



Medium Term Unit Planning

Topic Name: Music (Our Community)	
Learning outcome: The children will investigate the song Jerusalem as the basis for looking at changes through time. They will have the opportunity to compose and perform music inspired by their local community and, past and present.	
Hook: Children will listen to the song Jerusalem.	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: Pitch, dynamics, tempo, timbre, texture, lyrics, melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, structure, verse, chorus, bridge, melodic ostinato, diminuendo, crescendo, texture, metre, improvisation, lyrics.
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 topic of Bewdley.

Lesson title and learning Intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure/differentiation
1. To understand metre through signing and playing instruments.	Compose This concept involves appreciating that music is created through a process which has a number of techniques.	Create rhythmic patterns with an awareness of timbre and duration. Thoughtfully select elements for a piece in	<u>Tour through time</u> Learn to sing the song <u>Tour through time</u> with a theme of local history. <u>Step through time</u>



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	<p>Describe music This concept involves appreciating the features and effectiveness of musical elements.</p>	<p>order to gain a defined effect.</p> <p>Use drones and melodic ostinati (based on the pentatonic scale).</p> <p>Describe how lyrics often reflect the cultural context of music and have social meaning.</p>	<p>Explore four-beat metre through a stepping pattern and conducting.</p> <p><u>Melodic ostinato</u> Learn to sing and play a melodic ostinato in the verses of Tour through time.</p>
<p>2. To conduct metres of two and three.</p>	<p>Compose This concept involves appreciating that music is created through a process which has a number of techniques.</p> <p>Describe music This concept involves appreciating the features and effectiveness of musical elements.</p>	<p>Create rhythmic patterns with an awareness of timbre and duration.</p> <p>Thoughtfully select elements for a piece in order to gain a defined effect.</p> <p>Use drones and melodic ostinati (based on the pentatonic scale).</p>	<p><u>Tour through time again</u> Revise Tour through time with conducting and melodic ostinato.</p> <p><u>Here and now</u> Write lyrics for the 'Here and now' verse in groups.</p> <p><u>Lyrics in present times</u> Share and perform lyrics within the 'Here and now' verse.</p>



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		Describe how lyrics often reflect the cultural context of music and have social meaning.	
3. To write lyrics.	<p>Compose This concept involves appreciating that music is created through a process which has a number of techniques.</p> <p>Describe music This concept involves appreciating the features and effectiveness of musical elements.</p>	<p>Create rhythmic patterns with an awareness of timbre and duration.</p> <p>Thoughtfully select elements for a piece in order to gain a defined effect.</p> <p>Use drones and melodic ostinati (based on the pentatonic scale).</p> <p>Describe how lyrics often reflect the cultural context of music and have social meaning.</p>	<p><u>In the past</u> Write lyrics for the 'In the past' verse of Tour through time.</p> <p><u>Lyrics in times gone by</u> Share and perform lyrics within the 'In the past' verse.</p> <p><u>Our community tour through time</u> Perform your invented lyrics in Our community tour through time. Each group will need a conductor, plan and performance which includes composed lyrics and verses with a melodic ostinato.</p>



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<p>4. To conduct metres of two and three.</p>	<p>Compose This concept involves appreciating that music is created through a process which has a number of techniques.</p> <p>Describe music This concept involves appreciating the features and effectiveness of musical elements.</p>	<p>Create rhythmic patterns with an awareness of timbre and duration.</p> <p>Thoughtfully select elements for a piece in order to gain a defined effect.</p> <p>Use drones and melodic ostinati (based on the pentatonic scale).</p> <p>Describe how lyrics often reflect the cultural context of music and have social meaning.</p>	<p><u>Old Jerusalem</u> Discuss the lyrics in Parry's Jerusalem considering images relating to the poem.</p> <p><u>Conducting threes and twos</u> Compare two settings of the song Jerusalem and learn to conduct in two and three.</p> <p><u>New Jerusalem</u> Learn to sing the first verse of New Jerusalem.</p>
<p>5. To develop accompaniments using ostinato and invented or improvised rhythms.</p>	<p>Compose This concept involves appreciating that music is created through a process which has a number of techniques.</p>	<p>Create rhythmic patterns with an awareness of timbre and duration.</p> <p>Thoughtfully select elements for a piece in</p>	<p><u>Bow of burning gold</u> Learn to sing the second verse of New Jerusalem paying attention to the differences between the two verses.</p>



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	<p>Describe music This concept involves appreciating the features and effectiveness of musical elements.</p>	<p>order to gain a defined effect.</p> <p>Use drones and melodic ostinati (based on the pentatonic scale).</p> <p>Describe how lyrics often reflect the cultural context of music and have social meaning.</p>	<p><u>Jerusalem fusion</u> Learn a body movement repeating pattern to be performed over an ostinato.</p> <p><u>Our Jerusalem fusion</u> Perform their own Jerusalem fusion in three groups using voices, body percussion and improvised rhythms on untuned instruments.</p>
<p>6. To perform with awareness of audience.</p>	<p>Compose This concept involves appreciating that music is created through a process which has a number of techniques.</p> <p>Describe music This concept involves appreciating the features and effectiveness of musical elements.</p>	<p>Create rhythmic patterns with an awareness of timbre and duration.</p> <p>Thoughtfully select elements for a piece in order to gain a defined effect.</p> <p>Use drones and melodic ostinati (based on the pentatonic scale).</p>	<p><u>Our changing world</u> Consider how three pieces relate to the theme 'Our changing world'.</p> <p><u>Prepare for a changing world</u> Rehearse each piece and prepare additional resources for a performance.</p> <p><u>Our changing world performance</u></p>



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		Describe how lyrics often reflect the cultural context of music and have social meaning.	Make final preparations, then perform Our changing world.
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