

Pioneer Federation
Medium term plan
Cycle 2, Term 4
Music



Subject: Music	
Key Concept/ Theme: <i>Why should we look after the oceans?</i> Music inspired by oceans/ exploring percussion/ improvisation/ notation (graphic score)	
Prior Learning links: Appraising music, key vocabulary – pitch, tempo and dynamics, using percussion instruments	
Vocabulary: Appraisal, pitch, tempo, dynamics, pulse, rhythm, improvise, names of some percussion instruments, notate, graphic score	
Key Music: Felix Mendelssohn’s ‘Hebrides’ Overture/ Bobby Darin ‘Beyond the Sea’/ ‘Under the Sea’ from <i>The Little Mermaid</i>	
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 (Felix Mendelssohn’s ‘Hebrides’ Overture), Track 2 (Bobby Darin ‘Beyond the Sea’) and Track 3 (‘Under the Sea’ from <i>The Little Mermaid</i>). <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 ‘rhythm’ in music?</i></p> <p>Reconnection: <i>Can you swap worksheets with another group and accurately perform their ideas?</i></p> <p>LO: Let’s learn how to play and notate ideas.</p> <p>Activity: explore body percussion (making musical sounds with our own bodies) and use pictures to help us notate (write down) and sequence (put in an order) our ideas.</p>
3	<p>Deeper learning question: <i>Can you swap worksheets with another group and accurately perform their ideas?</i></p> <p>Reconnection: Recall previous work about ways that we can write down our musical ideas.</p> <p>LO: Let’s learn how to play and notate my ideas accurately.</p> <p>Activity: explore a way to notate (write down) and sequence (put in an order) work using percussion instruments.</p>
4	<p>Deeper learning question: <i>Can they layer different sounds and rhythmic patterns together?</i></p> <p>Reconnection: Recall previous work about ways that we can write down our musical ideas, exploring a way to notate (write down) and sequence (put in an order) work using percussion instruments.</p> <p>LO: Let’s learn to improvise sounds to match an idea</p> <p>Activity: create our own percussion sounds and rhythms about the ocean.</p>
5	<p>Deeper learning question: <i>What is a graphic score?</i></p> <p>Reconnection: Recall previous work about ways that we can write down our musical ideas, exploring a way to notate (write down) and sequence (put in an order) work using percussion instruments.</p> <p>LO: Let’s learn to notate music using symbols.</p> <p>Activity: create a graphic score based on our ‘ocean’ sounds.</p>

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	End of unit quiz: <i>What is 'rhythm' in music? What is a graphic score?</i> Name or draw and label some percussion instruments.
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End points:

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