

Pioneer Federation
Medium term plan
Cycle 2, Term 5
Music



Subject
: Music

Key Concept/ Theme: Exploring different periods of music

Prior Learning links: Appraising music, key vocabulary – pitch, tempo and dynamics, expression using percussion instruments

Vocabulary: Appraisal, pitch, tempo, dynamics, pulse, rhythm, expression, improvise, names of some percussion instruments

Key Music: ‘Ronde Wo Bistu’, *The Hen* by Jean-Phillipe Rameau, *The Cuckoo* by Louis-Claude Daquin, ‘Wiegenlied Schlafe, mein prinzchen’ by Mozart. Mozart’s ‘Lullaby’, ‘Swan Lake Finale’ by Tchaikovsky, ‘Mambo’ from Bernstein’s ‘West Side Story’.

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: Research about the Renaissance period of music. Listen to ‘Ronde Wo Bistu’. <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)?</i></p>
2.	<p>Deeper learning question: <i>Can you move suitably in time to the music?</i></p> <p>Reconnection: <i>Does anyone remember what the words ‘pitch’, ‘tempo’ or ‘dynamics’ mean?</i></p> <p>LO: Let’s learn to move appropriately to music.</p> <p>Activity: Research about the Baroque period of music. Listen to <i>The Hen</i> by Jean-Phillipe Rameau and <i>The Cuckoo</i> by Louis-Claude Daquin. <i>How does the music make you feel? Can you describe it using musical vocabulary?</i></p>
3.	<p>Deeper learning question: <i>What do you notice about this track and the first track you listened to? What is the same? What is different?</i></p> <p>Reconnection: What are lyrics?</p> <p>LO: Let’s learn to sing with expression.</p> <p>Activity: Research about the Classical period of music. Listen to ‘Wiegenlied Schlafe, mein prinzchen’ by Mozart and Mozart’s ‘Lullaby’. <i>Can you use the lyrics to sing along with Mozart’s ‘Lullaby’?</i></p>
4.	<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: Research about the Romantic period of music. Listen to ‘Swan Lake Finale’ by Tchaikovsky. <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)?</i></p>

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5.	<p>Deeper learning question: <i>Can they layer different sounds and rhythmic patterns together?</i></p> <p>Reconnection: names of percussion instruments</p> <p>LO: Let's learn to improvise sounds to match a piece of music.</p> <p>Activity: Research about the Modern period of music. Listen to 'Mambo' from Bernstein's 'West Side Story'. Children to explore how to use the percussion instruments in small groups to recreate some sounds and patterns based on the music track. <i>Can they make their instrument sound like Bernstein's music? Can they fit their sound to a rhythmic pattern? Can they include different pitch, tempo and dynamics in their work?</i></p> <p>End of unit quiz: <i>What is meant by singing with expression?</i> Number the periods of music in time order. Name at least one piece of music that you have listened to this term.</p>
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End points:

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