

Pioneer Federation
Medium term plan
Cycle 2, Term 3
Music



Subject: Music	
Key Concept/ Theme: <i>What makes an animal unique?</i> Music inspired by animals/ exploring percussion	
Prior Learning links: Appraising music, key vocabulary – pitch, tempo and dynamics, singing, using percussion instruments	
Vocabulary: Appraisal, pitch, tempo, dynamics, song, melody, lyrics, pulse, rhythm, improvise, names of some percussion instruments	
Key Music: Theme from ‘Jurassic Park’, ‘Brontosaurus’ by The Move and ‘Walk the Dinosaur’ by Queen Latifah.	
School specific areas to cover (where applicable):	
1.	<p>Deeper learning question: <i>How would you describe the music?</i></p> <p>Reconnection: listening to and appraising music</p> <p>LO: Let’s learn to describe music accurately.</p> <p>Activity: Listen to Track 1 (Theme from ‘Jurassic Park’), Track 2 (‘Brontosaurus’ by The Move) and Track 3 (‘Walk the Dinosaur’ by Queen Latifah). <i>Can you draw a picture of what the music reminds you of or draw the instruments that you hear? Can you describe the music (use pitch, tempo and dynamics if you can)? Which track do you prefer? Why?</i></p>
2.	<p>Deeper learning question: <i>What is meant by ‘pulse’ in music?</i></p> <p>Reconnection: tempo, dynamics</p> <p>LO: Let’s learn to find and recreate the pulse of music.</p> <p>Activity: Listen to a range of tracks and find and re-create the pulse of the music, using body percussion and percussion instruments.</p>
3	<p>Deeper learning question: <i>Can they make their instrument sound like a dinosaur?</i></p> <p>Reconnection: <i>What is meant by ‘pulse’ in music?</i></p> <p>LO: Let’s learn to improvise sounds to match a picture.</p> <p>Activity: Children to explore how to play the percussion instruments in small groups. Children to choose at least one dinosaur and think what the dinosaur might do (e.g. feed, attack, sleep). <i>Can they make their instrument sound like a dinosaur’s movements? Can they keep a steady pulse when they perform? Can they layer different sounds and rhythmic patterns together?</i></p>
4	<p>Deeper learning question: <i>Can they make their instrument sound like something found in the book?</i></p> <p>Reconnection: pitch, tempo, dynamics</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. <i>Can they make their instrument sound like something found in the book? Can they keep a steady pulse when they perform? Can they layer different sounds and rhythmic patterns together? Can they include different pitch, tempo and dynamics in their work?</i></p>
5	<p>Deeper learning question: <i>What is good about our singing and what can we improve?</i></p> <p>Reconnection: <i>What is meant by ‘expression’ in music?</i></p>

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LO: Let's learn to sing with expression.

Activity: Listen to and perform 'Walk the Dinosaur'

End of unit quiz: *What is 'pulse' in music? What is meant by singing with expression?* Name or draw and label some percussion instruments.

End points:

- Appraisal of different genres of music.
- Confidence in performing (voice and percussion).
- Put on a class performance (recorded or live).