

Pioneer Federation
Medium term plan
Cycle 1, Term 1
Music



Subject: Music	
Key Concept/ Theme: <i>The Great Fire of London</i> . Music inspired by fire and fireworks/ exploring percussion	
Prior Learning links: Appraising music, key vocabulary – pitch, tempo and dynamics, singing, using percussion instruments	
Vocabulary: Core – pitch, tempo, dynamics, song, melody, pulse, names of some percussion instruments Aspirational – appraisal, lyrics, rhythm, improvise	
Key Music: London’s burning, Great Fire of London song (September 1666), Handel’s ‘Firework Music’, ‘Firework’ by Katy Perry, Igor Stravinsky’s ‘Feu d’artifice’ (Fireworks)	
School specific areas to cover (where applicable): differences in percussion instrument provision	
1	Deeper learning question: <i>What is meant by ‘pulse’ in music?</i> Reconnection: tempo, dynamics LO: Let’s learn to find and recreate the pulse of music. Activity: Listen to a range of tracks and find and re-create the pulse of the music, using body percussion and percussion instruments.
2	Deeper learning question: <i>Can they keep a steady pulse when they perform?</i> Reconnection: <i>What is meant by ‘pulse’ in music?</i> LO: Let’s learn to improvise sounds to match an emotion. Activity: Children to explore how to play the percussion instruments in small groups. Children to choose at least one emotion to represent (e.g. happy, sad, excited). <i>Can they make their instrument sound like the emotion? Can they layer different sounds and rhythmic patterns together?</i>
3	Deeper learning question: tell me things that are good about our singing and what we can improve. Reconnection: dynamics LO: Let’s learn to sing with dynamics. Activity: Listen to the ‘Great Fire of London Vocal Track’. <i>Do you know it? How does it make you feel? How would you describe the song?</i> Learn song, practise and perform it.
4	Deeper learning question: <i>Can they make their instruments sound like the fire beginning slowly and then sweeping through the city?</i> Reconnection: Remind the class of the ‘September 1666’ song that they sang last lesson. LO: Let’s learn to improvise sounds to match an idea. Activity: Children to explore how to play the percussion instruments in small groups. Children to think about the order of events for the Great Fire of London (<i>e.g. spark, flames, people running, pour on water</i>). <i>Can they keep a pulse when they perform? Can they layer different sounds and rhythmic patterns together?</i>
5	Deeper learning question: <i>How would you describe the music?</i> Reconnection: listening to and appraising music LO: Let’s learn to describe music accurately.

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	Activity: Listen to Handel's 'Firework Music' excerpt. <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)?</i>
6	Deeper learning question: <i>What is meant by 'expression' in Music?</i> Reconnection: Let's appraise our performance – tell me things that are good about our singing and what we can improve. LO: Let's learn to sing with expression. Activity: Listen to the song 'Firework' by Katy Perry. <i>Do you know it? How does it make you feel? How would you describe the song?</i> Learn song, practise and perform it.
7	Deeper learning question: <i>Can they layer different firework sounds and rhythmic patterns together?</i> Reconnection: Remind the class of previous fireworks-inspired music (Handel and Katy Perry). LO: Let's learn to improvise sounds to match an idea. Activity: Listen to Igor Stravinsky's 'Feu d'artifice' (Fireworks). Children to explore how to play the percussion instruments in small groups. <i>Can they make their instrument sound like a firework? Can they fit their firework sound to a rhythmic pattern?</i> End of unit quiz: <i>What is 'pulse' in music? What is meant by singing with expression?</i> Name or draw and label some percussion instruments.
End points:	
<ul style="list-style-type: none"> • Appraisal of different genres of music. • Confidence in performing (voice and percussion). • Put on a class performance (recorded or live). 	