



# Medium Term Unit Planning

<b>Topic Name:</b> Music (Space)	
<b>Learning outcome:</b> The children will embark on a musical journey through the solar system, exploring how our universe inspired composers including Claude Debussy, Gustav Holst and George Crumb. The children will learn a song and compose pieces linked to space.	
<b>Hook:</b> Listen to Gustav Holst- The Planets.	<b>Topic Showcase (e.g. display, museum, performance, presentation):</b> Perform to other groups, record performance.
<b>Oracy:</b> To 'stand and deliver' their performance with an introduction.	<b>Key Vocabulary:</b> 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>• Helen Sharman – Britain's First Astronaut by Tamela Maciel.</li><li>• Margaret Hamilton: 'They worried that the men might rebel. They didn't' by Zoe Corbyn.</li><li>• Dorothy Vaughan Biography by Margot Lee Shetterly.</li><li>• The Jamie Drake Equation by Christopher Edge.</li></ul>	
<b>Citizenship/Community Opportunities (Focus – change in attitude/increase knowledge and awareness/make a difference):</b> Performance to class teachers.	



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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:

This unit of work will link with the children's topic in science, Earth and Space as well as their historical focus, Ancient Greece.

Lesson title and learning Intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure/differentiation
1. To use musical vocabulary to	<b>Perform</b> This concept involves	Perform with controlled breathing (voice)	The children will listen to 'Sun Blast' and explore its structure.



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<p>analyse a composition.</p>	<p>understanding that music is created to be performed.</p> <p><b>Compose</b> This concept involves appreciating that music is created through a process which has a number of techniques.</p> <p><b>Describe music</b> This concept involves appreciating the features and effectiveness of musical elements.</p>	<p>and skilful playing (instrument).</p> <p>Combine a variety of musical devices, including melody, rhythm and chords.</p> <p>Use drones and melodic ostinati (based on the pentatonic scale).</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><u>Music of the Starry Night</u> The children will listen to <i>Music of the starry night</i> by George Crumb. Referring to the images in the display, discuss the composer's use of dynamics in relation to what the children know about the universe.</p> <p><u>Spiral Galaxy</u> The children will listen to 'Spiral Galaxy' and through class discussions, they will choose instruments 'star' sound qualities (timbres). The children will then be divided into groups of 3 and given instruments. In their groups, they will take it in turns to play one of the sequences of changing dynamics.</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 develop their use of dynamics in a song.	<p><b>Perform</b> This concept involves understanding that music is created to be performed.</p> <p><b>Compose</b> This concept involves appreciating that music is created through a process which has a number of techniques.</p>	<p>Perform with controlled breathing (voice) and skilful playing (instrument).</p> <p>Combine a variety of musical devices, including melody, rhythm and chords.</p> <p>Use drones and melodic ostinati (based on the pentatonic scale).</p>	<p><u>Loudometer graphs</u> Sing the whole Sun blast song and highlight the use of dynamics.</p> <p><u>The sky at night</u> Listen to the second section of Music of the starry night.</p> <p><u>Spinning stars</u> Perform the ostinato from Music of the starry night.</p>



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## Describe music

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

Choose from a wide range of musical vocabulary to accurately describe and appraise music including:

- pitch
- dynamics
- tempo
- timbre
- texture
- lyrics and melody
- sense of occasion
- expressive
- solo
- rounds
- harmonies
- accompaniments
- drones
- cyclic patterns
- combination of musical elements
- cultural context.



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<p>3. To develop techniques of performing rap using texture and rhythm.</p>	<p><b>Perform</b> This concept involves understanding that music is created to be performed.</p> <p><b>Compose</b> This concept involves appreciating that music is created through a process which has a number of techniques.</p> <p><b>Describe music</b> This concept involves appreciating the features and effectiveness of musical elements.</p>	<p>Perform with controlled breathing (voice) and skilful playing (instrument).</p> <p>Combine a variety of musical devices, including melody, rhythm and chords.</p> <p>Use drones and melodic ostinati (based on the pentatonic scale).</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></ul>	<p><u>Sun blast rap technique</u> Explore rap techniques in the verses of Sun blast.</p> <p><u>Solar system speeds</u> Listen to the effect of different tempi in creating character in music.</p> <p><u>Musical orrery</u> Select instrumental sounds and melodies for six planets and play a musical orrery.</p>
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		<ul style="list-style-type: none"> <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 learn a song with a complex texture.	<p><b>Perform</b> This concept involves understanding that music is created to be performed.</p> <p><b>Compose</b> This concept involves appreciating that music is created through a process which has a number of techniques.</p>	<p>Perform with controlled breathing (voice) and skilful playing (instrument).</p> <p>Combine a variety of musical devices, including melody, rhythm and chords.</p>	<p><u>Footprints on the moon ~ chorus and verse 1</u> Learn to sing Footprints on the moon.</p> <p><u>Moonlight textures</u> Watch a graphic representation of the texture of Debussy's Clair de lune.</p> <p><u>Footprints on the moon ~ dance section</u></p>



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	<p><b>Describe music</b> This concept involves appreciating the features and effectiveness of musical elements.</p>	<p>Use drones and melodic ostinati (based on the pentatonic scale).</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>	<p>Listen to the lunar dance section of Footprints on the moon.</p>
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		<ul style="list-style-type: none"> <li>• combination of musical elements</li> <li>• cultural context.</li> </ul>	
<p>5. To describe the use of musical dimensions in a song and perform with attention to tone and phrasing.</p>	<p><b>Perform</b> This concept involves understanding that music is created to be performed.</p> <p><b>Compose</b> This concept involves appreciating that music is created through a process which has a number of techniques.</p> <p><b>Describe music</b> This concept involves appreciating the features and effectiveness of musical elements.</p>	<p>Perform with controlled breathing (voice) and skilful playing (instrument).</p> <p>Combine a variety of musical devices, including melody, rhythm and chords.</p> <p>Use drones and melodic ostinati (based on the pentatonic scale).</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> </ul>	<p><u>Moon horizon</u> Recap Footprints on the moon and discuss and learn the second verse.</p> <p><u>Earthrise from Apollo</u> Listen to music by Richard Strauss, associated with space exploration.</p> <p><u>Space shot</u> Thinking about texture, use the poem Space shot by Gareth Owen as a framework to develop a launch pad piece.</p>



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		<ul style="list-style-type: none"> <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>	
6. To create and present a performance of song, music and poetry.	<p><b>Perform</b> This concept involves understanding that music is created to be performed.</p> <p><b>Compose</b> This concept involves</p>	<p>Perform with controlled breathing (voice) and skilful playing (instrument).</p> <p>Combine a variety of musical devices,</p>	<p><u>Footprints on the moon ~ moon gravity</u> Recap singing the chorus, verses 1 and 2 and lunar dance sections of Footprints on the moon. <u>Space graphics quiz</u></p>



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	<p>appreciating that music is created through a process which has a number of techniques.</p> <p><b>Describe music</b> This concept involves appreciating the features and effectiveness of musical elements.</p>	<p>including melody, rhythm and chords.</p> <p>Use drones and melodic ostinati (based on the pentatonic scale).</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></ul>	<p>Learn that scoring is about choosing and arranging sounds.</p> <p><u>Solar system package holiday</u></p> <p>Create a performance which takes a tour to the Sun, planets and Earth's moon.</p>
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		<ul style="list-style-type: none"><li>• drones</li><li>• cyclic patterns</li><li>• combination of musical elements</li><li>• cultural context.</li></ul>	
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