

<b>Subject:</b> Music	
<b>Key Concept/ Theme:</b> Appraisal of music linked to theme of Electricity and the Iron Man, listening, composing and performing, pitch, tempo, dynamics, duration	
<b>Key Music:</b> <i>'Electricity' by Spiritualized, 'Electricity' by Silk City and Dua Lipa, 'Iron Man' by Black Sabbath, 'Iron Man' by The Cardigans</i>	
<b>Vocabulary for unit:</b>  Core – appraise, pitch, tempo, dynamics, names of instruments, pulse, rhythm  Aspirational – duration, improvise, compose	
<b>Federation/school specific areas to cover:</b> range of percussion instruments	
1.	Prior learning reconnection: pitch, tempo, dynamics, names of instruments Cross-curricular links: Electricity LO: We are learning to appraise music using vocabulary accurately. <i>Activity ideas to achieve the LO: Appraise music based on Electricity in writing. Describe how the music makes you feel and also use musical vocabulary to describe the songs.</i> Vocabulary focus for this lesson: appraise, pitch, tempo, dynamics, names of instruments Possible misconceptions to consider: children naming musical vocabulary incorrectly
2.	Prior learning reconnection: tempo, dynamics Cross-curricular links: n/a LO: We are learning to find and recreate the pulse of music. <i>Activity ideas to achieve the LO: Listen to a range of tracks and find and re-create the pulse of the music, using body percussion and percussion instruments.</i> Vocabulary focus for this lesson: pulse, tempo, dynamics Possible misconceptions to consider: children unable to find and recreate the pulse of music.
3.	Prior learning reconnection: pulse Cross-curricular links: n/a LO: We are learning to recognise and repeat rhythmic patterns. <i>Activity ideas to achieve the LO: Learn about and then repeat a range of rhythms, using body percussion and percussion instruments.</i>

	<p>Vocabulary focus for this lesson: rhythm, tempo, dynamics</p> <p>Possible misconceptions to consider: children unable to recognise and repeat rhythmic patterns</p>
4.	<p>Prior learning reconnection: pitch, tempo, dynamics, names of instruments</p> <p>Cross-curricular links: Iron Man</p> <p>LO: We are learning to appraise music using vocabulary, especially duration, accurately.</p> <p><i>Activity ideas to achieve the LO: Appraise music based on the Iron Man in writing. Describe how the music makes you feel and also use musical vocabulary (especially duration) to describe the songs.</i></p> <p>Vocabulary focus for this lesson: appraise, pitch, tempo, dynamics, duration, names of instruments</p> <p>Possible misconceptions to consider: children naming musical vocabulary incorrectly</p>
5.	<p>Prior learning reconnection: duration</p> <p>Cross-curricular links: Iron Man</p> <p>LO: We are learning to improvise sounds to match a character.</p> <p><i>Activity ideas to achieve the LO: In small groups, children to explore ideas linked to the pages of the book discussed. Can they make their instrument sound like something found in the book? Can they include different pitch, tempo, dynamics and duration in their work? Can they fit their sound to a rhythmic pattern? Can they layer different sounds and rhythmic patterns together?</i></p> <p>Vocabulary focus for this lesson: pitch, tempo, dynamics, duration, names of instruments</p> <p>Possible misconceptions to consider: children unable to play the musical instruments appropriately</p>
6.	<p>Prior learning reconnection: improvisation</p> <p>Cross-curricular links: Iron Man</p> <p>LO: We are learning to match music to moving images.</p> <p><i>Activity ideas to achieve the LO: Watch the video clip (without the sound on). Think about what percussion instrument sounds and rhythmic patterns you can create to fit the video clip. Can you make your instrument represent something from the video clip? Can you fit your sound to a rhythmic pattern, suitable for the video clip? Can you layer different sounds and rhythmic patterns together so they fit to what is happening in the video clip?</i></p> <p>Vocabulary focus for this lesson: pitch, tempo, dynamics, duration, names of instruments</p> <p>Possible misconceptions to consider: children unable to play the musical instruments appropriately</p> <p>End of unit quiz: Match 'pitch', 'tempo' and 'dynamics' to their relevant description below: High/ low - Fast/ slow - Loud/ soft - What is a 'pulse' in music?</p> <p>What is a 'rhythm' in music? What is 'duration' in music?</p>
<b><u>End point:</u></b>	

- Confidence to perform with instruments.
- Ability to improvise and compose.
- Skills to notate music using western notation.
- Put on a class performance (recorded or live).

**Adaptions:**

- resources (technology, physical/concrete)
- location of the lesson
- groupings/.staffing support
- SEND/Inclusion