



MEDIUM TERM PLANNING

| Subject | Topic/Key Question | Year Group | Term | Time Allocation |
|---------|---------------------------|------------|----------|-----------------|
| Music | Elgar's Enigma Variations | 6 | Autumn 2 | 7 hours |

| | |
|-------------------------------|--|
| End of key stage 2 objectives | <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 • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Develop an understanding of the history of music |
| End of unit objectives | <p><u>I can:</u></p> <ul style="list-style-type: none"> • Listen and reflect on a piece of orchestral music. • Learn to play a tune. • Create pieces inspired by a composer. • Begin to learn simple staff notation. • listen with attention to detail and recall sounds with increasing aural memory. |
| Vocabulary | Motif, theme, Variation |
| | Structure, dynamics, tempo, texture, pitch, |
| | Notation – crotchet, quaver, minim. |

| Lesson Sequence | Time Allocation | Learning objectives | Activities | Resources |
|-----------------|-----------------|--|---|---|
| 1 | 1 hour | <p><u>To describe music</u></p> <ul style="list-style-type: none"> • To use musical vocabulary to identify features of different eras of music • I can talk about songs I have experienced using comparative language • I can use fact and opinion to compare songs | <p>Pulse and rhythm: Internalisation</p> <p><u>Listen and appraise: Elgar's Enigma variations</u></p> <p>Show the clip from the BBC Ten pieces website as an introduction. www.bbc.co.uk › Music › Classical</p> <ul style="list-style-type: none"> - Then listen to <u>Variation 7</u>. In pairs imagine the person being described and jot down thoughts. Man or woman, boy or girl - Age - What do they look like? - What are they doing? <p>Do the same for <u>Variation 6</u> and then look at the answers and pictures. Can they evaluate their listening skills?</p> | <p>Powerpoint from BBC Ten Pieces</p> <p>Ipads Tambours / tambourines</p> |
| 2 | 1 hour | <p><u>To describe music</u></p> <ul style="list-style-type: none"> • To use musical vocabulary to identify features of different eras of music • I can talk about songs I have experienced using comparative language • I can use fact and opinion to compare songs | <p><u>Listening</u> – Recap on what we said last week about Elgar's Enigma variations.</p> <p>Today listen to Variations 7, 6 and 11. Can they get some ideas of the characters from the music?</p> <p>In pairs imagine the person being described and jot down thoughts.</p> <ul style="list-style-type: none"> - Man or woman, boy or girl - Age - What do they look like? - What are they doing? | <p>Powerpoint from BBC Ten Pieces</p> |

| | | | | |
|---|--------|---|--|---|
| | | | Look at the answers and pictures. Can they evaluate their listening skills | |
| 3 | 1 hour | <p><u>To Perform</u> Sing or play from memory with confidence.</p> <ul style="list-style-type: none"> • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. <p><u>Improvise and compose</u> music for a range of purposes using the interrelated dimensions of music.</p> <p><u>.Learning outcomes</u></p> <ul style="list-style-type: none"> • Listen and reflect upon a piece of orchestral music | <p><u>Elgar's Enigma variations Lesson 2</u></p> <p>Learn the rhythm of the main theme and then the notation. Play on pitched instruments. Then create their own theme using the same rhythm and ending on an A.</p> <p>Perform together as a class ensemble and individually</p> | <p>Powerpoint from BBC Ten Pieces</p> <p>Glockenspiels</p> <p>Sheets with Elgar's theme</p> |
| 4 | 1 hour | <p><u>To compose</u></p> <p>Create musical motifs and put them together to make a piece</p> <p><u>Listen and Appraise</u></p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p><u>To improvise</u></p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> | <p><u>Lesson 3 – Elgar's dog.</u></p> <p>Create musical motifs and put them together to make a piece:</p> <p>Listen to Variation 11 again. Describe the music. Imagine what the dog is doing.</p> <p>Create different 'doggy' sounds on untuned and tuned percussion instruments.</p> | <p>Powerpoint from BBC Ten Pieces</p> <p>Selection of percussion instruments.</p> |

| | | | | |
|---|--------|--|---|--|
| 5 | 1 hour | <p><u>To compose</u> Create musical motifs and put them together to make a piece</p> <p><u>To improvise</u> Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> | <p><u>Lesson 4 – Composing your own ‘Enigma’ variation</u></p> <p>Compose their own Variation 1</p> <p>Create ideas for their music based on themselves, their own personality and likes.</p> | <p>Powerpoint from BBC Ten Pieces</p> <p>Selection of tuned and untuned percussion instruments</p> |
| 6 | 1 hour | <p><u>To compose</u> Create musical motifs and put them together to make a piece</p> <p><u>To improvise</u> Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> | <p><u>Elgar Enigma variations – lesson 4.</u></p> <p>Describe something or someone in music.</p> <p>Work with in a group of 3</p> <p>Choose 3 ideas and creative a motif for each with suitable instruments.</p> <p>Then try and put the 3 ideas together in a piece of music.</p> <p>Perform to others</p> | <p>Powerpoint from BBC Ten Pieces</p> <p>Glockenspiels Recorders keyboards</p> |
| 7 | 1 hour | <p><u>To Perform</u>• Sing or play from memory with confidence</p> <p><u>To improvise</u> Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> | <p>Practise Christmas songs for the carol service</p> <p>Explore Christmas carols from around the world. El burito – The donkey – Latin America Betelehemu – Nigeria Australian Jingle Bells</p> <p>Write their own lyrics for Jingle Bells based on being somewhere in the sun.</p> | <p>Christmas songs</p> <p>Sheet to write lyrics</p> |
| 8 | 1 hour | <p><u>To Perform</u>• Sing or play from memory with confidence</p> | <p>Recap on last weeks lesson. Sing Fun Christmas songs Christmas Quiz</p> | |

| | | | | |
|--|--|--|--|--|
| | | <u>To improvise</u> Improvise and compose music for a range of purposes using the interrelated dimensions of music | | |
|--|--|--|--|--|