

Pioneer Federation
Medium term plan
Cycle 2, Term 6
Music



Subject: Music	
Key Concept/ Theme: Using traditional melodies to support topic-based learning, listening, composing and performing	
Prior Learning links: Familiarity with traditional melodies, knowledge of dynamics.	
Vocabulary: Core - Dynamics, song, names of some percussion instruments Aspirational – melody, pitch, tempo	
Key Music: Aquarium from ‘The Carnival of the Animals’ by Saint-Saens, The Herring Song by Eliza Carthy, ‘Surfin’ USA’ by the Beach Boys, Polly put the kettle on, The Pirate Counting Song, Here we go round the Mulberry Bush	
School specific areas to cover (where applicable):	
1	<p>Deeper learning question: <i>Can you move like a fish in time to the music?</i></p> <p>Reconnection: <i>How do we listen carefully to music?</i></p> <p>LO: Let’s learn to describe and move to music.</p> <p>Activity: Listen to Aquarium from ‘The Carnival of the Animals’ by Saint-Saens. <i>How does the music make you feel? Can you move like a fish in time to the music?</i></p> <p>Listen to The Herring Song by the folk performer <i>How does the music make you feel? Can you move like a fish in time to the music?</i></p>
2	<p>Deeper learning question: <i>What are dynamics in music?</i></p> <p>Reconnection: names of some percussion instruments</p> <p>LO: Let’s learn to play dynamics using percussion instruments.</p> <p>Activity: Children to explore how to play the percussion instruments in small groups. <i>Can they make their instrument sound like different parts of the ‘The Snail and the Whale story’? Can they make sounds like a snail? How will this change for sounds like a whale? Can they use different dynamics in their work?</i></p>
3	<p>Deeper learning question: <i>Can you draw the instruments that you can hear?</i></p> <p>Reconnection: <i>What are dynamics in music?</i></p> <p>LO: Let’s learn to describe dynamics in music.</p> <p>Activity: Listen to the song (‘Surfin’ USA by the Beach Boys). <i>How does it make you feel? Can you draw a picture about the music? Can you draw the instruments that you can hear?</i></p>
4	<p>Deeper learning question: <i>Tell me things that are good about our singing and what we can improve.</i></p> <p>Reconnection: <i>What is a melody?</i></p> <p>LO: Let’s learn to repeat a melody accurately.</p> <p>Activity: Listen to the song (Polly put the kettle on), learn song, perform it and either make up own version or add appropriate percussion sounds to it.</p>

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5	Deeper learning question: <i>Can you make up your own version?</i> Reconnection: <i>What is a melody?</i> LO: Let's learn to sing with dynamics. Activity: Listen to the song (The Pirate Counting Song), learn song, perform it and either make up own version or add appropriate percussion sounds to it.
6	Deeper learning question: <i>Can you make up your own version or add percussion instruments to your performance?</i> Reconnection: <i>What is expression in music?</i> LO: Let's learn to sing with dynamics and expression. Activity: Listen to the song (Here we go round the Mulberry bush), learn song, perform it and either make up own version or add appropriate percussion sounds to it. End of unit quiz: <i>What have you enjoyed most about Music this term? Why? What does the word 'expression' mean?</i>
End points: <ul style="list-style-type: none">• Knowledge of familiar melodies, linked to topic-based learning• Confidence to perform (voice and percussion)• Put on a class performance (recorded or live)	