

Pioneer Federation
Medium term plan
Cycle 1, Term 2
Music



Subject: Music	
Key Concept/ Theme: periods of music/ appraisal, listening, composing and performing/ compare and contrast	
Prior Learning links: appraising music using key musical vocabulary, using percussion, improvising and composing	
Vocabulary: Core – appraise, pitch, tempo, dynamics, texture, duration, improvisation, composition, names of musical instruments, Renaissance, Baroque, Classical, Romantic, Modern Aspirational – timbre, names of composers studied	
Key Music: Thomas Tallis’ ‘Spem in Alium’, Vivaldi’s ‘Four seasons’ - Presto from Summer, Chevalier de Saint-George’s ‘Symphonie Concertante in G major’ – Allegro, Clara Schuman’s ‘Piano Concerto in A Minor’, Stravinsky’s ‘Rite of Spring’	
School specific areas to cover (where applicable):	
1	Deeper learning question: <i>What are the similarities and differences between a recorder and a saxophone?</i> Reconnection: <i>Does anyone remember what the words ‘pitch’, ‘texture’ or ‘duration’ in music mean?</i> LO: Let’s learn to appraise Renaissance music and compare instruments. Activity: Find out about a period of music (Renaissance music) and appraise the music (Thomas Tallis’ ‘Spem in Alium’) in drawing and writing. Compare an instrument from the period (recorder) with a modern-day version of it (saxophone) to see how music has evolved over time.
2	Deeper learning question: <i>What are the similarities and differences between a lute and an electric guitar?</i> Reconnection: <i>Can you tell me something about the Renaissance period of music that we studied last lesson?</i> LO: Let’s learn to appraise Baroque music and compare instruments. Activity: Find out about a period of music (Baroque Music) and appraise the music (Vivaldi’s ‘Four seasons’ - Presto from Summer) in drawing and writing. Compare an instrument from the period (lute) with a modern-day version of it (electric guitar) to see how music has evolved over time.
3	Deeper learning question: <i>What are the similarities and differences between a classical piano and an electronic keyboard?</i> Reconnection: <i>Can you tell me something about the Baroque period of music that we studied last lesson?</i> LO: Let’s learn to appraise Classical music and compare instruments. Activity: Find out about a period of music (Classical Music) and appraise the music (Chevalier de Saint-George’s ‘Symphonie Concertante in G major’ – Allegro) in drawing and writing. Compare an instrument from the period (classical piano) with a modern-day version of it (electronic keyboard) to see how music has evolved over time.
4	Deeper learning question: <i>What are the similarities and differences between orchestral percussion and a drum-kit?</i> Reconnection: <i>Can you tell me something about the Classical period of music that we studied last lesson?</i> LO: Let’s learn to appraise Romantic music and compare instruments. Activity: Find out about a period of music (Romantic Music) and appraise the music (Clara Schuman’s ‘Piano Concerto in A Minor’) in drawing and writing. Compare an instrument from the period (orchestral percussion) with a modern-day version of it (drum-kit) to see how music has evolved over time.

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5	<p>Deeper learning question: <i>What do you think 'timbre' in music describes?</i></p> <p>Reconnection: <i>Can you tell me something about the Romantic period of music that we studied last lesson?</i></p> <p>LO: Let's learn to appraise Modern music accurately.</p> <p>Activity: Find out about a period of music (Modern Music) and appraise the music (Stravinsky's 'Rite of Spring') in drawing and writing.</p>
6	<p>Deeper learning question:</p> <p>Reconnection: <i>Can you tell me something about the Modern period of music that we studied last lesson?</i></p> <p>LO: Let's learn to match improvisation ideas to film clips.</p> <p>Activity: Watch three film clips from Disney's 'Dinosaurs' and think about what type of music would suit the clip best. Explore a range of tuned and un-tuned percussion instruments that bang, shake and scrape. <i>Can you make your instrument represent something from the video clips? Can you fit your sounds to a rhythmic pattern, suitable for the video clips? Can you layer different sounds and rhythmic patterns together so they fit to what is happening in the video clips?</i></p> <p>End of unit quiz: <i>What periods of music have you studied this term?</i> Name at least one composer you have researched about. Name at least one older instrument that you have looked at this term. Name at least one modern instrument that you have looked at this term.</p>
<p>End points:</p> <ul style="list-style-type: none">• Have a knowledge of different genres of music.• Be able to compare and contrast music and musical instruments.• Confidence to perform (percussion).• Put on a class performance (recorded or live).	