Medium Term Plan



Su	bject: Music		Unit: Instruments of the orchestra	Term/Duration: Spring 1	. Yea	r Group 5		
Pri	or Learning: • •			Key Vocabulary:				
Ву	By the end of this unit, pupils will know/have experience of:							
	 appreciate and musicians 	understand a	and recall sounds with increasing a a wide range of high-quality recorded the history of music.	,	t traditions and	l from great coi	mposers and	
	Learning Objectives	Content			Assessment	Resources	SMSC	
1	LO: To appreciate and understand a wide range of high-quality recorded music drawn from great composers To develop an understanding of the history of music.	Guide to the they spot - Main:Discus What is an (a) Which instru Which instru why? (eg. B b) Using the n to find in ea c)	bils enter class and sit down to Brit e Orchestra', full orchestra extract answers in GNB or on white board is – `What is an orchestra?' orchestra made up of? Instruments uments do they think they would f uments would they not expect to f agpipes, Electric Guitar) Sections (woodwind, brass, pero ame of each section, which instru- ich one? Brainstorm ideas on the b People (instrumentalists, soloist does the conductor do?	. Which instruments can ind in an orchestra? ind in an orchestra and cussion, strings) ments would they expect		ppt orchestra worksheets	Social: Do you think it is a good experience playing in an orchestra? Moral: What do you think about composers using other people's music? Spiritual: HOw do you feel when you listen to your	

1



		Explain that orchestras used to be led by the lead violinist before we had conductors. Listen to the Purcell 'Abdelazar' and spot the similarities and differences between the orchestras. Task: Use the Orchestra worksheet to plan out where the different instruments sit in the orchestra. Each section should be a different colour. The children need to follow the instructions to work out where everybody sits. You may wish to play the music so the children get used to it whilst they are working. Plenary:Ask the children why they think the instruments are in those positions. e.g. Why is the percussion at the back? (noisier and you often need to stand up to play). Why are there lots of strings and only a few woodwind and brass? (strings are quieter instruments) Why are the brass behind the wind and strings? (louder instruments)		favourite music? Cultural: How do you think orchestras have changed over the years?
2	LO:To be able to explain how a string instrument produces and changes sounds To develop an understanding of the history of music.	 Starter: Play 'Young person's guide' as the children enter - let it play on into the string section. Once all are seated, replay the string section if needed and ask children to name the instruments seen/heard. Main 1: How is the sound made on a string instrument? (bowing or plucking) Either explain the science behind string sounds using real instruments or watch https://www.bbc.co.uk/teach/class-clips-video/musicscience-ks2-how-string-instruments-make-sound/zfmd7nb Use worksheets from 'Adventures in Music' Book 1 (Roy Bennett) to go over the information about string instruments in the orchestra. Use real instruments if possible and if conditions allow - let children try some or if members of the class play- you could ask them to bring their instrument to the lesson. 	ppt String instruments? Ask pupils who play violin to bring in instrument to play something. Adventures in Music	Social: How do deaf people experience sound? Moral: What do you think about using animal products to make instruments? Spiritual: Why do you think that people find string music relaxing



Answer questions on string instruments on lined paper using full sentences - if time, they could draw and label one of the instruments. Add work to folder.information and uplifting? Cultural: How do you think string instruments or play the Cello Wars or biggest string instrument in the world videos.information sheetsand uplifting? Cultural: How do you think string3LO: To be able to explain how a woodwind instrument produces and Changes sounds.Starter: Play. Young person's guide' as the children enter - let it play on into the woodwind section. Once all are seated, replay the woodwind section if needed and ask children to name the instruments secon/heard.PPtSocial: How are wind instruments used in woodwind section if needed and ask children to name the instruments?7develop an understanding of the history of music.Main: How is the sound made on a woodwind instrument? Either explain the science behind woodwind sounds using real instruments or watch https://www.youtube.com/watch?v=SPMmJZCgmoQMoral:Soyue How and isconditions allow - let children try some or instruments in the orchestra. Use real over the information about wind instruments. There are 2 different levels of worksheet. Swap and mark answers. Add any neat work to folders.Cloze sheetsSocial: moral. Moral:Spiritual: How does our woodwind instruments?4LO:To be able to explain how aStarter: Put up first slide on powerpoint - how many brass instruments can they name? Work in pairs on whiteboards or in GNB.Social: how and workSocial: moral.4LO:To be able to explain how aStarter: Put up first slide on powerpoint - how many brass in						
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	T E T e u u n p b or h a H o or or ni n n u m Main: Listen to the brass section of 'Young Person's Guide' and perhaps paus to spot the instruments. Draw attention to how they are played. Show and demonstrate real instruments if possible and read through informa on brass from 'Adventures in Music'. Watch House of Sound' video if needed.	ation	



5	LO: To be able to	Treasure hunt: Blu tac information sheets around the room. Give out answer sheets - pupils could work in pairs to fill in the answers. Plenary: Swap and mark answers - add sheets to folder. There are 2 'fun' brass videos at the end of the powerpoint. Starter: Instrument quiz - answers are on the ppt.		Social:
	explain how a percussion instrument produces and changes sounds To develop an understanding of the history of music.	 Main: Watch the percussion section of 'Young Person's Guide' and discuss the instruments used - draw particular attention to the timpani as they are a type of drum that can be tuned (play a particular note) - generally drums are not pitched instruments - they play a rhythm not a melody/tune. Information on percussion from 'Adventures in Music sheet can be read through to help with further information. Give out Instruments of the Orchestra sheets (in filing cabinet) and fill in the percussion first. If anybody completes - then the other sections can also be filled in. If not already done - place 'Young Person's Guide to the Orchestra' on the timeline. Purcell's Abdelazar can also be put up to show the different time periods. This lesson may be needed to catch up on/ complete any other work and answer any questions ready for next week's assessment. 		Moral: Spiritual: Cultural:
6:	LO: To listen with attention to detail and recall sounds with increasing aural memory	Starter: Fill in Knowledge Organisers and go over any questions. Main: Explain that pupils are going to use their knowledge of instruments and listening skills to complete a short assessment. Give out question sheets and play relevant sounds for each question - perhaps play each section 3 times to allow for careful listening.		



To appreciate and understand a wide range of high-quality recorded music drawn from different traditions and from great composers and musicians	bird - flute duck - oboe grandfather - bassoon wolf - french horns Peter - strings/ violins hunters - timpani		