points:

- Have a knowledge of music from World War 2.
- Perform with confidence and expression (voices and use of instruments)
- Put on a class performance (recorded or live).