

**Pioneer Federation**  
**Medium term plan**  
**Cycle 2, Term 3**  
**Music**



<b>Subject:</b> Music	
<b>Key Concept/ Theme:</b> <i>What makes a hospitable environment?</i> Setting texts to music	
<b>Prior Learning links:</b> appraising music using key musical vocabulary, singing techniques, using percussion, improvising and composing, notation	
<b>Vocabulary:</b> appraise, pitch, tempo, dynamics, texture, duration, timbre, song, melody, lyrics, verse, chorus, improvisation, composition, names of musical instruments, notation, treble clef, semibreve, minim, crotchet, quaver, semiquaver, rest	
<b>Key Music:</b> 'Where the bee sucks, there lurk I' by Thomas Arne, 'A woman's face' (Sonnet 20) by Rufus Wainwright and 'Love Story' by Taylor Swift	
<b>School specific areas to cover (where applicable):</b>	
1.	<p>Deeper learning question: In future Music lessons we will be setting words to music – <i>what skills do you think we need to be able to do this?</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 'Where the bee sucks, there lurk I' by Thomas Arne, 'A woman's face' (Sonnet 20) by Rufus Wainwright and 'Love Story' by Taylor Swift. 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>What melody/ genre of music could suit this poem?</i></p> <p>Reconnection: improvisation</p> <p>LO: Let's learn to match improvisation ideas to a poem.</p> <p>Activity: Use the online piano resource or a range of tuned percussion instruments. Think about what type of music would suit the poem the best. Experiment and improvise on the piano keys/ pitched percussion instruments to make up your own melody. The 'online piano' gives numbers and letters for each note. Try to write down the order of your melody on your worksheet. Think of ways to improve your performance. You could use dynamics and duration to help you do this and make up symbols or write instructions to help you do this on your worksheet.</p>
4&5	<p>Deeper learning question: <i>Can you accurately recall what each note is worth in music?</i></p> <p>Reconnection: names and lengths of musical notes</p> <p>LO: Let's learn to notate pitch.</p> <p>Activity: Recall your improvisation ideas from the last session. Try to notate your improvisation accurately using semibreves, minims, crotchets, quavers and rests. Add tempo and dynamics into your work.</p> <p>End of unit quiz: <i>What is 'timbre' in music?</i> Name at least one song inspired by Shakespeare. Recognise a treble clef. Recognise pitches of notes.</p>

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End points:

- Have a knowledge of music inspired by Shakespeare.
- Perform with confidence and expression (use of instruments).
- Notate musical improvisation and composition.
- Put on a class performance (recorded or live).