



Medium Term Plan 2018-2019  
**Cultural Explorers - Music**  
**The Planet Suite - Unit 1**



How can musical sound represent the planets of the our Solar System?

**Aspect of Study**

- **Vocal work with actions**
- **Use of percussion instruments**

**Transferable Knowledge:**

Science links to our known universe

**National Curriculum Overview of Programme of Study**

Music is a universal language that embodies one of the highest forms of creativity. A high- quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. The national curriculum for music aims to ensure that all pupils: Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence. Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

**During this area of study students should be taught to:**

- **Listen to and appraise Holst's planet suite**
- **Compose using percussion instruments and vocal sounds for the theme of space, using dynamics and long a short notes.**

### Real World Links:

Pupils will learn the skills required to be a musician. They will explore the solar system. They will learn how to memorise the solar system in song form.



**Communication** – understand and respect that people have different views.

**Team-working** – respect and listen to others, use the strength and skills of others.

Opportunities to apply Skills for Life during enquiry learning lessons.

### Influential Figures

- Gustav Holst's Planet Suite
- Johann Strauss - Also Sprach Zarathustra (2001's A Space Odyssey Theme)

### OPAL links

Use of vocal space noises and vocal warm ups  
Opportunities to listen to the music that we have listened to in music.

## Curriculum Coverage

**(Previous, expected and what follows on)**

Prior National Curriculum Coverage	National Curriculum Coverage	Subsequent National Curriculum Coverage
<p>KS1 Objectives Covered</p> <ul style="list-style-type: none"> <li>listen with concentration and understanding to a range of high-quality live and recorded music. This objective will be looked at through the listening of different music pieces in reception and year 1.</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music.               <ul style="list-style-type: none"> <li>- In Reception and year 1 they will look a using pictures to represent sound.</li> </ul> </li> </ul>	<p>KS2 Objectives covered:</p> <ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>Listen with attention to detail and recall sounds with increasing aural memory</li> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>	<p>KS2 and KS3 Subsequent Objectives</p> <ul style="list-style-type: none"> <li>In year 4 they will look a using pictures to represent sound. Improvise and compose music for a range of purposes using the inter-related dimensions of music.</li> </ul> <p>KS3</p> <ul style="list-style-type: none"> <li>Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression.</li> <li>Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.</li> <li>Listen with increasing discrimination to a wide range of music from great composers and musicians</li> <li>Develop a deepening understanding of the music that they perform and to which they listen, and its history.</li> </ul>

## The Planet Suit - Unit 1

Key vocabulary	Key Skills	Concepts
Dynamics	Use Crescendo	Dynamics - In music, dynamics means how loud or quiet the music is.  Rhythm - The combinations of long and short, even or uneven sounds that convey a sense of movement in time.
Loud	Use Diminuendo	
Soft	Use appropriate Instruments	
Tempo	Chant the Rhythm	
Fast	Sing the pitch	
Slow	Sing fluently	
Timbre	Draw the notes neatly	
	Remember the note names	
	Remember note length	

## Sequence of Teaching and Learning

**Performance Skill baseline test: Students will** create and repeat extended rhythmic patterns, vocally or by using clapping.

<b>1</b>	<ul style="list-style-type: none"><li><b>L.O. To listen with attention to detail.</b></li></ul>	<b>Listening test:</b> Compare and contrast two pieces of music on the same theme. Listen to music from different periods in history. What type of ensemble plays this piece? What is the mood of this music? Can you tell me anything about the DYNAMICS? What do you imagine might be happening whilst this music is playing? This music is about a PLANET, which PLANET do you think it is?	<b>EXTRA COLUMN FOR PICTURES OF GOOD PRACTICE (where applicable)?</b>
<b>2</b>	<ul style="list-style-type: none"><li><b>L.O. To compose a piece of music and create a graphic score to represent the INSTRUMENTS and the DYNAMICS.</b></li></ul>	<b>Develop Compositions:</b> Use invented symbols to represent sounds. Create a graphic score by drawing the symbols on a sheet. Pupils must think carefully about which symbol will represent each instrument. They can use the instruments which are available. Sheets are differentiated between Challenge A, B and C.	

## Sequence of Teaching and Learning

3	<ul style="list-style-type: none"><li>• <b>L.O. Perform Graphic Scores for and assessment.</b></li></ul>	<p><b>Video Assessment:</b> The pupils will perform their own part with increased control or accuracy when playing both tuned and untuned instruments. The pupils will be given practice time to develop their ideas and formulate a plan for their performance. Pupils will think about changing the TEMPO of their playing. Pupils will change the DYNAMICS when they play. Pupils will think about TIMBRE in their piece. They will work with other members of their group to play their piece.</p>	<p><b>EXTRA COLUMN FOR PICTURES OF GOOD PRACTICE (where applicable)?</b></p>
4	<ul style="list-style-type: none"><li>• <b>L.O. To practice and perform the solar system song and develop our ability to sing in pitch.</b></li></ul>	<p><b>Improve on skills:</b> Use relevant musical vocabulary (e.g. pitch , rhythm, pulse, and tempo) when talking about the elements of music within a piece. Pupils will participated in a class performance of the space songs Make a positive contribution to the singing that encourages everyone else. Develop accuracy of pitch.</p>	

## Sequence of Teaching and Learning

<b>5</b>	<ul style="list-style-type: none"><li>• <b>L.O. Use written standard symbols to represent sounds.</b></li></ul>	<b>Notation Development:</b> Develop understanding of notation skills using floor table to place notes on develop understanding as a class. Pupils will trace the notes and copy some of them as accurately as they can. Pupils will draw some of the different notes from memory and tell you how long they last for.	
<b>6</b>	<ul style="list-style-type: none"><li>• <b>L.O. To practice and perform the solar system song and develop our ability to sing in pitch.</b></li></ul>	Pupils participated in a class performance of the space songs. Pupils need to make a positive contribution to the singing that encourages everyone else. Pupils will develop accuracy of pitch. Pupils will participate in a class performance of the songs.	



## Sequence of Teaching and Learning

7	<ul style="list-style-type: none"><li>• <b>L.O. Develop understanding of musical elements</b></li></ul>	<p>The lesson will look at how to make music for a certain mood. Each planet has a different mood and character the pupils are introduced to the idea of consonant and dissonant tones in music. They will then be set the task of create music for a specific planet and create the right mood for that planet. They will work as a group to identify the ways they can use music devices to create a mood that is appropriate for their planet.</p>	
8	<ul style="list-style-type: none"><li>• <b>L.O. To demonstrate our understanding of the planets through performing our own Planet Suite.</b></li></ul>	<p>The pupils will then practice the piece that they have prepared for their chosen planet as a graphic score. Assess whether they have actually understood how the musical devices of tempo, dynamic and tonality can change the mood of a piece of music. Allow the pupils to assess their own work and that of others in their class.</p>	