



Medium Term Plan 2018-2019
Cultural Explorers - Music
Plain Chant and Green Sleeves - Unit 1



Have the fundamentals of rhythm and pitch really changed since the medieval and tudor period?

Aspect of Study

- **Rhythm and notation development of knowledge and skills**
- **Keyboard skills development**

Transferable Knowledge:

Links to History through the tudors

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:

- Vocal and ongoing skill development exercises
- Performance – Greensleeves and chanting

Real World Links:

Pupils will learn the skills required to be a musician.



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

- Thomas Tallis - Green Sleeves
- Vaughn Williams - Fantasia on Greensleeves

OPAL links

Curriculum Coverage

(Previous, expected and what follows on)

Prior National Curriculum Coverage	National Curriculum Coverage	Subsequent National Curriculum Coverage
<p>KS2 Objectives Covered</p> <ul style="list-style-type: none"> Keyboard skills are studied within Year 4 prior to this unit: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. 	<p>Objectives covered:</p> <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music Use and understand staff and other musical notations Develop an understanding of the history of music. 	<p>KS3 Subsequent Objectives</p> <ul style="list-style-type: none"> Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions Develop a deepening understanding of the music that they perform and to which they listen, and its history.

Plain Chant and Green Sleeves - Unit 1

Key vocabulary	Key Skills	Concepts
Chant Rhythm Crotchet Quaver Rest Beat Pulse Syncopation	Perform in time Rehearse effectively Communicate clearly Use regular pulse Use 4/4 Compose your own rhythms Chant the rhythm	Rhythm - The combinations of long and short, even or uneven sounds that convey a sense of movement in time.

Sequence of Teaching and Learning

Plain Chant and Green Sleeves - Unit 1

1	<ul style="list-style-type: none">L.O. To use and understand rhythmic notation. Through composing a chant	The pupils need to recap on what the note durations and names of the notes actually are. They will use the class grid to workshop together as a class the different rhythms first. The pupils will go over keynote durations such as crotchets, quavers, minims and rests. They will start their work on a gregorian chant that they will compose about the great plague.	EXTRA COLUMN FOR PICTURES OF GOOD PRACTICE (where applicable)?
2	<ul style="list-style-type: none">L.O. To perform the chant using the theme 'The Plague'	The pupils need to finish their plague chant this lesson and practice and perform it for assessment.	

Sequence of Teaching and Learning

3	<ul style="list-style-type: none">L.O. Listen to and comment on the work of musicians and composers indicating their own preference. Explain the influence of historical events on music	<p>This will be a research task given in this lesson to pupils to answer five research questions on the history of music. They will need to make their own timeline, and it will need significant points in musical history on it.</p>	EXTRA COLUMN FOR PICTURES OF GOOD PRACTICE (where applicable)?
4	<ul style="list-style-type: none">L.O. Recognise and describe music and musical instruments from different periods in history.	<p>The pupils in this lesson must listen to a piece of music that is the from the tudor period. They need to identify the key melodic and harmonic ideas that are presented in the music.</p>	

Sequence of Teaching and Learning



5	<ul style="list-style-type: none">• L.O. Improvise and notate musical phrases to develop compositions.	<p>The pupils will now starting looking at writing their own piece of music as if they were commissioned by Henry the VII to write a piece of music for his courts. The task is differentiated so the Challenge A pupils only need to focus on composing some of the basic ideas presented in the last lesson. They will need to compose melody and and look at how layering different melodies can produce polyphony.</p>	
6	<ul style="list-style-type: none">• L.O. Improvise and notate musical phrases to develop compositions. Cont.	<p>The pupils will continue to finish off and perform their Tudor composition. They will also evaluate whether they have been successful in fulfilling the criteria.</p>	

Sequence of Teaching and Learning

7	<ul style="list-style-type: none">• L.O. Perform from notation on Keyboards.	<p>The pupils will be introduced to the music of thomas tallis and look at how his work is used again by Vaughn Williams. They practice and perform the greensleeves piece on keyboard.</p>	
8	<ul style="list-style-type: none">• L.O. Perform from notation on Keyboards. Cont.	<p>In this lesson pupils will do their final performance on greensleeves and evaluate their work.</p>	