

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



<b>Subject:</b> Music	
<b>Key Concept/ Theme:</b> Appraisal of Samba music, listening, composing and performing.	
<b>Prior Learning links:</b> Appraisal, tempo, dynamics, listening, composing, performing.	
<b>Vocabulary:</b>  Core – appraise, tempo, dynamics, duration, names of instruments, improvise, compose, repeating patterns, samba  Aspirational – ostinato, timbre	
<b>Key Music:</b> Human Drum Kit chant, Cyclic Greetings resource, different examples of samba music	
<b>School specific areas to cover (where applicable):</b> differences in percussion instrument provision	
1	<p>Deeper learning question: <i>Can you confidently perform in parts as a round?</i></p> <p>Reconnection: tempo, dynamics</p> <p>LO: Let's learn to perform a chant.</p> <p>Activity: Today, we will create a 'human drum kit' and perform a chant as a whole class and then in separate groups. <i>Can you add appropriate actions to the words? Can you use tempo and dynamics effectively in your work?</i></p>
2	<p>Deeper learning question: <i>Can you add to rhythmic patterns to make a more interesting performance?</i></p> <p>Reconnection: <i>Can you recall 'The Human Drum Kit' chant that we performed in the last session?</i></p> <p>LO: Let's learn to play repeating patterns.</p> <p>Activity: Today, we are going to explore how to play un-tuned percussion instruments. Set the ground rules – the symbol that means that all instruments are silent (beaters down and away from children too). Teach the children the way to hold the pair of beaters (like they're shaking hands with them) and where to hit the instrument for different resonance and effects (timbre). As a class, and then in small groups, explore how to perform 'Cyclic Greetings' accurately. <i>Can you use tempo and dynamics in your work?</i></p>
3	<p>Deeper learning question: <i>How would you describe the track using musical vocabulary?</i></p> <p>Reconnection: repeating rhythmic patterns</p> <p>LO: Let's learn to play repeating patterns accurately.</p> <p>Activity: Today, we are going to find out about Samba music and then explore how to play un-tuned percussion instruments. Watch a video that features an English Samba Band performing. <i>How does the music make you feel? How would you describe it using musical vocabulary?</i> Use the ideas and rhythms that you have just found out about to make up your own Samba band performance.</p>

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4	<p>Deeper learning question: <i>Does anyone know a musical word that means repeating pattern?</i></p> <p>Reconnection: <i>Where does Samba music originate from?</i></p> <p>LO: Let's learn to improvise repeating patterns.</p> <p>Activity: Today, we are going to find out more about Samba music and then explore how to play un-tuned percussion instruments. Use the ideas and rhythms that you have just found out about to make up your own Samba band performance. Don't forget to include dynamics in your work to keep it interesting for the listener and layer the sounds one by one. <i>How will you end your performance?</i></p>
5	<p>Deeper learning question: <i>Do you know what duration in music is?</i></p> <p>Reconnection: <i>What is ostinato?</i></p> <p>LO: Let's learn to describe music carefully and design our own instruments.</p> <p>Activity: Recall the music we have listened to and performed over the last few sessions together. <i>How would you describe it?</i> Listen to a different samba band performance. <i>How does it make you feel?</i> Use the worksheet to appraise the music using the key musical vocabulary of dynamics and tempo. Draw and label your own designs for a percussion instrument made from recycled material.</p>
6	<p>Deeper learning question: <i>Will you bang, scrape or shake it (or have a combination of these?)</i></p> <p>Reconnection: tempo, dynamics</p> <p>LO: Let's learn to create our own instruments.</p> <p>Activity: Recall previous lesson's percussion designs – look carefully at the design you have made. Look at the range of material in class to use for making. <i>Do you need to edit your design?</i> Create and decorate your own percussion instruments carefully. Think carefully how you will use your instrument in a performance next lesson.</p>
7	<p>Deeper learning question: <i>How will you structure your performance?</i></p> <p>Reconnection: <i>Do you know what duration in music is?</i></p> <p>LO: Let's learn to play ostinato using own instruments.</p> <p>Activity: Remind the class about Cyclic Greetings and the Samba band performances used this term. <i>Can you explore different ways to play your junk instruments? Can you add to repeating patterns (ostinato) to make a more interesting performance? Can you use tempo, dynamics and duration in your work?</i></p> <p>End of unit quiz: Match 'pitch', 'tempo' and 'dynamics' to their relevant description below: High/ low - Fast/ slow - Loud/ soft - <i>What is a 'pulse' in music? What is a 'rhythm' in music? What is 'duration' in music?</i></p>
<p>End points:</p> <ul style="list-style-type: none"> <li>• Confidence to perform with instruments.</li> <li>• Ability to improvise and compose.</li> <li>• Design and create own instrument.</li> <li>• Put on a class performance (recorded or live).</li> </ul>	