



Medium Term Unit Planning

Subject Name: Music

Learning outcome:

Children will develop a musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise. Build a good awareness and appreciation of different musical traditions and genres. Creating a passion for and commitment to a diverse range of musical activities.

Hook

Disco using popular music chosen by the children.

Topic Showcase

End of topic performance to the rest of the Key Stage.

Oracy:

Children will have the opportunity to talk about the music they are playing, using the correct language.

Key Vocabulary: Performance, composition, structure, beat, pitch, notation

Key Texts (whole class reading/end of the day book/Talk for Writing Texts etc.): UNDER REVIEW

Citizenship/Community Opportunities:

Understand how music can bring communities together and showpiece positivity.

Experiences/Visits/Visitors N/A



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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.

- Transcribe

This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.

- Describe music

This concept involves appreciating the features and effectiveness of musical elements.

Notes:

Lesson title and learning Intention	Threshold concepts (success criteria)	Milestones 2 (success criteria)	Lesson structure/differentiation
Lessons 1-3 ENVIRONMENT <ul style="list-style-type: none"> • Exploring how different timbres can be descriptive. • Exploring combinations of different timbres to 	<ul style="list-style-type: none"> • Describe music This concept involves appreciating the features and effectiveness of musical elements. • Compose This concept involves appreciating that music is created through a process which has a number of techniques. 	<ul style="list-style-type: none"> • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Compose and perform melodic songs. 	<ul style="list-style-type: none"> • The tree in season. Sort instruments by timbre into groups to depict the four seasons • The tree in season composition Compose and perform four seasons music • Vivaldi's Four Seasons.



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<p>accompany a song.</p> <ul style="list-style-type: none"> • Learning how to accompany a song with drone and ostinato on tuned percussion. • Exploring the descriptive music of two major composers. • Composing an introduction for a song. 			<p>Listen to Vivaldi's musical description of the four seasons.</p> <ul style="list-style-type: none"> • Global warming <p>Learn to sing a song in a minor key.</p> <ul style="list-style-type: none"> • Global warming accompaniments <p>Accompany the song Global warming with a drone and ostinato.</p> <ul style="list-style-type: none"> • Global warming sounds <p>Select different timbres to accompany the song.</p> <ul style="list-style-type: none"> • Antarctic symphony <p>Listen to extracts of two pieces of music called Antarctic symphony.</p> <ul style="list-style-type: none"> • No home for a polar bear <p>Learn to sing a song about global warming.</p> <ul style="list-style-type: none"> • Arctic introduction <p>Compose an introduction to a song inspired by listening extracts.</p>
<p>Lessons 4-7 SOUNDS</p> <ul style="list-style-type: none"> • Learning about classifying instruments by the way sounds are produced. • Learning some simple beatboxing sounds. • Singing a song and 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Perform with control and awareness of others 	<ul style="list-style-type: none"> • Exploring our voices <p>Explore the voice as an instrument, and beatbox drum kit sounds</p> <ul style="list-style-type: none"> • Mix it up <p>Learn to sing a song and add beatbox sounds</p> <ul style="list-style-type: none"> • Make it up <p>Children invent their own beatbox pattern to perform in a song</p> <ul style="list-style-type: none"> • When the saints



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<p>adding beatboxing sounds.</p> <ul style="list-style-type: none"> • Learning about aerophones • Learning to sing partner Songs • Learning about classifying instruments by the way sounds are produced • Exploring the combined expressive effects of different instrument groups 		<ul style="list-style-type: none"> • Use sound to create abstract effects. 	<p>Identify and respond to four well-known instruments in a song</p> <ul style="list-style-type: none"> • Saint train swing sing <p>Learn to sing four spirituals and identify their melody instrument</p> <ul style="list-style-type: none"> • Saint train swing sing performance <p>Combine singing four songs together in a performance</p> <ul style="list-style-type: none"> • In the mood <p>Classify the dance band instruments playing in the mood</p> <ul style="list-style-type: none"> • Hey, Mr Miller <p>Learn a song and use actions to demonstrate its structure</p> <ul style="list-style-type: none"> • Hey, Mr Miller ~ round <p>Sing Hey, Mr Miller as a three-part round</p>
<p>Lessons 8-11 SINGING IN SPANISH</p> <ul style="list-style-type: none"> • Singing in groups • Creating descriptive music • Singing in a minor key in groups • Developing descriptive song accompaniments • Singing in two parts with accompaniment • Performing repeating rhythms 	<ul style="list-style-type: none"> • Perform This concept involves understanding that music is created to be performed. 	<ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Perform with control and awareness of others. 	<ul style="list-style-type: none"> • ¡Hola! <p>Perform and accompany a Spanish greeting song in two groups</p> <ul style="list-style-type: none"> • Buenos dias <p>Learn to sing a Spanish greeting song</p> <ul style="list-style-type: none"> • Day and night <p>Create descriptive sounds to accompany the song Buenos días</p> <ul style="list-style-type: none"> • De uno a diez <p>Sing a number song in Spanish</p> <ul style="list-style-type: none"> • Dracula's wine cellar



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<ul style="list-style-type: none"> Combining tuned percussion, untuned percussion and singing 			<p>Create a spooky accompaniment describing Dracula's wine cellar</p> <ul style="list-style-type: none"> Number mix-up <p>Divide the song De uno a diez among eight groups to sing</p> <ul style="list-style-type: none"> Chocolate, molinillo <p>Learn a traditional singing game in Spanish</p> <ul style="list-style-type: none"> Churros con chocolate <p>Accompany Chocolate, molinillo with maracas and tuned instruments</p> <ul style="list-style-type: none"> Chocolate, molinillo performance <p>Develop a performance of Chocolate, molinillo</p>
<p>Lessons 11-14 TIME</p> <ul style="list-style-type: none"> Identifying the metre of a new song Singing in three independent parts Playing and singing repeated patterns (ostinati) from notation Identifying metre in a piece of music Understanding syncopation and using off-beat rhythms in improvisation 	<ul style="list-style-type: none"> 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. Transcribe This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them. 	<ul style="list-style-type: none"> Sing from memory with accurate pitch. Sing in tune. Maintain a simple part within a group. Pronounce words within a song clearly. Show control of voice. Perform with control and awareness of others. Create accompaniments for tunes. Devise non-standard symbols to indicate when to play and rest. 	<ul style="list-style-type: none"> Canterbury bells <p>Identify the metre of the song Canterbury bells and learn the verse</p> <ul style="list-style-type: none"> Singing the chimes <p>Sing and play the chimes section of Canterbury bells using notation</p> <ul style="list-style-type: none"> Canterbury bells performance <p>Combine the verse and chimes in a complete performance</p> <ul style="list-style-type: none"> Off-beat music <p>Explore syncopation in familiar music</p> <ul style="list-style-type: none"> The jazzy clock



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<ul style="list-style-type: none"> • Combining independent parts in more than one metre • Identifying how a well-known story has been told in music • Creating music which tells a story 		<ul style="list-style-type: none"> • Create repeated patterns with a range of instruments. • Recognise the notes EGBDF and FACE on the musical stave. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. 	<p>Learn a song and play syncopated rhythms</p> <ul style="list-style-type: none"> • The syncopated clock <p>Listen to syncopation within a piece of orchestral jazz music</p> <ul style="list-style-type: none"> • Cinderella <p>Listen to scenes from music for the ballet Cinderella</p> <ul style="list-style-type: none"> • Cinderella scenes <p>Compose music for scenes from Cinderella</p> <ul style="list-style-type: none"> • Cinderella's new suite <p>Perform a new suite of music for Cinderella</p>
<p>Lessons 15-18 POETRY</p> <ul style="list-style-type: none"> • Looking at music notation with reference to metre and accent • Building an extended performance piece from a poem • Using canon and ostinati as accompaniments • Paying attention to notation, accent, diminuendo and balance • Using beatbox techniques 	<ul style="list-style-type: none"> • 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. • Describe music This concept involves appreciating the features and effectiveness of musical elements. 	<ul style="list-style-type: none"> • Perform with control and awareness of others. • Use sound to create abstract effects • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music • Understand layers of sounds and discuss their effect on mood and feelings. 	<ul style="list-style-type: none"> • Hand on the bridge <p>Watch the performance of the poem Hand on the bridge</p> <ul style="list-style-type: none"> • Feel the rhythm of time <p>Learn an ostinato to accompany the poem</p> <ul style="list-style-type: none"> • Hand on the bridge performance <p>Perform the poem in canon and add an ostinato accompaniment</p> <ul style="list-style-type: none"> • Write-a-rap rap <p>Learn the poem Write-a-rap rap by Tony Mitton</p> <ul style="list-style-type: none"> • Beatbox rhythms <p>Learn a beatbox accompaniment to a rap</p>



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<p>to imitate the sound of a drum kit</p> <ul style="list-style-type: none"> • Performing a rap with a vocal beatbox accompaniment • Performing a poem with rhythmic accuracy (choral speaking) • Devising a rhythmic accompaniment based on repeated text fragments • Balancing voices in a performance 			<ul style="list-style-type: none"> • Write-a-rap rap performance <p>Record a complete performance of Write-a-rap rap</p> <ul style="list-style-type: none"> • From a railway carriage <p>Read and discuss the poem from a railway carriage</p> <ul style="list-style-type: none"> • Train wheel rhythms <p>Learn a vocal ostinato accompaniment to the poem</p> <ul style="list-style-type: none"> • From a railway carriage performance <p>Combine the poem and ostinati in a performance</p>
<p>Lessons 19-22 RECYCLING</p> <ul style="list-style-type: none"> • Making instruments • Performing verse and chorus structure • Interpreting notation • Improvising • Making instruments • Performing verse and chorus structure • Interpreting notation and improvising • Understanding ABA structure • Performing repeating rhythms 	<ul style="list-style-type: none"> • Compose This concept involves appreciating that music is created through a process which has a number of techniques. • Describe music This concept involves appreciating the features and effectiveness of musical elements. 	<ul style="list-style-type: none"> • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. • Use drones as accompaniments. • Choose, order, combine and control sound to create an effect. • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. 	<ul style="list-style-type: none"> • Paper tree <p>Accompany a movie using paper sounds and performance art</p> <ul style="list-style-type: none"> • Paper groove <p>Watch a demonstration of making sounds from paper and create a groove</p> <ul style="list-style-type: none"> • Jazz junk <p>Learn the Jazz junk song and explore its verse and chorus structure</p> <ul style="list-style-type: none"> • Jazz junk instruments <p>Perform jazz patterns on junk instruments and add them to Jazz junk</p> <ul style="list-style-type: none"> • Jazz junk performance



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<ul style="list-style-type: none"> • Chanting in three parts • Exploring sounds • Performing rondo form 			<p>Identify typical features of jazz song structure and follow a score</p> <ul style="list-style-type: none"> • Jazz junk improvisations <p>Listen to and perform improvisations within an ABA structure</p> <ul style="list-style-type: none"> • Recycling bin bhangra <p>Learn about bhangra music and dance, and perform a bhangra-style chant</p> <ul style="list-style-type: none"> • Recycled bhangra <p>Perform bhangra rhythms on household waste sound makers</p> <ul style="list-style-type: none"> • The seagull on the tip <p>Listen to, then compose a rondo</p>
<p>Lessons 23-26 AROUND THE WORLD</p> <ul style="list-style-type: none"> • Exploring the pentatonic scale • Playing leaps • Reading graphic notation • Developing listening skills • Describing music using musical and non-musical terms • Composing and notating pentatonic melodies • Playing a pentatonic song 	<ul style="list-style-type: none"> • 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. • Transcribe This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them. 	<ul style="list-style-type: none"> • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. • Compose and perform melodic songs. • Devise non-standard symbols to indicate when to play and rest. 	<ul style="list-style-type: none"> • Me Tarzan, you Jane <p>Sing an action song as a round following a movie</p> <ul style="list-style-type: none"> • Pentatonic melodies <p>Listen to pentatonic melodies in songs</p> <ul style="list-style-type: none"> • Swing low melody <p>Follow the pitch shape of a melody with audio and notation</p> <ul style="list-style-type: none"> • Pentatonic planet <p>Listen to three pentatonic pieces, identifying the country of origin</p> <ul style="list-style-type: none"> • Pentatonic improvisations <p>Feel the mood of two pieces of music through improvising pentatonic melodies</p>



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<p>with leaps</p> <ul style="list-style-type: none">• Combining tuned, untuned percussion and singing			<ul style="list-style-type: none">• Hex globe note trail <p>Compose pentatonic melodies using a note trail</p> <ul style="list-style-type: none">• Where is the beat? <p>Learn to perform off-beat vocal rhythms and identify them in a song</p> <ul style="list-style-type: none">• Kwaheri rhythms <p>Perform rhythm patterns on untuned percussion to accompany a song</p> <ul style="list-style-type: none">• Kwaheri melody <p>Learn to play the Kwaheri melody on tuned percussion for a performance</p>
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