

Pioneer Federation
Medium term plan
Cycle 1, Term 3
Music



Subject: Music	
Key Concept/ Theme: <i>Who helps us?</i> Exploring percussion instruments/ Well-known songs linked to topic	
Prior Learning links: Familiarity with traditional melodies	
Vocabulary: Core – song, names of some percussion instruments Aspirational – dynamics, melody	
Key Music: Chinese New Year music, <i>The wheels on the bus</i> , <i>Frere Jacques</i> , <i>I’m a little teapot</i>	
School specific areas to cover (where applicable):	
1.	Deeper learning question: <i>Can you remember what you have learnt so far about Chinese New Year?</i> Reconnection: <i>What are dynamics in music?</i> LO: Let’s learn to describe dynamics in music. Activity: Listen carefully to the piece of music. <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>
2.	Deeper learning question: <i>Can you tell me about the story of ‘The Naughty Bus’?</i> Reconnection: names of some percussion instruments. LO: Let’s learn to play dynamics using percussion instruments. Activity: Explore a range of un-tuned percussion instruments that bang, shake and scrape. Listen to <i>The wheels on the bus</i> . Children to perform the song and replace words and actions with sounds from their instruments (e.g. replace ‘round, round, round’ with ‘bang, bang, bang’ on a drum...)
3	Deeper learning question: <i>Can you tell me something about ‘Whatever Next’?</i> Reconnection: <i>What is a melody?</i> LO: Let’s learn to repeat a melody accurately. Activity: Listen to the song (<i>Frere Jacques</i>), learn song (<i>In a rocket</i>) and perform it.
4	Deeper learning question: <i>Can you make up your own version?</i> Reconnection: <i>What are dynamics in music?</i> LO: Let’s learn to sing with dynamics. Activity: Listen to the song (<i>I’m a little teapot</i>), learn song (<i>I’m a little alien</i>), perform it and make up own version of it.
5	Deeper learning question: <i>Can they play their sound in a repeating rhythm?</i> Reconnection: names of some percussion instruments. LO: Let’s learn to create sounds to match an idea.

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Activity: Share a range of percussion instruments (pitched and un-pitched) out amongst the class. Demonstrate and then ask the class to show ways to represent different actions and emotions (happy/ sad/ running/ sleeping). In small groups, children to explore ideas linked to the pages of the book discussed. *Can they make their instrument sound like something found in the book? Can they play their sound in a repeating rhythm? Can they include different dynamics in their work?*

End of unit quiz: *What have you enjoyed most about Music this term? Why? What does the word 'dynamics' mean?*

End points:

- Knowledge of familiar melodies, linked to topic-based learning
- Confidence to perform (voice and percussion)
- Put on a class performance (recorded or live)