



# Medium Term Unit Planning

**Topic Name:** Music (Life Cycles)

**Learning outcome:**

The children will explore the human life cycle with music from Brahms, Berio, Liszt, and Monteverdi. The wide variety of musical moods, styles and genres will inspire singing, performing and composing using new techniques and structures.

**Hook:**

Listen to music from Brahms, Berio, Liszt, and Monteverdi.

**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:**

Structure, round, metre, melody, lead vocal, backing vocal, cumulative, beat/pulse, tempo/tempi, dynamics, pitch, clusters, symmetrical, rhythm, chord, trill, timbre, minor.

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

- Cicada by Shaun Tan

**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 Science topic, life cycles.

| Lesson title and learning Intention                            | Threshold concepts (success criteria)  | Milestones (success criteria)   | Lesson structure/differentiation   |
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| 1. To sing in three parts, reading a melody in staff notation. | <b>Compose</b><br>This concept involves appreciating that music is created through a process which has a number of techniques. | Create songs with verses and a chorus.<br><br>Thoughtfully select elements for a piece in | <u>Don't wake the baby!</u><br>Learn to sing Don't wake the baby in unison then as a round. Can the children identify the structure?<br><u>Lullaby</u> |



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|  | <p><b>Transcribe</b><br/>This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.</p> <p><b>Describe music</b><br/>This concept involves appreciating the features and effectiveness of musical elements.</p> | <p>order to gain a defined effect.</p> <p>Convey the relationship between the lyrics and the melody.</p> <p>Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</p> <p>Read and create notes on the musical stave.</p> <p>Describe how lyrics often reflect the cultural context of music and have social meaning.</p> | <p>Perform an arrangement of Brahms' Lullaby by identifying the instruments heard and using grid notation to learn accompaniments.</p> <p><u>Shh</u><br/>Perform the two pieces of music, which will be evaluated.</p> |
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| <p>2. To compose and perform together, singing in two parts.</p> | <p><b>Compose</b><br/>This concept involves appreciating that music is created through a process which has a number of techniques.</p> <p><b>Transcribe</b><br/>This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.</p> <p><b>Describe music</b><br/>This concept involves appreciating the features and effectiveness of musical elements.</p> | <p>Create songs with verses and a chorus.</p> <p>Thoughtfully select elements for a piece in order to gain a defined effect.</p> <p>Convey the relationship between the lyrics and the melody.</p> <p>Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</p> <p>Read and create notes on the musical stave.</p> <p>Describe how lyrics often reflect the cultural context of music</p> | <p><u>Lesson time</u><br/>The children will listen to and memorise eight sound clips. Match the sounds to the pictures (school subjects).</p> <p><u>Timetables</u><br/>Create a short composition based on your school using percussion instruments.</p> <p><u>Squelch</u><br/>Learn the song Squelch, identifying the structure of vocal parts.</p> |
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|  |  | and have social meaning.  |  |
| 3. To create a performance using voices and instruments in four parts. | <p><b>Compose</b><br/>This concept involves appreciating that music is created through a process which has a number of techniques.</p> <p><b>Transcribe</b><br/>This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.</p> <p><b>Describe music</b><br/>This concept involves appreciating the features and effectiveness of musical elements.</p> | <p>Create songs with verses and a chorus.</p> <p>Thoughtfully select elements for a piece in order to gain a defined effect.</p> <p>Convey the relationship between the lyrics and the melody.</p> <p>Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</p> <p>Read and create notes on the musical stave.</p> | <p><u>Deadline</u><br/>Discuss the picture of a place of work and listen to the vocal collage inspired by a painting.</p> <p><u>Deadline voices</u><br/>Learn to perform Deadline voices. The children will learn four vocal parts and will rehearse this in four groups.</p> <p><u>Deadline instruments</u><br/>Listen to the suggested instrumental parts to add to the vocal piece. The children will then perform with voices and instruments in four parts. They will then evaluate and suggest improvements.</p> |



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|  |   | Describe how lyrics often reflect the cultural context of music and have social meaning.   |   |
| 4. To develop a structure to combine sounds. | <p><b>Compose</b><br/>This concept involves appreciating that music is created through a process which has a number of techniques.</p> <p><b>Transcribe</b><br/>This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.</p> <p><b>Describe music</b><br/>This concept involves</p> | <p>Create songs with verses and a chorus.</p> <p>Thoughtfully select elements for a piece in order to gain a defined effect.</p> <p>Convey the relationship between the lyrics and the melody.</p> <p>Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</p> | <p><u>Sequenza III</u><br/>Play the audio track and discuss the different ways the singer is using her voice.</p> <p><u>Work sounds</u><br/>In groups, create four vocal parts for a workplace vocal composition.</p> <p><u>Work structures</u><br/>Look at examples of musical structures and devise one for Work sounds. They will then practise and perform these in groups of four.</p> |



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|  | <p>appreciating the features and effectiveness of musical elements.</p>  | <p>Read and create notes on the musical stave.</p> <p>Describe how lyrics often reflect the cultural context of music and have social meaning.</p>  |  |
| <p>5. To create musical effects using contrasting pitch.</p> | <p><b>Compose</b><br/>This concept involves appreciating that music is created through a process which has a number of techniques.</p> <p><b>Transcribe</b><br/>This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.</p> | <p>Create songs with verses and a chorus.</p> <p>Thoughtfully select elements for a piece in order to gain a defined effect.</p> <p>Convey the relationship between the lyrics and the melody.</p> <p>Use the standard musical notation of crotchet, minim and semibreve to</p> | <p><u>Late in life</u><br/>Compare two pieces by Franz Liszt. They will describe the music and its effect with awareness of the musical dimensions.</p> <p><u>Funeral prelude</u><br/>Play the bassline from the beginning of Funeral prelude whilst the children follow the notation. They will begin to invent descending pitch sequences.</p> <p><u>Trills and spills</u></p> |



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|  | <p><b>Describe music</b><br/>This concept involves appreciating the features and effectiveness of musical elements.</p>  | <p>indicate how many beats to play.</p> <p>Read and create notes on the musical stave.</p> <p>Describe how lyrics often reflect the cultural context of music and have social meaning.</p>         | <p>Practise playing trills like those in Mephisto waltz and discuss the effects.</p>  |
| <p>6. To learn about the music of an early opera and use this to create descriptive music.</p> | <p><b>Compose</b><br/>This concept involves appreciating that music is created through a process which has a number of techniques.</p> <p><b>Transcribe</b><br/>This concept involves understanding that compositions need to be understood by others and that</p> | <p>Create songs with verses and a chorus.</p> <p>Thoughtfully select elements for a piece in order to gain a defined effect.</p> <p>Convey the relationship between the lyrics and the melody.</p> | <p><u>L'Orfeo</u><br/>Listen to extracts from Monteverdi's L'Orfeo and discuss how the music is descriptive, showing awareness of the musical dimensions.</p> <p><u>Underworld myth</u><br/>Devise a class sound sculpture of Orpheus entering the Underworld. To do, the children will learn</p> |





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|  | <p>there are techniques and a language for communicating them.</p> <p><b>Describe music</b><br/>This concept involves appreciating the features and effectiveness of musical elements.</p> | <p>Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</p> <p>Read and create notes on the musical stave.</p> <p>Describe how lyrics often reflect the cultural context of music and have social meaning.</p> | <p>ostinati, select ostinato instruments by timbre to create an effect, create new rhythms to combine with their ostinato and revise a lullaby to incorporate it.</p> <p><u>Underworld myth performance</u><br/>Combine music, narration and slide show. Perform the class sound sculpture to tell Orpheus' story.</p> |
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