



# Medium Term Unit Planning

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| <b>Topic Name:</b> Music (Celebration)  |  |
| <b>Learning outcome:</b><br>Includes lively pieces that can be developed into a performance at a school celebration, a class assembly, a school concert or fete. It's celebratory, upbeat mood will soon have the audience joining. |  |
| <b>Hook:</b><br>Sing school assembly songs in unison.   | <b>Topic Showcase (e.g. display, museum, performance, presentation):</b><br>Perform to other groups, record performance.   |
| <b>Oracy:</b><br>To 'stand and deliver' their performance with an introduction.   | <b>Key Vocabulary:</b><br>Pitch, dynamics, tempo, timbre, texture, lyrics, melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, structure, verse, chorus, bridge, melodic ostinato, diminuendo, crescendo, texture. |
| <b>Key Texts (whole class reading/end of the day book/Talk for Writing Texts etc.):</b> <ul style="list-style-type: none"><li>Under review</li></ul>  |  |
| <b>Citizenship/Community Opportunities (Focus – change in attitude/increase knowledge and awareness/make a difference):</b><br>Performance to class teachers.   |  |
| <b>Main subjects covered:</b><br>Music  |  |



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## 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:

This unit of work will focus on the children's performance skills.

| Lesson title and learning Intention                 | Threshold concepts (success criteria)  | Milestones (success criteria)   | Lesson structure/differentiation  |
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| 1. To sing a song in unison and three-part harmony. | <b>Perform</b><br>This concept involves understanding that music is created to be performed. | Sing or play from memory with confidence.<br><br>Perform solos or as part of an ensemble. | <u>Everybody loves Saturday night</u><br>Learn to sing a song with a lively celebratory mood.<br><u>Everybody loves harmony</u> |



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|  | <p><b>Describe music</b><br/>This concept involves appreciating the features and effectiveness of musical elements.</p> | <p>Sing or play expressively and in tune.</p> <p>Sing a harmony part confidently and accurately.</p> <p>Perform with controlled breathing (voice) and skilful playing (instrument).</p> <p>Choose from a wide range of musical vocabulary to accurately describe and appraise music including:</p> <ul style="list-style-type: none"><li>• pitch</li><li>• dynamics</li><li>• tempo</li><li>• timbre</li><li>• texture</li><li>• lyrics and melody</li><li>• sense of occasion</li></ul> | <p>Learn to sing the coda in three-part harmony.<br/><u>Saturday night band</u><br/>Add tuned instruments playing the melody and harmony line for the chorus. The children will follow notation to do this.</p> |
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|   |  | <ul style="list-style-type: none"><li>• expressive</li><li>• solo</li><li>• rounds</li><li>• harmonies</li><li>• accompaniments</li><li>• drones</li><li>• cyclic patterns</li><li>• combination of musical elements</li><li>• cultural context.</li></ul> |  |
| 2. To sing a song in unison and three-part harmony. | <p><b>Perform</b><br/>This concept involves understanding that music is created to be performed.</p> <p><b>Describe music</b><br/>This concept involves appreciating the features and effectiveness of musical elements.</p> | <p>Sing or play from memory with confidence.</p> <p>Perform solos or as part of an ensemble.</p> <p>Sing or play expressively and in tune.</p> <p>Sing a harmony part confidently and accurately.</p>  | <p><u>Ostinato time</u><br/>Layer vocal and body percussion ostinati.</p> <p><u>Celebrate chorus</u><br/>Learn to sing the chorus of Celebrate.</p> <p><u>Celebrate introduction</u><br/>Learn to sing the song Celebrate.</p> |



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|  |  | <p>Perform with controlled breathing (voice) and skilful playing (instrument).</p> <p>Choose from a wide range of musical vocabulary to accurately describe and appraise music including:</p> <ul style="list-style-type: none"><li>• pitch</li><li>• dynamics</li><li>• tempo</li><li>• timbre</li><li>• texture</li><li>• lyrics and melody</li><li>• sense of occasion</li><li>• expressive</li><li>• solo</li><li>• rounds</li><li>• harmonies</li><li>• accompaniments</li><li>• drones</li><li>• cyclic patterns</li></ul> |  |
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|  |  | <ul style="list-style-type: none"> <li>• combination of musical elements</li> <li>• cultural context.</li> </ul>  |  |
| 3. To perform a song in unison and three-part harmony. | <p><b>Perform</b><br/>This concept involves understanding that music is created to be performed.</p> <p><b>Describe music</b><br/>This concept involves appreciating the features and effectiveness of musical elements.</p> | <p>Sing or play from memory with confidence.</p> <p>Perform solos or as part of an ensemble.</p> <p>Sing or play expressively and in tune.</p> <p>Sing a harmony part confidently and accurately.</p> <p>Perform with controlled breathing (voice) and skilful playing (instrument).</p> <p>Choose from a wide range of musical</p> | <p><u>Celebrate with fanfares</u><br/>Layer vocal and body percussion ostinati in Celebrate</p> <p><u>Arranging a celebration</u><br/>Plan a performance of the song Celebrate.</p> <p><u>Celebrate in style!</u><br/>Perform Celebrate in four parts.</p> |



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|  |   | <p>vocabulary to accurately describe and appraise music including:</p> <ul style="list-style-type: none"><li>• pitch</li><li>• dynamics</li><li>• tempo</li><li>• timbre</li><li>• texture</li><li>• lyrics and melody</li><li>• sense of occasion</li><li>• expressive</li><li>• solo</li><li>• rounds</li><li>• harmonies</li><li>• accompaniments</li><li>• drones</li><li>• cyclic patterns</li><li>• combination of musical elements</li><li>• cultural context.</li></ul> |   |
| 4. To perform with controlled breathing. | <b>Perform</b><br>This concept involves | Sing or play from memory with confidence.   | <u>Tune up and play!</u><br>Learn to sing the verses of Tune up and play! |



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|  | <p>understanding that music is created to be performed.</p> <p><b>Describe music</b><br/>This concept involves appreciating the features and effectiveness of musical elements.</p> | <p>Perform solos or as part of an ensemble.</p> <p>Sing or play expressively and in tune.</p> <p>Sing a harmony part confidently and accurately.</p> <p>Perform with controlled breathing (voice) and skilful playing (instrument).</p> <p>Choose from a wide range of musical vocabulary to accurately describe and appraise music including:</p> <ul style="list-style-type: none"><li>• pitch</li><li>• dynamics</li><li>• tempo</li><li>• timbre</li></ul> | <p><u>Bridge and chorus</u><br/>Learn to sing the bridge and chorus of Tune up and play!</p> <p><u>Song performance</u><br/>Practise the final chorus and coda, then perform the complete song.</p> |
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|  |  | <ul style="list-style-type: none"><li>• texture</li><li>• lyrics and melody</li><li>• sense of occasion</li><li>• expressive</li><li>• solo</li><li>• rounds</li><li>• harmonies</li><li>• accompaniments</li><li>• drones</li><li>• cyclic patterns</li><li>• combination of musical elements</li><li>• cultural context.</li></ul> |   |
| 5. To perform a song with instrumental ensemble. | <p><b>Perform</b><br/>This concept involves understanding that music is created to be performed.</p> <p><b>Describe music</b><br/>This concept involves appreciating the features and effectiveness of musical elements.</p> | <p>Sing or play from memory with confidence.</p> <p>Perform solos or as part of an ensemble.</p> <p>Sing or play expressively and in tune.</p>   | <p><u>Downbeats</u><br/>Perform a warm-up game to practise following a downbeat.<br/><u>Ready, go!</u><br/>Perform a short sound on the downbeat before each line of the verse.<br/><u>Bringing it all together</u></p> |



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|  |  | <p>Sing a harmony part confidently and accurately.</p> <p>Perform with controlled breathing (voice) and skilful playing (instrument).</p> <p>Choose from a wide range of musical vocabulary to accurately describe and appraise music including:</p> <ul style="list-style-type: none"><li>• pitch</li><li>• dynamics</li><li>• tempo</li><li>• timbre</li><li>• texture</li><li>• lyrics and melody</li><li>• sense of occasion</li><li>• expressive</li><li>• solo</li><li>• rounds</li></ul> | <p>Perform a song with an instrumental ensemble playing in the verses.</p> |
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|   |  | <ul style="list-style-type: none"> <li>• harmonies</li> <li>• accompaniments</li> <li>• drones</li> <li>• cyclic patterns</li> <li>• combination of musical elements</li> <li>• cultural context.</li> </ul>   |  |
| 6. To perform as an instrumental section in a song. | <p><b>Perform</b><br/>This concept involves understanding that music is created to be performed.</p> <p><b>Describe music</b><br/>This concept involves appreciating the features and effectiveness of musical elements.</p> | <p>Sing or play from memory with confidence.</p> <p>Perform solos or as part of an ensemble.</p> <p>Sing or play expressively and in tune.</p> <p>Sing a harmony part confidently and accurately.</p> <p>Perform with controlled breathing (voice)</p> | <p><u>Tune up and play ostinati</u><br/>Learn four ostinati to perform as an instrumental section in a song.</p> <p><u>Finishing touches</u><br/>Rehearse singers and instrumentalists performing Tune up and play!</p> <p><u>Our celebration</u><br/>Perform Tune up and play! with singing and instrumental parts.</p> |



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|  |  | <p>and skilful playing (instrument).</p> <p>Choose from a wide range of musical vocabulary to accurately describe and appraise music including:</p> <ul style="list-style-type: none"><li>• pitch</li><li>• dynamics</li><li>• tempo</li><li>• timbre</li><li>• texture</li><li>• lyrics and melody</li><li>• sense of occasion</li><li>• expressive</li><li>• solo</li><li>• rounds</li><li>• harmonies</li><li>• accompaniments</li><li>• drones</li><li>• cyclic patterns</li><li>• combination of musical elements</li></ul> |  |
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|  |  | <ul style="list-style-type: none"><li>• cultural context.</li></ul> |  |
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