

Pioneer Federation
Medium term plan
Cycle 2, Term 1
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: 'In the Mood', 'London Pride', 'Hang out the washing on the Siegfried Line', 'We'll meet again', 'Pack up your troubles', 'It's a long way to Tipperary'	
School specific areas to cover (where applicable):	
1.	<p>Deeper learning question: <i>Can you describe how the music makes you feel?</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 the instrumental piece 'In the Mood' by Glenn Miller and his Orchestra. Listen to the song 'London Pride' by Noel Coward. Listen to the song 'Hang out the washing on the Siegfried Line' by the Two Leslies. 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>Do you recognise the song or the artist?</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 research about significant musicians.</p> <p>Activity: Use the notes that you've taken to prepare an information leaflet/ poster about Vera Lynn.</p>
3	<p>Deeper learning question: <i>What is 'timbre' in music?</i></p> <p>Reconnection: <i>Can you remember what pitch, tempo, dynamics and duration in music mean?</i></p> <p>LO: Let's learn to improvise a soundscape.</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 something from World War 2? Can you fit your World War 2 sound to a rhythmic pattern? Can you layer different World War2 sounds and rhythmic patterns together? Can you record your ideas down on your soundscape worksheet based on the example?</i></p>
4	<p>Deeper learning question: <i>What did British Composers do during the war?</i></p> <p>Reconnection: <i>What is 'timbre' in music?</i></p> <p>LO: Let's learn to match improvisation ideas to film clips.</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 something from World War 2 and the video clip? Can you fit your World War 2 sound to a rhythmic pattern, suitable for the video clip? Can you layer different World War 2 sounds and rhythmic patterns together so they fit to what is happening in the video clip?</i></p>

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5	<p>Deeper learning question: <i>Can you accurately recall what each note is worth in music?</i></p> <p>Reconnection: <i>Can you remember what tempo, dynamics and duration in music mean?</i></p> <p>LO: Let's learn to play and notate music.</p> <p>Activity: Recall your rhythmic ideas from the last session. Try to notate your rhythms accurately using semibreves, minims, crotchets, quavers and rests. Add tempo and dynamics into your work.</p>
6	<p>Deeper learning question: <i>What is expression in music?</i></p> <p>Reconnection: <i>Can you remember what pitch, tempo and dynamics in music mean?</i></p> <p>LO: Let's learn to sing in two parts with confidence and expression.</p> <p>Activity: Appraise, learn and perform 'Pack up your troubles' and 'It's a long way to Tipperary'</p>
7	<p>Deeper learning question: <i>How can you sing using legato?</i></p> <p>Reconnection: <i>What is 'expression' in music?</i></p> <p>LO: Let's learn to sing using legato.</p> <p>Activity: Appraise, learn and perform 'We'll meet again'</p> <p>End of unit quiz: Match 'pitch', 'tempo' and 'dynamics' to their relevant description: High/ low - Fast/ slow - Loud/ soft – <i>What is 'duration' in music? What is 'texture' in music? What is 'timbre' in music?</i></p>
<p>End points:</p> <ul style="list-style-type: none">• Have a knowledge of songs from World War 2.• Perform with confidence, building to sustaining two-part singing.• Put on a class performance (recorded or live).	