



# Medium Term Unit Planning

**Topic Name: Music (Animals)**

**Learning outcome:**

*Children will link animal movement with pitch to help the children develop understanding and recognition of changing pitch. The children will interpret and create pitch line notation using both voices and tuned instruments.*

**Oracy:** *Perform to other groups, record performance. Provide feedback based on performances.*

**Key Vocabulary:**

*Beat, pitch, upwards, downwards, movement, voice, elements, dimensions.*

**Main Subjects covered:**

**Music**

**Music Threshold concepts**

*Perform*

*This concept involves understanding that music is created to be performed.*

**Notes:**

*This scheme is linked with aspects of the 'Our Bodies' scheme. We will be bringing instruments into the lessons to support the different sounds.*



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Lesson title and learning Intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure/differentiation
<p>1. I can listen to a steady beat and responding in movement. I can identify and responding to changes in pitch, upwards and downwards. I can perform changes in pitch using whole body movement and voice.</p>	<p><i>Perform</i> This concept involves understanding that music is created to be performed.</p>	<p>Follow instructions on how and when to sing or play an instrument.  Imitate changes in pitch.</p>	<p><b>The lion sleeps tonight</b> Perform actions in time to the beat in a piece of music.  <b>In the jungle</b> Identify and copy changes in the pitch of animal sounds using voices.  <b>Be the jungle</b> Demonstrate changes of pitch in body movements.</p>
<p>2. I can understand and perform upwards and downwards pitch direction. I can read pitch line notation.</p>	<p><i>Perform</i> This concept involves understanding that music is created to be performed.</p>	<p>Follow instructions on how and when to sing or play an instrument.  Imitate changes in pitch.</p>	<p><b>Nosy dog</b> Learn to sing Nosy dog.  <b>As the crow flies</b> Follow a pitch line using hands then voices.  <b>Where will the crow go?</b> Create your own pitch line and vocalise to it.</p>
<p>3. I can play pitch lines on tuned percussion. I can combine pitch change with</p>	<p><i>Perform</i> This concept involves understanding that music is created to be performed.</p>	<p>Follow instructions on how and when to sing or play an instrument.</p>	<p><b>Nosy dog in pictures</b> Invent sounds using voices and tuned percussion to depict pictures.</p>



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<p>changes in other elements/dimensions.</p>		<p>Imitate changes in pitch.</p>	<p><b>Nosy dog pitch lines</b> Create pitch lines to represent a dog travelling in different transport.</p> <p><b>Nosy dog performance</b> Perform 'Nosy dog' with the pitch line compositions.</p>
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