



Medium Term Unit Planning

Topic Name: Music (Keeping healthy)	
Learning outcome: From body-popping to and gospel singing skeletons to swimming and cycling, the children are taken through their paces and put together a performance using new musical techniques.	
Hook: Investigate the rhythm of a heart-beat.	Topic Showcase (e.g. display, museum, performance, presentation): Perform to other groups, record performance.
Oracy: To 'stand and deliver' their performance with an introduction.	Key Vocabulary: Score, structure, syncopation, drone, chromatic, unison, pitch, scale, tempo, pitch, dynamics, timbre, texture, lyrics, melody, expressive, solo, rounds, harmonies, accompaniments, verse, chorus, bridge, melodic ostinato, diminuendo, crescendo, texture.
Key Texts (whole class reading/end of the day book/Talk for Writing Texts etc.): Under review	
Citizenship/Community Opportunities (Focus – change in attitude/increase knowledge and awareness/make a difference): Performance to class teachers.	
Main subjects covered: 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 link with the children's topic in PSHE, Health and Wellbeing.

Lesson title and learning Intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure/differentiation
1. To develop rhythm skills through singling, playing and moving.	Perform This concept involves understanding that music is created to be performed.	Sing or play from memory with confidence.	<u>Heartbeat</u> Learn a vocal and physical warm-up to feel a beat at different tempi. <u>Body-popping skeleton</u>



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			<p>Learn to sing Body-popping skeleton using unison sections and echo sections, <u>Body-popping performance</u></p> <p>Add dance moves and an ostinato.</p> <p>The children will watch a movie to learn dance moves to accompany a song. They will then use grid notation to add an ostinato accompaniment on tuned instruments.</p>
2. To sing and play scales and chromatic melodies.	<p>Perform</p> <p>This concept involves understanding that music is created to be performed.</p>	<p>Sing or play from memory with confidence.</p>	<p><u>Stretch and lunge</u></p> <p>Sing, move and play this scale exercise to warm-up voices and bodies. This will aid the children in understanding the pitch shape of a melody.</p> <p><u>Dry bones</u></p> <p>Learn a gospel song with off-beat rhythms and a</p>



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			<p>rising pitch pattern. The children can then add actions to the song performance.</p> <p><u>Scale bones</u></p> <p>The children will learn about chromatic scales ready to then sing and play chromatic pitches.</p>
<p>3. To sing in unison and two parts.</p>	<p>Perform</p> <p>This concept involves understanding that music is created to be performed.</p>	<p>Sing or play from memory with confidence.</p>	<p><u>Synchronised swimming</u></p> <p>Vocal and physical warm-up where the children will combine movement with sung drone phrases.</p> <p><u>Learn to swim in unison</u></p> <p>Sing Learn to swim in unison and identify its structure. The children can then add actions and perform on the beat.</p> <p><u>Learn to swim in two lanes</u></p> <p>Sing Learn to swim in two parts, combining sections of the song.</p>



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4. To learn and create accompaniments for a song.	Perform This concept involves understanding that music is created to be performed.	Sing or play from memory with confidence.	<u>Poolside team</u> Add accompaniments to Learn to swim by creating, notating and playing rhythms to accompany the song. <u>Deep end</u> The children will use a grid or staff notation to learn a bassline to accompany a song. They will then combine this with a song and untuned percussion accompaniments. <u>All going swimmingly</u> Create a performance of Learn to swim, recording and evaluating ideas for arrangement.
5. To learn to perform a song with syncopated rhythms.	Perform This concept involves understanding that music is created to be performed.	Sing or play from memory with confidence.	<u>Get yourself a bike</u> Warm up using an off-beat rhythm pattern. <u>Bike</u>



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			<p>Learn the first and second sections of Bike in unison, adding body percussion on the beat to accompany the song.</p> <p><u>On your bike</u></p> <p>Learn the third section of Bike and perform the complete song.</p>
<p>6. To use a score to notate and guide selected elements of a performance.</p>	<p>Perform</p> <p>This concept involves understanding that music is created to be performed.</p>	<p>Sing or play from memory with confidence.</p>	<p><u>Circuit training</u></p> <p>Follow a score to select the order of musical exercises.</p> <p><u>Our circuits</u></p> <p>Work in groups to create and notate musical exercises on a score. They will then follow a score to guide their performance.</p> <p><u>Complete the course</u></p> <p>Arrange a complete performance of the circuit and songs, combining their musical exercises with selected songs.</p>



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