



Medium Term Unit Planning

Topic Name: Music (Travel)

Learning outcome:

The children will learn a Tanzanian game song and accompany a travelling song using voices and instruments. They will listen to an orchestral piece and improvise their own descriptive 'theme park' music.

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

Key Vocabulary:
Patterns, physical, movement, beat, rhythm, tempo, express.

Main Subjects covered:

Music

Music Threshold concepts

Perform

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

Compose

This concept involves appreciating that music is created through a process which has a number of techniques.

Notes:

This scheme of work will lead us into discussions surrounding geographical knowledge as well as focussing on the threshold concepts for music (mentioned above).



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Lesson title and learning Intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure/differentiation
<p>1. I can explore patterns of physical movement in a game song. I can respond to a song with movement. I can use simple musical vocabulary to describe music.</p>	<p><i>Perform</i> This concept involves understanding that music is created to be performed.</p> <p><i>Compose</i> This concept involves appreciating that music is created through a process which has a number of techniques.</p>	<p>Follow instructions on how and when to sing or play an instrument.</p> <p>Create a mixture of different sounds (long and short, loud and quiet, high and low).</p> <p>Sequence sounds to create an overall effect.</p> <p>Create short, musical patterns.</p> <p>Create short, rhythmic phrases.</p>	<p>Simama kaa Sing a Tanzanian game song, adding movements to the beat.</p> <p>Going to town in a bus Sing a rhyming song and add actions.</p> <p>Going to town accompaniment Accompany <i>Going to town on a bus</i> with voices and tuned percussion.</p>



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<p>2. I can combine steady beat and rhythms to accompany a song. I can listen and respond to contemporary orchestral music. I can play an instrument game to practise steady beat at changing tempi.</p>	<p><i>Perform</i> This concept involves understanding that music is created to be performed.</p> <p><i>Compose</i> This concept involves appreciating that music is created through a process which has a number of techniques.</p>	<p>Follow instructions on how and when to sing or play an instrument.</p> <p>Create a mixture of different sounds (long and short, loud and quiet, high and low).</p> <p>Sequence sounds to create an overall effect.</p> <p>Create short, musical patterns.</p> <p>Create short, rhythmic phrases.</p>	<p>Simama kaa accompaniments Learn percussion accompaniments to perform with Simama kaa.</p> <p>Short ride in a fast machine Listen to a piece of music and imagine what is being described.</p> <p>Our short ride Play a game to practise playing the steady beat and changing tempo.</p>
<p>3. I can prepare and improve a performance using movement, voice and percussion. I can use instruments expressively. I can understand notation.</p>	<p><i>Perform</i> This concept involves understanding that music is created to be performed.</p> <p><i>Compose</i> This concept involves appreciating that music is created through a process which has a number of techniques.</p>	<p>Follow instructions on how and when to sing or play an instrument.</p> <p>Create a mixture of different sounds (long and short, loud and quiet, high and low).</p> <p>Sequence sounds to create an overall effect.</p>	<p>Another short ride Listen for specific instrumental sound in a piece of music.</p> <p>Our fast machine score Layer four repeating patterns to create <i>Our fast machine</i>.</p> <p>Trip to a theme park Improvise descriptive music following a picture score.</p>



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		<p>Create short, musical patterns.</p> <p>Create short, rhythmic phrases.</p>	
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