

# Edward Peake C of E VC Middle School

## Medium Term Plan



<b>Subject: Music</b>		<b>Unit: Instruments of the orchestra</b>	<b>Term/Duration: Spring 1</b>	<b>Year Group 5</b>	
<b>Prior Learning:</b> • •			<b>Key Vocabulary:</b>		
By the end of this unit, pupils will know/have experience of:					
<ul style="list-style-type: none"> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>appreciate and understand a wide range of high-quality recorded music drawn from different traditions and from great composers and musicians</li> <li>develop an understanding of the history of music.</li> </ul>					
	<b>Learning Objectives</b>	<b>Content</b>	<b>Assessment</b>	<b>Resources</b>	<b>SMSC</b>
1	<p>LO: To appreciate and understand a wide range of high-quality recorded music drawn from great composers</p> <p>To develop an understanding of the history of music.</p>	<p>Starter: Pupils enter class and sit down to Britten's 'Young Persons Guide to the Orchestra', full orchestra extract. Which instruments can they spot - answers in GNB or on white board.</p> <p>Main: Discuss - 'What is an orchestra?'</p> <p>What is an orchestra made up of?</p> <p>a) <b>Instruments</b></p> <p>Which instruments do they think they would find in an orchestra?</p> <p>Which instruments would they not expect to find in an orchestra and why? (eg. Bagpipes, Electric Guitar)</p> <p>b) <b>Sections</b> (woodwind, brass, percussion, strings)</p> <p>Using the name of each section, which instruments would they expect to find in each one? Brainstorm ideas on the board.</p> <p>c) <b>People</b> (instrumentalists, soloists, conductor)</p> <p>What does the conductor do?</p>		<p>ppt</p> <p>orchestra worksheets</p>	<p>Social: Do you think it is a good experience playing in an orchestra?</p> <p>Moral: What do you think about composers using other people's music?</p> <p>Spiritual: How do you feel when you listen to your</p>

# Edward Peake C of E VC Middle School

## Medium Term Plan



		<p>Explain that orchestras used to be led by the lead violinist before we had conductors.</p> <p>Listen to the Purcell 'Abdelazar' and spot the similarities and differences between the orchestras.</p> <p>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.</p> <p>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)</p>			<p>favourite music?</p> <p>Cultural: How do you think orchestras have changed over the years?</p>
2	<p>LO: To be able to explain how a string instrument produces and changes sounds</p> <p>To develop an understanding of the history of music.</p>	<p>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.</p> <p>Main 1: How is the sound made on a string instrument? (bowing or plucking)</p> <p>Either explain the science behind string sounds using real instruments or watch <a href="https://www.bbc.co.uk/teach/class-clips-video/music--science-ks2-how-string-instruments-make-sound/zfmd7nb">https://www.bbc.co.uk/teach/class-clips-video/music--science-ks2-how-string-instruments-make-sound/zfmd7nb</a></p> <p>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.</p>		<p>ppt</p> <p>String instruments?</p> <p>Ask pupils who play violin to bring in instrument to play something.</p> <p>Adventures in Music</p>	<p>Social: How do deaf people experience sound?</p> <p>Moral: What do you think about using animal products to make instruments?</p> <p>Spiritual: Why do you think that people find string music relaxing</p>

# Edward Peake C of E VC Middle School



## Medium Term Plan

		<p>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.</p> <p>Plenary: Either do an exit ticket on information covered in the lesson or play the Cello Wars or biggest string instrument in the world videos.</p>		<p>information sheets</p> <p>Lined paper.</p> <p>Question sheets</p>	<p>and uplifting? Cultural: How do you think string instruments have changed through history?</p>
3	<p>LO: To be able to explain how a woodwind instrument produces and changes sounds. To develop an understanding of the history of music.</p>	<p>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 seen/heard.</p> <p>Main: How is the sound made on a woodwind instrument? Either explain the science behind woodwind sounds using real instruments or watch <a href="https://www.youtube.com/watch?v=5PMmJ7CqmoQ">https://www.youtube.com/watch?v=5PMmJ7CqmoQ</a></p> <p>Use worksheets from 'Adventures in Music' Book 1 (Roy Bennett) to go over the information about wind 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.</p> <p>Use cloze worksheets to fill in information about wind instruments. There are 2 different levels of worksheet. Swap and mark answers. Add any neat work to folders.</p> <p>Plenary: Watch video of woodwind player playing 30 instruments or exit ticket on information.</p>		<p>Ppt</p> <p>Instruments</p> <p>Adventures in Music sheets</p> <p>Cloze sheets</p>	<p>Social: How are wind instruments used in everyday life? Moral: Do you think it is better to make woodwind instruments from plastic or wood? Spiritual: How does our breath help us to be mindful? Cultural: Can you think of any world woodwind instruments? eg didgeridoo</p>
4	<p>LO: To be able to explain how a brass</p>	<p>Starter: Put up first slide on powerpoint - how many brass instruments can they name? Work in pairs on whiteboards or in GNB.</p>			<p>Social: Moral: Spiritual: Cultural:</p>

# Edward Peake C of E VC Middle School



## Medium Term Plan

instrument produces and changes sounds To develop an understanding of the history of music.	trumpet	4 valves	Flugel (horn)			
	4 valve trumpet	French horn	Trombone			
	Tenor Horn	Euphonium	Tuba			
Main: Listen to the brass section of 'Young Person's Guide' and perhaps pause to spot the instruments. Draw attention to how they are played. Show and demonstrate real instruments if possible and read through information on brass from 'Adventures in Music'. Watch 'House of Sound' video if needed.						

# Edward Peake C of E VC Middle School



## Medium Term Plan

		<p>Treasure hunt: Blu tac information sheets around the room. Give out answer sheets - pupils could work in pairs to fill in the answers.</p> <p>Plenary: Swap and mark answers - add sheets to folder. There are 2 'fun' brass videos at the end of the powerpoint.</p>			
5	<p>LO: To be able to explain how a percussion instrument produces and changes sounds</p> <p>To develop an understanding of the history of music.</p>	<p>Starter: Instrument quiz - answers are on the ppt.</p> <p>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.</p> <p>Information on percussion from 'Adventures in Music sheet can be read through to help with further information.</p> <p>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.</p> <p>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.</p> <p>This lesson may be needed to catch up on/ complete any other work and answer any questions ready for next week's assessment.</p>			<p>Social:</p> <p>Moral:</p> <p>Spiritual:</p> <p>Cultural:</p>
6:	<p>LO: To listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Starter: Fill in Knowledge Organisers and go over any questions.</p> <p>Main: Explain that pupils are going to use their knowledge of instruments and listening skills to complete a short assessment.</p> <p>Give out question sheets and play relevant sounds for each question - perhaps play each section 3 times to allow for careful listening.</p>			

# Edward Peake C of E VC Middle School



## Medium Term Plan

	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			
--	-------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------	--	--	--