



# Medium Term Unit Planning

<b>Topic Name:</b> Music - Titanic	
<b>Learning outcome:</b> To com-pose and perform a range of sounds to a power point display and narration about the Titanic.	
<b>Hook:</b> Exposure to music played on the Titanic.	<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> Tempo, beat, rhythm, effect, counting, pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments.
<b>Key Texts (whole class reading/end of the day book/Talk for Writing Texts etc.):</b> Under review	
<b>Citizenship/Community Opportunities (Focus – change in attitude/increase knowledge and awareness/make a difference):</b> Performance to family during Titanic exhibition.	
<b>Main subjects covered:</b> Music	
<b>Music Threshold Concepts:</b> <b>Perform</b> This concept involves understanding that music is created to be performed.	



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## 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 scheme of work will link to our history topic 'Titanic' and will be used as part of the exhibition led by the children.

Lesson title and learning Intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure/differentiation
1. To identify how music can be used to convey moods and feelings, selecting appropriate instruments for this.	<b>Describe music</b> 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: <ul style="list-style-type: none"> <li>• pitch</li> <li>• dynamics</li> <li>• tempo</li> <li>• timbre</li> </ul>	The children will be informed about the purpose of this unit of work – the exhibition showcase. The children will then listen to 'Nearer to God' and discuss feelings and emotions conveyed by the hymn. Consider how the



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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>	<p>passengers felt hearing this as the Titanic was sinking. To end the lesson, they will begin to consider the feelings they would like to convey in a piece about the Titanic.</p>
<p>2. To thoughtfully select elements for a piece in order to gain a defined effect.</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>Transcribe</b> This concept involves understanding that</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>As a class, they will draw a simple story journey of 3 important parts of the Titanic story (the launch, iceberg and final silence). Whilst doing this, they will list a variety of sounds/noises that would be heard at these various points. For each of these sounds, the</p>



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	<p>compositions need to be understood by others and that there are techniques and a language for communicating them.</p>	<p>Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</p>	<p>children will consider appropriate instruments and everyday items to make the sounds and convey appropriate feelings/moods. In groups, they will be assigned a sound and will select an instrument to be used to create this in their final piece.</p>
<p>3. To begin to record the narration with the composition.</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>Sing or play from memory with confidence.</p> <p>Perform with controlled breathing (voice) and skilful playing (instrument).</p> <p>Create rhythmic patterns with an awareness of timbre and duration.</p>	<p>The children will begin to sequence their Titanic piece in this lesson. Children will be assigned roles and instruments to play. They will follow the story map (with sounds), which they created in the last lesson. They will need to consider the tempo, beat etc – ensure that the children are using this terminology and that they are aware of the</p>



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	<p><b>Transcribe</b> 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>Thoughtfully select elements for a piece in order to gain a defined effect.</p> <p>Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</p>	<p>meanings. There will also be some children that are selected as narrators to narrate part of their piece, these children will use ipads to begin to narrate the sounds/slide.</p>
<p>4. To use digital technology to compose, edit and refine pieces to music.</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>Transcribe</b> This concept involves</p>	<p>Sing or play from memory with confidence.</p> <p>Perform with controlled breathing (voice) and skilful playing (instrument).</p> <p>Create rhythmic patterns with an awareness of timbre and duration.</p> <p>Thoughtfully select elements for a piece in</p>	<p>The children will recap what they have so far, playing together. This will be recorded and the children will listen to it to consider what works well and what do they think they need to change. In doing this, the children will consider aspects such as 'rhythm' etc and the mood to be conveyed. As a class, the children will 'polish' their pieces ready for their</p>



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	<p>understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.</p>	<p>order to gain a defined effect.</p> <p>Use digital technologies to compose, edit and refine pieces of music</p> <p>Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</p> <p>.</p>	<p>final recording to go alongside the narration and slides.</p> <p>The children will end this lesson recording their final piece.</p>
<p>5. To self/peer assess their compositions.</p>	<p><b>Perform</b> This concept involves understanding that music is created to be performed.</p> <p><b>Describe music</b> This concept involves appreciating the features and</p>	<p>Sing or play from memory with confidence.</p> <p>Perform with controlled breathing (voice) and skilful playing (instrument).</p>	<p>Assess/critic the final piece of work ready for the exhibition.</p>



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	<p>effectiveness of musical elements.</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><li>• cultural context.</li></ul>	
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