

Edward Peake C of E VC Middle School



Medium Term Plan

Subject: Music		Unit: Space		Term/Duration: Autumn 2		Year Group 5	
Prior Learning: • •				Key Vocabulary: R.A.P., Suite, Gustav Holst, graphic score,			
By the end of this unit, pupils will know/have experience of:							
<ul style="list-style-type: none"> • appreciate and understand a wide range of high-quality live and recorded music drawn from great composers and musicians • use and understand other musical notations • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • compose music for a range of purposes 							
	Learning Objectives	Content	Assessment	Resources	SMSC		
1	LO: To listen to and appreciate a well known piece of music To use musical clues when listening to music	<p>Starter: Explain that you are going to play a recording of a piece of music. (Do not mention that the theme is 'Space'.) In general notebooks the children need to write the words 'Colour', 'Mood' and 'Title'. Discuss the best way of listening to the music (eyes closed is a good idea) and say that after a short time they can open their eyes and write one or more words next to each heading. Play a few minutes of 'Mars, the Bringer of War'. Hopefully the children will pick up on red and black colours, angry moods and a suitable title. If they do know the real title they can write it. Discuss the results and list them on the board. Anyone who knows the real title should wait until the end of the discussion to give their answer. If the real title is not known then tell the children.</p> <p>Main: Brainstorm on the board the names of the other planets. Most are named after gods – what are those gods associated with? You should end up with a list like this: Saturn – the bringer of old age Mercury- the winged messenger Neptune- the mystic (god of the sea)</p>	Ongoing assessment in discussion/ ideas and feedback	'The Planets' CD ppt Plain and lined paper	Social: How does the music reflect society at the time the music was written? Moral: How have human morals and ideals been portrayed through the associations of the planet (and the Roman gods)		

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		<p>Earth – nature (mother Earth) (Pluto – darkness (King of the Underworld)) Venus – love and peace (goddess of love) Uranus – the magician Jupiter – jollity (the King of the Gods)</p> <p>Get the children to number down 1 to 7 in notebooks. Explain that in ‘The Planet Suite’ there are only 7 planets with music written and the children’s job is to listen to the music and try to spot which piece is which just by listening to the musical clues.</p> <p>Play about 30 seconds of each track in order (Mars comes first). Draw attention to musical clues if possible.</p> <p>Real order: Mars - the bringer of war, Venus - the bringer of peace, Mercury - the messenger, Jupiter - the bringer of jollity, Saturn - the bringer of old age, Uranus - the magician, Neptune - the mystic.</p> <p>Mark answers as a class and discuss. Perhaps give 2 points for an exact answer and 1 point for a suitable guess (eg. Saturn and Venus are both slow moving and peaceful so could be easily mistaken)</p> <p>Which planets have not been described? Why? (Earth and (Pluto)) Pluto not discovered until 1930 - now considered a dwarf planet - very remote and cold. Earth - too ordinary? Not exotic enough for Holst?</p> <p>Make a neat record of the composer, title of piece and correct order of planets for the suite.</p> <p>Plenary: Use learning wall to put The Planet Suite on the timeline. Thinking about history - why is Holst’s choice of what to compose relevant at the time? (1914-1916 - 1st world war, new inventions and ideas about space e.g. War of the worlds HG Wells 1898, early film - A Trip to the Moon 1902)</p>			<p>Spiritual: Does the music uplift you? Which pieces in particular? Cultural: How does this music reflect the thinking and hopes of people when it was written?</p>
2	<p>LO: to perform in solo and ensemble contexts, using their voices with increasing</p>	<p>Starter: Recap last week’s lesson (perhaps by playing short extracts or discussion with the aid of notebooks)</p> <p>Main 1: Ask what RAP stands for - Rhythmically Accented Poetry. Discuss what each part means.</p> <p>Play beat on keyboard and demonstrate. Explain that some words need to be accented (stressed) to help with the rhythm.</p>		<p>Planets CD</p> <p>Ppt</p> <p>Rotation RAP sheets</p>	<p>Social: Can I work with others to perform and end result?</p>

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	control and expression	<p>Split the class into groups of about 4 and explain that they are to perform at least one verse of the RAP, with every member of the group taking part. A keyboard backing will provide the beat. Show how to dial up rhythm and give numbers for RAP on the differing keyboards. Demonstrate different methods of splitting up the words in the group.</p> <p>Hand out 'Rotation Rap' sheets. Give each group a rehearsal space and time to practise. Each group to perform their section of the RAP. Other pupils to comment on positive points.</p> <p>Plenary: Fill in self evaluation sheet.</p>	Self evaluation sheets	<p>Keyboard (s) to provide rhythmic backing</p> <p>Evaluation sheets</p>	<p>Moral: How does it feel to take turns?</p> <p>Spiritual: Does this music make you feel good? Why?/ Why not?</p> <p>Cultural: How has RAP helped people to express themselves - no matter what their background?</p>
3	LO:To use and understand other musical notations	<p>Starter: Recap on rhythms - rhythm bingo or adding note values as on ppt.</p> <p>Main: Explain that there are other ways of writing down music and we are going to look at one today. A graphic score is a picture of the music - sometimes it uses shapes to show how the sound should be played (see ppt), sometimes it uses a symbol or picture to show when a particular sound should be played. Give out graphic scores of 'Journey through the Galaxy'. Read through the information side and discuss ideas and sounds. Perhaps make a note on the board so they can refer to ideas later. (Sun's rays Grp 8 may need to be done on the keyboard rather than wine glasses. Tuning forks can be borrowed from the science department.)</p> <p>Divide the class into 8 and allocate a group to each. Give them time to practise their sounds and ideas.</p> <p>Listen to each group separately as a class and discuss WWW or EBI. Groups will need to play fairly quietly to get the 'ethereal' nature of space. they may need to fade in and out. Discuss how you are going to perform the piece. (Teacher</p>		<p>Bingo cards or ppt</p> <p>'Journey through the galaxy' Graphic Scores</p> <p>Instruments as per graphic score instructions</p> <p>recording device</p>	<p>Social: Why is written communication /recording important?</p> <p>Moral: Is it 'right' to record people's ideas on paper - forever?</p> <p>Spiritual:How did it feel to perform your music?</p> <p>Cultural:How did different people in your</p>

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		<p>conductor can time it and bring down arm every 10 seconds or indicate to groups when to come in. Record performance. Tidy instruments away. Plenary: Listen to performance and try to follow score. How well did it work? Could you follow where you were on the graphic score? Any suggestions for improvement?</p>			class think of Earth?
4	<p>LO:To compose music for a range of purposes To play and perform in ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Starter:Revisit 'The Planet Suite' - listen to some excerpts and discuss how it captures the 'mood' and 'feel' of that particular planet. Which planets were not described? (Earth and ?Pluto - although this is dwarf planet we will think about it for today's lesson) IN GNB list the characteristics of Earth (nature, earthquakes, thunderstorms, seas, animals - all sorts of ideas could come forward) and Pluto (cold, remote) (2 columns in GNB), then collate ideas on the board. Main: The children are to compose their own music for either Earth or Pluto. This could be in pairs or groups. They may need a keyboard for each group and can use other ideas and sounds (perhaps from last lesson). (They could use their voices too - singing, humming, speaking). Remind them of how to select tones on the keyboard. Give pupils time to compose their music and rehearse. Perform and/or record finished versions and fill in an evaluation sheet - aim for improvements in quality of comments from the last time they did this. Plenary: WWW - who managed to create the right 'mood' for their chosen planet? Could you guess from hearing the music whether it was Pluto or Earth?</p>	Self evaluation sheets	Planet Suite CD Instruments Recording device	<p>Social: Can I work well with a partner? Moral:Can I make unselfish choices for the group? Spiritual:How does my music help others to feel good? Cultural:Have I used any elements from space music I have heard to influence me?</p>
5/6	<p>LO:To play and perform in solo and ensemble contexts, using voices and playing musical instruments with</p>	<p>Starter: Give back and discuss Evaluation Sheets - note good examples of feedback - what do we need to improve on? What went well? NB: Singing at the moment will need to be facing forward and/or in a large space. Dynamics will need to be fairly quiet, but still encourage all to 'sing' at the right time. TASK: Seat class around the piano and give out sheets or use smart board for song words.</p>	Teacher assessed percussion parts for	Evaluation sheets Lyrics ppt	<p>Social: Can I work as part of a team? Moral:How does the story show Earthly morals?</p>

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	<p>increasing accuracy, fluency, control and expression</p>	<ol style="list-style-type: none"> 1. Teach two of the more lively songs from 'Starship Silvergrey' (XRay Vision, So What, Gravity Zero, Grand Robot Sale). Encourage expressive singing and maybe a few dynamic changes. 2. Explain that pupils are to make up an interesting percussive part to fit with one song. They are to work in 2's , 3's or 4's. Each group member should have a different instrument and play a different rhythmic part. Demonstrate some ideas. 3. Give pupils a little time to rehearse. <p>Plenary: play through songs learnt and get pupils to try out their parts en masse. Explain that they will be performing as separate groups next week.</p> <p>2nd lesson:</p> <ol style="list-style-type: none"> 1. Seat class around the piano and recap on songs learnt last week. 2. Recap on 'rules' for making up rhythmic accompaniment. 3. Give pupils time to finish rehearsing. 4. Play through songs so that each group may perform. The rest of the class to sing each song so the group may concentrate on playing. Mark pupils using NC levels. Ask class to give positive comments on each group. 5. Pupils are to copy out one verse of their chosen song and use colour to underline the words they and the other group members played with. <p>If time/extra weeks - perform part or all of 'Starship Silvergrey' as a mini musical with children reading the narration in between. This could be recorded or performed as a Year 5 end of term event in school or for parents.</p>	<p>timing and accuracy of playing</p>	<p>Untuned percussion</p> <p>Lined paper/lyrics sheets</p>	<p>Spiritual: How do the human and aliens interact in a spiritual way? Cultural: What aspects of human culture are shown in the musical?</p>
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