

Pioneer Federation
Medium term plan
Cycle 1, Term 3
Music



Subject: Music	
Key Concept/ Theme: Roald Dahl music/ Appraisal of music, listening and performing (singing and percussion), pitch, tempo, dynamics, duration, improvising	
Prior Learning links: Appraisal, pitch, tempo, dynamics, duration, listening, performing (singing and percussion), lyrics	
Vocabulary:	
Core – appraise, pitch, tempo, dynamics, duration, names of instruments, melody, expression, pulse, rhythm	
Aspirational – lyrics, ostinato	
Key Music: ‘Naughty’ from Matilda, ‘Pure Imagination’ from Charlie and the Chocolate Factory, ‘Boggis, Bunce and Bean (Main Theme)’ from Fantastic Mr. Fox, ‘That’s The Life For Me’ from James And The Giant Peach. ‘When I grow up’ from Matilda.	
School specific areas to cover (where applicable):	
1	<p>Deeper learning question: <i>Does anyone know any musicals based on the work of Roald Dahl?</i></p> <p>Reconnection: <i>Can you remember what pitch, tempo, dynamics and duration in music mean?</i></p> <p>LO: Let’s learn to appraise music using vocabulary, especially duration, accurately.</p> <p>Activity: Today we will appraise some in writing. You can describe how the music makes you feel and also use musical vocabulary to describe the songs. Use the worksheet provided or create your own work to describe the music using emotions and musical vocabulary. ‘Naughty’ from Matilda, ‘Pure Imagination’ from Charlie and the Chocolate Factory, ‘Boggis, Bunce and Bean (Main Theme)’ from Fantastic Mr. Fox, ‘That’s The Life For Me’ from James And The Giant Peach.</p>
2	<p>Deeper learning question: <i>What are lyrics?</i></p> <p>Reconnection: Expression in music</p> <p>LO: Let’s learn to sing with confidence and expression.</p> <p>Activity: Listen to the song ‘When I grow up’. <i>Do you know it? How does it make you feel? How would you describe the song? Can you discuss it using musical vocabulary (pitch, tempo, dynamics, duration etc.)</i> Learn ‘When I grow up’. <i>How could our performance be improved?</i> Let’s appraise our performance with positive comments and constructive criticism.</p>
3	<p>Deeper learning question: <i>What is ostinato?</i></p> <p>Reconnection: Recall previous work last year about using percussion instruments to create a soundscape (a picture using instruments).</p> <p>LO: Let’s learn to improvise music based on a film clip.</p> <p>Activity: Today, we will try to match percussion sounds and rhythmic patterns to a video clip from a Roald Dahl film. Watch the video clip (without the sound on). Think about what percussion instrument sounds and rhythmic patterns you can create to fit the video clip. 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 clip? Can you fit your sound to a rhythmic pattern, suitable for the video clip? Can you layer different sounds and rhythmic patterns together so they fit to what is happening in the video clip? Can you add repeating patterns (ostinato) to make a more interesting performance?</i></p>

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4	<p>Deeper learning question: <i>What is a musical soundscape?</i></p> <p>Reconnection: Ostinato</p> <p>LO: Let's learn to improvise music based on a poem.</p> <p>Activity: Today, we will be using percussion instruments to create a soundscape (a picture using instruments) that links effectively to a poem written by Roald Dahl. 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? Can you add repeating patterns (ostinato) to make a more interesting performance?</i></p>
5	<p>Deeper learning question: Swap your graphic score with a partner – <i>can they make appropriate sounds for your ideas using their voice or percussion instruments?</i></p> <p>Reconnection: <i>Year 4 – can you recall what a graphic score is from our Music lessons last year?</i></p> <p>LO: Let's learn to notate music using pictures.</p> <p>Activity: Today, we will create a graphic score based on Roald Dahl character. The graphic score to the left should be read from left to right and top to bottom so that it shows when you play the instrument or sound. Choose a Roald Dahl character and think what musical effects would be best to describe them. Draw a musical symbol for each of your Roald Dahl character ideas. Don't forget to add pitch, tempo, dynamics and duration to your work.</p> <p>End of unit quiz:</p> <p>Match 'pitch', 'tempo', 'dynamics' and 'duration' to their relevant description: Fast/ slow – High/ low – Short/ long - Loud/ soft -</p> <p>Name at least one piece of music that links to the work of Roald Dahl.</p> <p><i>What does it mean to sing with expression?</i></p> <p>Draw, name and label a range of percussion instruments that you have used this term.</p>
<p>End points:</p> <ul style="list-style-type: none">• Confidence to perform (singing and percussion).• Ability to improvise and compose.• Put on a class performance (recorded or live).	