

Subject Curriculum Overview

Music

Southwater Infant Academy

Planning and Progression

'Growing, Learning and Succeeding Together'



Curriculum Statement

Intent

At the Southwater Infant Academy we aim to inspire a love for music, whilst giving children access to a diverse range of rich musical experiences. Children are given a variety of opportunities both inside and outside the academy, which allows them to enjoy music as listeners, composers or performers. Children explore the interrelated dimensions of music, such as dynamics, pitch, pulse and tempo both through timetabled music lessons and through self-initiated learning opportunities. Our children will be musically ambitious, seeing themselves as composers and performers. They will be able to identify musical features and use these to compose, practise and perform their own musical pieces. We will develop the wellbeing of our children, teaching them to recognise how music can be used to communicate feelings and emotions as a form of creative self-expression

Implementation

Music is delivered through structured music lessons and self-initiated learning, but it is also an important part of each day. In each and every classroom our children are encouraged to sing and use their voices through everyday activities. Children's exposure to music is linked through their half-termly and termly Theme Units to deepen these rich learning experiences. Music is also linked through other subjects and is a tool to support other curriculum learning, such as by learning songs and rhymes in maths and geography lessons. Children participate in singing assemblies, and are given opportunities to perform in class assemblies, performances, and go on trips to share their musical development in wider audience contexts. We aim to support children in their own musical development, from their own starting points to inspire them to be curious and invest in their own musical journeys.

Impact

Through rich musical learning opportunities children acquire skills required to develop as aspiring musicians. They will use our fundamental learning powers of resilience, resourcefulness, to ensure good progress and development. These are particularly valuable for music as the children will access each of these in every music lesson to support them with their musical development. Music is a universal language which we aim for all our children to access. Children will understand world music by being exposed to music across different cultures and historical periods. These will celebrate the different cultures that our children may have had experiences of. Children will grow in their confidence in performing to audiences but also in being free to explore and celebrate their own musicality.

Long Term Plan

<p>Reception</p> <p>Expressive Arts and Design</p>	<p>Music: Explore instruments – fast/slow, loud/quiet</p> <p>Singing Nursery Rhymes</p> <p>Exploring emotions through music</p> <p>Exploring syllable clapping</p>	<p>Music: Singing Nursery Rhymes</p> <p>Changing nursery rhymes</p> <p>Exploring percussion instruments</p> <p>Exploring using instruments to represent story characters – Three Little Pigs</p> <p>Expressing ourselves through music and dance.</p> <p>Peter and the Wolf.</p>	<p>Music: understanding rhythm using Tanka Tanka Skunk.</p> <p>Compose our own Tanka Tanka skunk compositions rhythmical</p> <p>Understand instruments are played in different ways.</p> <p>Begin to record music using a graphic score.</p>	<p>Music Singing Nursery Rhymes</p> <p>Explore different Japanese instruments.</p> <p>Create our own recycled instrument</p> <p>Compose a simple musical story of the journey of a kite and record using a graphic score.</p>	<p>Music To sing Nursery rhymes/sea songs.</p> <p>To describe similarities and differences in sea music and the emotions it inspires.</p> <p>To explore movement of sea creatures using the story “We’re going to the Ocean”</p>	<p>Music to sing nursery rhymes /sea songs</p> <p>To represent sea creatures using percussion instruments and record using a graphic score.</p> <p>To create group narrative/music composition and perform for a tapestry DVD.</p>
<p>Year 1</p>	<p>Exploring the musical techniques of pulse and rhythm through different genre of music using the ICT link music calendar.</p>	<p>To look at the historical instruments of the past</p> <p>Intro piano dynamic</p> <p>Explore the creation of a sound scape to tell the narrative of the great fire of London</p> <p>Nativity performance.</p>	<p>Intro tempo- adagio and allegro</p> <p>Apply tempo to represent characteristics of Australian animals</p> <p>Applying the musical techniques of pulse, rhythm and tempo</p>		<p>Explore music hall performers and create own act.</p> <p>Explore the chants of Victorian street sellers and create own chant.</p>	<p>Explore/recreate environmental sounds using voices</p> <p>Practice recording sounds using graphic score to aid composing</p> <p>Intro the idea of layering sound when composing</p>

			compose using percussion instruments to reflect the characteristics of an Australian animal. Create a class composition			
Year 2	Revise pitch, pulse, rhythm, tempo and dynamics Apply tempo and dynamics to alter well known songs Listen to "Space Alone" and create planet to reflect the emotions of music	Intro chanting as a composition as composing element Intro pentatonic scales Compose a story of a space journey	Explore similarities and differences of Lullabies in different cultures. Revise the technique of call/recall and apply to use of percussion instruments. Create a group composition telling the story of "Kapiti plain"	Intr term timbre and create recycled instrument Use instruments to create an individual graphic score Intro terms structure and texture as a composing tool for small groups to combine rhythmic graphic scores to practice and perform		To learn and practice songs for leavers show To perform Leavers show.

Ongoing Musical Disciplines

Together with the range of knowledge and content taught in our topics, pupils will develop their musical disciplines over time. These are the ongoing skills that are taught and retaught. These disciplines cannot be assigned to any single Unit of study as they will all be covered in all of the Units.

	EYFS	KS1	Thinking about LKS2
1. Shape Music can take an endless array of shapes through manipulating the pitch, duration, dynamics, tempo, timbre, texture and structure.	Hear elements of musical shape (i.e. High, low, loud, soft, long, short, fast, slow and steady beat)	Identify and describe elements of musical shape using simple language (i.e.) high, low, loud, soft, long, short, fast, slow) Identify different time signatures (3/4 and 4/4) Interpret early musical notation and link it to the simple language of musical rhythms (frog, tadpole, butterfly and caterpillar)	Identify and describe elements of musical shape using technical shape (rhythm, pitch, duration, dynamics, tempo, timbre, structure) Interpret more complex musical notation on a staff (treble clef) and link it to the language of musical shape (crotchets, quavers, minims)
2. Communication Shaping music to represent something real or express an emotion, mood or message Composer talk	Copy and keep a steady beat (pulse) Perform, compose and improvise with music using their early knowledge of musical shape, using a variety of songs, resources and instruments.	Copy, keep and compose a rhythm Copy and keep a steady beat in a given time signature (3/4 or 4/4) Perform, compose and improvise music (including song) using their own developing knowledge of musical shape and comprehension to express themselves.	Perform and compose music deliberately and justify their choice of shape using their deeper knowledge of musical comprehension.
3. Comprehension Critically ascribe meaning to a piece of music. Listener talk	Say how a piece of music makes them feel.	Say how a piece of music makes them feel using simple musical language to give reasons why.	Say how a piece of music makes them feel using more technical language of musical shape to justify their response. Explain how peoples' experiences linked to time and culture affect the way a piece of music is comprehended.

Progression of skills, knowledge and vocabulary

EYFS - Autumn

Skills and Objectives	Sticky Knowledge (what do the children need to know?)	Learning Tasks	Continuous provision	(Where's the evidence?)	Vocab
<p>LO To be able to learn some harvest songs to sing together as a group.</p>	<p>Lesson 1 Harvest We celebrate harvest each year in the Autumn time.</p> <p><i>It is the time when we pick the food that has grown in the fields and gardens over the summer.</i></p> <p><i>Christians too church to thank God for all the food.</i></p> <p><i>I know we can sing to celebrate.</i></p> <p>Cultural Capital, Significant Individuals and curriculum enrichment</p> <p>Compare to another religion on how they celebrate the harvest of food.</p>	<p>To learn the harvest songs Conkers A tiny seed Oats and Beans and Barley Grow</p>	<p>Nursery rhyme singing.</p>	<p>Tapestry</p> <p>Parents to watch Harvest festival</p>	<p>conkers tiny seed oats beans barley grow sow hoe weeds ripe</p>
<p>LO: To be able to listen to music and identify that it is played loud/quiet, fast/slow and understand that music can make us feel different emotions.</p>	<p>Lesson 2 Emotions Music can make us feel different emotions.</p> <p>Music can be play in different ways fast/ slow loud/quiet and this can make us feel different emotions.</p>	<p>Listen to a range of music. The children will listen to a range of pieces of music and discuss how each piece makes them feel. What can you tell me about the music eg fast/slow. Think about a story or experience that made you feel like this piece of music, can you share it with us?</p>	<p>Access to music: dance and move to the music. How does it make you feel?</p>		<p>Happy, sad, excited, scared</p> <p>Fast slow, loud, quiet, silence.</p>

<p>LO To understand that we can create marks that demonstrates how the music makes us feel.</p>	<p>Lesson 3: Mark making emotions Remember music can make us feel different emotions.</p> <p>Remember music can be played in different ways fast/ slow loud/quiet and this can make us feel different emotions.</p> <p>We can mark make to show how the music makes us feel.</p> <p>Cultural Capital, Significant Individuals and curriculum enrichment Explore some different artists that use graphic scores within their work.</p> <p>https://www.classicfm.com/discover-music/latest/graphic-scores-art-music-pictures/</p>	<p>Listen and respond to a range of music.</p> <p>The children will listen to a range of pieces of music and say how each piece makes them feel.</p> <p>Link to Colour Monster</p> <p>The teacher will demonstrate drawing in response to the music – how would you represent a loud noise, a quiet noise, a slow piece of music, a fast piece of music etc.</p> <p>Children will draw on white boards or large pieces of paper shapes, patterns or lines to demonstrate how the music makes them feel.</p>	<p>Using a range of music children to draw a different line of hair in response to each piece of music starting one side of the head and moving to the other side.</p>	<p>Tapestry</p>	<p>Happy, sad, excited, scared</p> <p>Fast slow, loud, quiet, silence.</p>
<p>LO; To be able to understand that instruments can demonstrate the characteristics of a story character or setting.</p>	<p>Lesson 4 intro to Character representation Remember music can make us feel different emotions.</p> <p>Remember music can be played in different ways fast/ slow loud/quiet and this can make us feel different emotions.</p> <p>We can use one or a range of instruments to represent a character in a story.</p>	<p>Peter and the wolf</p> <p>Watch at story time. Focus on how an instrument is chosen to represent each character and is played to demonstrate the mood of the story.</p> <p>How is the instrument played? How does it make you feel?</p>			<p>Happy, sad, excited, scared</p> <p>Fast slow, loud, quiet, silence .</p> <p>Flute piccolo string instruments obo kettle drums</p>

	<p>Cultural Capital, Significant Individuals and curriculum enrichment</p> <p>Explore how some of the animals are represented in the carnival of animals.</p>				
<p>LO: To be able to understand that we can adapt a single element of a nursery rhyme to create something new</p>	<p>Lesson 5: Adapting well known rhymes</p> <p>To sing some well know nursery rhymes.</p> <p>To understand we can adapt, change or mix the nursery rhymes to create something new.</p> <p>To sing collectively as a group.</p> <p>Cultural Capital, Significant Individuals and curriculum enrichment</p> <p>Listen the same song sung by different artists how do they differ?</p>	<p>Practice a well-known nursery rhyme and change the character, setting or action.</p> <p>As a class Sing Mary had a little lamb (first verse) Children to offer alternative animals to change the song eg Mary had a tall giraffe his scarf was very long</p> <p>In groups with teacher support children to select a nursery rhyme and change the character, action or setting. They are to practice singing the nursery rhyme together and then perform.</p>	<p>Leave out nursery rhyme posters for children to adapt.</p>	<p>Tapestry video of performance.</p>	<p>Nursery rhymes Setting Characters action</p>
<p>LO: To be able to sort the class percussion instruments by the criteria of how they are played.</p>	<p>Lesson 6 Playing Instruments in a controlled manner.</p> <p>Begin to learn the instrument names</p> <p>Learn Instruments make sounds by being played in different ways</p>	<p>Children learn the names of 8 instrument</p> <p>They collectively sort the instruments into groups of how they are played.</p>	<p>Children to continue to explore instruments.</p>	<p>Tapestry video.</p>	<p>Shake Beat scrape sleigh bells tambourine maraca, drum, guiro woodblock triangle</p>

	<p>Cultural Capital, Significant Individuals and curriculum enrichment</p> <p>View African instruments. How are they played.</p> <p>Akoting https://www.youtube.com/watch?v=lzt0v9roU6g</p> <p>Miira https://www.youtube.com/watch?v=tKbfUEhjuH4</p> <p>Balafon https://www.youtube.com/watch?v=mPr_SvnJ_z0</p>	<p>Children practice stopping and starting, playing loud, quiet, fast, slow using conductor cards.</p> <p>In small groups children to add percussion to the Three Little pig story while teacher and children retell story from map. Video performance.</p>			claves
<p>LO; To be able to apply our knowledge of representing story characters, events or settings with instruments to enhance the emotion of the piece.</p>	<p>Lesson 7 Exploring the instruments Remember the names of the 8 instruments</p> <p>Remember how an instrument can be used to represent a story character.</p> <p>Remember how to play instruments in a controlled manner.</p>	<p>Recap instrument names, the different ways they are played,</p> <p>Recap playing instruments in a controlled manner.</p> <p>Tell the story of The Three Little Pigs from last week's story map. Use the instruments to respond to the different events and feelings throughout the story</p>	<p>Leave out story characters for children to retell story using instruments.</p>	Tapestry	Shake Beat scrape sleigh bells tambourine maraca, drum, guiro woodblock triangle claves fast slow loud quiet

					stop silence
LO: To be able to discuss the music and movement of the ballet and how it made us feel.	<p>Cultural Capital, Significant Individuals and curriculum enrichment</p> <p>Lesson 8 Three Little pigs ballet.</p> <p>Evaluating a performance using knowledge of how instruments are used to express emotion</p>	<p>Story time</p> <p>To watch and discuss Three Little pigs ballet.</p> <p>https://www.bbc.co.uk/iplayer/episode/b041mc85/cbeebies-presents-ballets-three-little-pigs-a-cbeebies-ballet</p>			fast slow loud quiet stop silence Happy, sad, excited, scared Fast slow, loud, quiet,
LO: To be able to practice and perform within a large group a variety of Christmas songs and dances.	<p>Nativity performance</p> <p>We celebrate Christmas every year</p> <p>We celebrate the birth of Jesus.</p> <p>There is a special story that tells us the story of Jesus' birth.</p> <p>To sing collectively as a group.</p>	<p>Learn and perform the nativity play songs,</p> <p>Read The Nativity Story and begin to link the songs from the Christmas play to highlight the different parts</p>		Tapestry Perform to a variety of audiences.	Nativity Gold frankincense Mhur Angel Joseph Mary

Skills and Objectives	Sticky Knowledge (what do the children need to know?)	Learning Tasks	Continuous provision	(Where's the evidence?)	Vocab
<p>To be able to clap a rhythmical pattern and to use rhythm when composing.</p>	<p>Rhythm Patterns</p> <p>We can hear and a copy a rhythmical clapping pattern.</p> <p>We can rearrange these rhythmical clapping patterns to create a simple composition.</p> <p>We can perform these compositions together in small groups.</p> <p>We can use the percussion instruments to play these rhythms.</p>	<p>Read the story of Tanka Tanka skunk and practice clapping some of the rhythmic names.</p> <p>As a class encourage the children to practice composing by arranging the names of the different animals in different orders for everyone to clap.</p> <p>Revise the names of the instruments. Encourage children to play rhythmic compositions using the instruments in groups of 8/9 to the rest of the class.</p> <p>In small groups of 3/4 children create own compositions by ordering the animal rhythmic names and video performance for tapestry..</p>	<p>Sings Nursery Rhymes</p> <p>Continue to practice composing using the animal rhythmic names.</p>	<p>Tapestry</p>	<p>rhythm</p>
<p>To understand instruments can be played using one or more of five basic ways.</p>	<p>Sorting instruments</p> <p>We know there are five basic ways instruments can be played to create sound. (blow, shake, beat, scrape and plucked)</p> <p>We can sort the class percussion box into how they are played to create sound.</p> <p>We can apply this knowledge to create our own recycled instrument.</p>			<p>Tapestry</p>	<p>Shake Blow Scrape Beat pluck</p>

	We can use our recycled instrument to play some of our rhythmical pattern compositions.				
To understand that we can write down music we compose using a graphic score.	<p>Creating a graphic score.</p> <p>We know our compositions can be written down using a graphic score.</p> <p>We know we use symbols/marks to write down our music.</p> <p>We understand the job of a conductor.</p> <p>We can point to the graphic scores to keep our players in time.</p>	<p>Revise 8 basic instrument names.</p> <ul style="list-style-type: none"> -drum -triangle -tambourine -wood block -Guiro -egg shaker -claves -maraca <p>Demonstrate to the children how to draw a mark to represent an instrument.</p> <p>Create a graphic score for each of the seven instruments.</p> <p>Teacher demonstrates how to write a piece of music for the children to play using two of the graphic scores. Small groups of children follow the graphic scores and play the intended music to rest of the class.</p> <p>Build up the complexity of the music by adding more instruments.</p>	Children continue to develop understanding of writing music using the percussion instruments and graphic scores.		<ul style="list-style-type: none"> drum triangle tambourine wood block Guiro egg shaker claves maraca

		<p>Introduce to the children the idea that if the graphic score is written small the music is played quietly if the score is written big the music is played loudly.</p> <p>Introduce the idea of a conducting making the time of the music by pointing to the graphic scores as they are played.</p> <p>- -</p>			
<p>To compare similarities and differences between Japanese instruments and our percussion instruments.</p>	<p>Exploring Traditional Japanese Instruments</p> <p>We know that there are some traditional Japanese instruments</p> <p>We know our percussion instruments can be played in five different ways.</p> <p>We can compare these five basic ways of playing with the way the Japanese instruments are being played and look for similarities and differences.</p> <p>We know music can make us feel different emotions.</p> <p>We know instruments can be played in different ways to evoke these emotions.</p>	<p>Revise our knowledge of how our percussion instruments are played</p> <p>Explore/ listen to the Japanese instruments.</p> <p>How is each instrument being played?</p> <p>What does it make you feel? Are they playing the instruments fast/slow or loud/quiet?</p> <p>Shakuhach https://www.youtube.com/watch?v=hmRPECd9Yig</p> <p>Koto www.youtube.com/watch?v=JDTp_YQizqE</p> <p>Sanshin https://www.youtube.com/watch?v=Rcq00zkyQRo</p>			<p>Koto Sanshin Biwa Tiako Shakuhach Shake Blow Scrape Beat pluck</p>

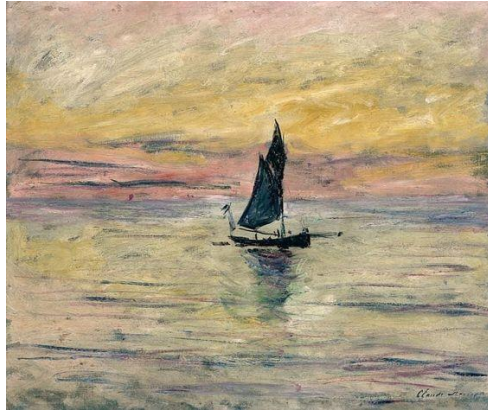
		<p>Biwa https://www.youtube.com/watch?v=bnt4CSZVJy8</p> <p>Taiko https://www.youtube.com/watch?v=C7HL5wYqAbU</p>			
To apply our knowledge of how instruments are played to create a Japanese style recycled material instrument.	<p>Creating recycled material instruments.</p> <p>I know instruments can make a sound by playing them in five basic ways.</p> <p>I can select recycled materials to help me create an intended sound for my instrument.</p> <p>I can create faster/ slower or loud/quieter sounds using my instrument.</p>		<p>Create our own recycled material instruments.</p> <p>How does your instrument make sound.</p> <p>Can you create a graphic score/ music to play?</p>		

EYFS - Summer

Skills and Objectives	Sticky Knowledge (what do the children need to know?)	Learning Tasks	Continuous provision	(Where's the evidence?)	Vocab
<p>On going. To learn a variety of sea songs to sing together.</p>	<p>Songs of the sea. We know that their old traditional songs about the sea called sea shanties</p>				

	<p>Sea shanties helped people who worked together to get a job done to stay in time.</p> <p>We know some different types of sea songs.</p> <p>Cultural Capital, Significant Individuals and curriculum enrichment</p> <p>Explore a sea shanty</p> <p>https://www.youtube.com/watch?v=_oL7JMDYkW4</p> <p>https://www.google.com/search?safe=active&rlz=1C1GCEA_enGB804GB804&q=Home+Free+Sea+Shanty+Medley&stick=H4sIAAAAAA AAAA00QeLVT9c3NCywrDBLS8o</p>				
<p>Lesson 1</p> <p>To listen to music and understand the emotion the composer is conveying.</p>	<p>Changing the sea.</p> <p>We know that people have sung songs about the sea and creatures that live there for a long time.</p> <p>We know these songs can tell story of the sea or creatures.</p> <p>We know that some music can demonstrate the changing state of the sea.</p> <p>Cultural Capital, Significant Individuals and curriculum enrichment</p> <p>Explore the life and ideas of French impressionist composer Claude Debussy</p>	<p>Revise the idea that music can add to the emotion the artist intends to demonstrate.</p> <p>Listen to three pieces of sea music by three different composers that shows how the sea is feeling.</p> <ol style="list-style-type: none"> 1. Calm sea- 2. Stormy sea- <p>Discuss each piece. How do you think the sea is feeling? What is the music like? How does it make you feel? Can you draw a picture of the sea?</p>	<p>Can you make some sea music?</p> <p>How is your sea feeling? What is your music like? Why did you choose to use this instrument?</p>		<p>Calm Stormy</p>

Look at impressionist art for the sea



Claude Monet Barca a Vela Effetto Sera 1885



Claude Monet "The Manneporte" (1884)

Lesson 2

To add movement to music inspired by the

Instruments for sea creatures.

We know instruments can be played in different ways to produce sound.

Explore the characteristics of sea creatures and how different instruments can be used to reflect this .

Zig zag
Straight
sideways

<p>characteristics of a sea creature.</p>	<p>We know the characteristics of a story setting or character can be reflected in the instrument chosen to represent them and how they are played.</p>	<p>Introduce the story “we’re going to the ocean,” to meet three sea creatures.</p> <p>Explore the characteristics of a shark, a crab, and a jelly fish</p> <p>Listen to music that reflects the movement of each of the sea creature and encourage children to add movement to the music that is reflective of each creature.</p> <p>Shark- a zigzag pathway Crab- side stepping Jelly Fish- pumps tentacles to gain height and twirls to move.</p>			
<p>Lesson 3 To develop our understanding of a graphic score and how it can be adapted to show fast/slow or loud/quiet music.</p>	<p>Creating graphic scores for sea creatures</p> <p>We know a graphic score is a way of writing our music down and how it is played.</p> <p>We can apply our knowledge of percussion instruments and how they are played to choose an instrument to represent the characteristics of a chosen sea creature.</p> <p>We can record our musical compositions using a graphic score.</p> <p>We can adapt our graphic score to demonstrate the speed and volume of our sea creature.</p>	<p>Graphic score</p> <p>Revise understanding that instruments and music can reflect the characteristic of story characters.</p> <p>Revise understanding of the purpose of a graphic score.</p> <p>Encourage children to select instruments as a class to reflect different sea creatures and give explanations why each instrument is a good choice.</p>	<p>Encourage children to practice creating own sea music and write it down using graphic scores.</p>	<p>Tapestry. Show evidence as a class of creating and following a graphic score.</p>	<p>Graphic score</p> <p>Fast Slow Loud Quiet</p>

		<p>As a class begin to record the music for each sea creature. When faced with a loud/ quiet music how can we reflect this in our graphic score?(Big/ small graphic score)</p> <p>When faced with a fast/slow music how can we reflect this in our graphic score?(close together symbols/ wide apart symbols)</p>			
<p>Lesson 4 To apply our knowledge of matching instruments to characteristics or settings and how to play instruments to evoke emotion to create a small group musical story composition.</p>	<p>Creating our own sea creature story composition.</p> <p>We can create a small sea story with a beginning, middle and end that includes 3 or 4 sea characters.</p> <p>We can compose music for our story using our knowledge of sea creatures.</p> <p>We can write our music down using graphic scores and can manipulate these scores to show speed or volume.</p> <p>We can practice our sea story to improve our performance.</p> <p>We can perform our musical sea story for an audience.</p>	<p>Encourage children to create a musical sea creature's story in small groups</p> <p>Remind the children of the idea of choosing an instrument to reflect the characteristics of an animal as seen in Peter and the Wolf (Autumn Term)</p> <p>Remind children of previous week's work of choosing an instrument to reflect a sea creature's characteristics and how we can write our music down as a graphic score.</p> <p>Remind the children how a graphic score can be</p>		Tapestry	characteristics

		<p>manipulated to demonstrate speed /volume.</p> <p>In small groups each child is to choose a sea creature and create a piece of music that reflects its characteristics.</p> <p>Each child is to try and write a graphic score to reflect their music.</p> <p>Collectively the children create a small story scribed to an adult, in which their music can be applied</p> <p>The children have an opportunity to practice playing their music as the adult reads their story.</p> <p>The musical piece is performed and video for tapestry.</p>			
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Year 1 – Autumn 1

Learning Objective	Sticky Knowledge	Learning Task	Vocabulary	Cultural Capital, Significant Individuals and curriculum enrichment
To understand that pulse essentially means the heartbeat of the music.	<p>We can understand the concept of pulse and identify it within a variety of music</p> <p>Add two tapestry post during half term as evidence rhythm and pulse</p>	Using the website music Calendar explore the pulse in a variety of music genre	Pulse	
To understand that rhythm is the repeating patterns we can hear in music.	We can identify and clap a rhythm over a pulse.	<p>Using the website music Calendar explore the pulse in a variety of music genre and explore clapping a rhythm over this pulse.</p> <ol style="list-style-type: none"> 1. Reconnect with finding the beat of the music. 2. Reconnect our understanding of the vocabulary rhythm. <p>https://www.bbc.co.uk/teach/bring-the-noise/music-games-and-activities-for-teaching-primary-school-children/zrxmd6f</p>	Pulse rhythm	

		<ol style="list-style-type: none"> 3. Children to compose some simple clapping spoken rhythms for example names of foods hot dogs, popcorn, bananas. 4. Try rearranging some of our food clapping rhythms to compose new rhythms. 5. Choose some of our favourite rhythms and explore clapping them over the pulse in some of the music we have been listening too. 		
To apply our understanding of pulse and rhythm when listening and composing music.	<p>We can identify and keep a pulse in a piece of listening music.</p> <p>We can apply pulse and rhythm within a composition</p>	<p>Using the website music Calendar practice keeping time with the pulse in a variety of music genre</p> <ol style="list-style-type: none"> 1. Explore the instruments naming them and reconnecting our understanding on how to play them. Sort the percussion instruments into groups of how they are played. 2. Use instruments to keep time with the pulse in the music we are listening too. 3. Use the instruments to play some of our favourite food rhythms collectively. Use the conductor cards to show how the music is to be played eg loud quiet stop. 4. Split the class into two. Drums claves and wood blocks play the pulse using a metronome to keep time. All other instruments play the food rhythms. 	<p>Pulse Rhythm Shake Beat Blow Scrape Pluck Metronome. Loud Quiet Fast slow</p>	
To use our voices expressively	Revisit previous knowledge what is harvest?	Harvest Songs		

and creatively when performing to others.	Learn and perform harvest songs. Identify pulse and rhythm within harvest songs we are performing.	Children to learn their harvest assembly songs. Can the children recognise the pulse in these songs? Can they recognise the rhythms? Children to make up actions ready for their performances.		
Year 1 – Autumn 2				
Learning Objective	Sticky Knowledge	Learning Task	Vocabulary	Cultural Capital, Significant Individuals and curriculum enrichment
To reconnect with the idea that music can inspire different feelings and emotions . To listening carefully and use the correct musical language to describe a piece of music To create a picture that demonstrates	We remember fallen soldiers every year at Remembrance Sunday. Poppies are worn to show we remember. Revisit our understanding of music conveys emotions. Understand how pitch can be adapted to enhance emotion.	Children to listen to the music behind the Cbeebies ‘Poppies’ animation (don’t show them the animation at this point, although some of them might recognise the music from watching it previously!) https://www.youtube.com/watch?v=pv_ub7Be7oA . Discuss the sounds they can hear. Can the children describe the different sounds. Do we hear gentle sounds? Does this change? What about the pitch? Do you hear low pitches or high pitches? (Recap from last week and reference the musical sounds bank) Does this change? Does anything happen more than once? Discuss how music is a bit like a story. For example, talk about how the different sounds they heard made them feel. What sounds might you hear in a sad part of the story. What sounds might	Pitch Rhythm Emotions. Pulse	Explore the significance of “The last post” to signify the end of the day’s activities” https://www.youtube.com/watch?v=McCDWYgVyps

<p>the feelings inspired by the music.</p>		<p>you hear in a more positive part of the story? How might pitch change to tell a story? Watch the animation again, this time tell the children to see how the music changes in time with story. How has the music been used to enhance the story? Explain that we are going to create a piece of art from this piece of music. The children to be given a piece of paper which is split into three squares to represent the three parts of the story. Can you use colour to represent different sounds and show how the story changes? Model how to use the water colours correctly to represent the story. Come back to the carpet and learn the song We will Remember. Discuss the meaning of the lyrics and why it is an important song.</p>		
<p>To reconnect with the term pulse.</p> <p>To sing a song using pitch.</p> <p>To understand the vocabulary piano dynamic means quieter and to recognise and apply it within our work.</p>	<p>There is a river in London called the River Thames.</p> <p>In 1666 there were lots of sailing ships and row boats on the river.</p> <p>Apply our knowledge of pitch to describe how the River Thames is represents in a song.</p> <p>We understand the vocabulary of Piano dynamics (soft) and can apply it in our musical performances.</p> <p>In 1666 The Great Fire of London began in a bakery in Pudding Lane.</p> <p>The owner of the bakery was Samuel Pepys who loved music.</p>	<p>1.: Great Fire of London (The river Thames) We're going to travel back in time to 1066 when the Great Fire of London began. There was a huge river which ran through London which is still there today, does anyone know what that river is called? The River Thames. There were lots of sailing and rowing boats going along and across the river Thames to get people from place to place. We're going to learn a song all about the River Thames called Flow Flow Flow. Talk to the children about how the pitch changes in this song. It moves up and down like the river Thames' waters, refer to 'pitch' on word bank. Explain that at the end of the song our voice is going to get quieter, we will sing the words with a piano dynamic, which means quiet. Add word to vocab bank.</p> <p>Can the children remember where the fire started? In pudding lane bakery! Who was the owner of this Bakery? Samuel Pepys. Samuel</p>	<p>Pulse Piano dynamic</p>	

	<p>Instruments played in 1666 were different to instruments of today.</p> <p>Apply our knowledge of pulse to keep time with a partner while performing actions in a song describing how bread and pies were made.</p> <p>We can use our vocabulary to evaluate others performances.</p> <p>Tapestry: Video evidence of adding actions/words to a song and the understanding and application of the term piano dynamics..</p>	<p>Pepys loved music and he could play a number of musical instruments. The instruments that were played in the 17th century are very different to those played today. Listen to some examples of what they sound like:</p> <p>Flageolet: https://www.youtube.com/watch?v=l69TSiMcx9g</p> <p>Viol: https://www.youtube.com/watch?v=ecja0B1vEhE (A bit like a cello)</p> <p>Theorbo: https://www.youtube.com/watch?v=eVabz8LneI4</p> <p>Harpichord: https://www.youtube.com/watch?v=2PsYnu2msU</p> <p><u>U</u></p> <p>Listen to the song Loaves of Bread and Puddings and Pies, can you recognise any of the instruments that we have just learnt about? We're going to learn this song and add some actions to help us keep hold of the pulse – reconnect with the meaning of the word pulse.</p> <p>The song is going to be split into 4 sections the first two are actions and the second to two are claps. Talk about actions for sifting then stirring ingredients together. Then clap your hands four times and then clap partners hands 4 times. Practice altogether.</p> <p>Explain that the song also has some words! Can the children recognise where the pitch moves? First it goes up and up, like the bread rising. Then the last bit goes down in pitch. Put altogether with the actions, sing, then do actions, then sing again. Perform as half the class so the other half can be an audience, discuss what they did well!</p>		
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<p>To understand the vocabulary soundscape.</p> <p>To understand the vocabulary forte dynamic means loud and to recognise it and apply it within our work.</p> <p>To experiment with body percussion to create a composition.</p> <p>To follow a conductor when performing a group composition</p>	<p>We can adapted songs to create new compositions that reflect our knowledge and understanding of 1666 firefighting equipment.</p> <p>Samuel Pepys kept a diary.</p> <p>A Soundscape is like a musical story with a beginning middle and end.</p> <p>We can apply our knowledge of body percussion, percussion instruments the vocabulary of and forte dynamic (Loud) to create a class soundscape representing the beginning of the 1666 Great Fire of London.</p> <p>We can apply our knowledge of body percussion, percussion instruments the vocabulary of forte dynamic (Loud) and piano dynamic to create a class soundscape representing the houses being pulled down to stop the spread of the 1666 Great Fire of London.</p> <p>We can follow the instructions of a conductor.</p>	<p>2.: Great Fire of London (Soundscapes)</p> <p>Warm up: Who knows the song London’s burning? We’re going to learn it now but we’re going to change some of the words to match what the people would have had at the time to put out the fire, as they wouldn’t have had fire engines like we do now! Discuss the lyrics – show children a picture of a fire hook. Recap what the word pitch means using the sound bank, talk about where the pitch goes in this song, can you hear how it repeats?</p> <p>Listen to the extract from Samuel Pepys diary as he discovers the fire. https://www.bbc.co.uk/programmes/articles/1hp_n9ZzYcSMsWGWHBQbSkXM/4-samuel-pepys-and-the-great-fire-of-london-part-2</p> <p>What might he have felt like? What could he hear, smell, see and feel? Discuss with the children what a fire starting might sound like. We’re going to make a sound scape of the fire starting, using body percussion and mouth sounds. <i>Tap fingers together to show sticks catching alight, rub your hands together to represent the flames getting hotter and higher, make the sounds of splashing water as people try and put out the fire, and now the coo of the pigeons as their wings get burnt.</i></p> <p>Let’s have a go with some instruments, wood blocks, symbols, rain instruments, and then some body and mouth sounds too. Let’s put it all together – I’ll be the conductor so watch me to know how loudly or softly to sound, and to know when to stop!</p> <p>Explain that now we’re going to make a sound scape of the fire spreading including the houses being pulled down, to the fire then going out. What might sound different this time round?</p>	<p>Pitch Pulse Piano dynamic Forte dynamic</p>	<p>Think about where we can see big fires today> Examples are on firework night at displays. These are controlled.</p> <p>Lighting the fire at Littlehampton. https://www.youtube.com/watch?v=V7CL_nCnQhw</p> <p>Lighting the fire at Lewes https://www.youtube.com/watch?v=t-ifOO3Vunw</p>
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<p>To identify and apply pitch within our work</p> <p>To explore the Glockenspiel and apply our understanding of pitch as we play and compose.</p>	<p>The Great Fire of London raged for 5 days</p> <p>The Nursery Rhyme London Town Has fallen Down” is a rhyme made up at the time to express the event.</p> <p>We can recognize the pitch in the song “London town Has fallen Down” goes up to mark the rebuilding of London Town.</p> <p>We can identify the changes in pitch of ringing bells, like those rung to mark the end of the Great Fire of London”</p> <p>We can identify a Glockenspiel and know the word scale means seven notes ordered by pitch.</p>	<p>3.: Great Fire of London (Church Bells)</p> <p>After three days Samuel Pepys walked around the city to see how much had been destroyed by the fire. Eventually 5 days after it started, the fire burnt down, and it was time for the city to be rebuilt. To warm up we’re going to learn a song all about London being rebuilt – you might recognise the melody!</p> <p>Teach the children the first verse from ‘London town has fallen down’. Explain that each time they sing a new verse the pitch is going to change; can anyone recognise where the pitch is going? It’s going up in pitch! To represent how London’s city gradually was rebuilt up and up. Can you think of actions to go with each of these verses?</p> <p>When the city was rebuilt the bells were rung out from Churches all over London to celebrate. Watch these videos of church bells ringing, and think about the pitch (recap pitch) do the melodies move down or up in pitch, or both?</p>	<p>Melody Pitch Glockenspiel</p>	<p>Explore how churches still ring bells to day to show Christenings marriages, coronations’ etc. Demonstrate the hobby of bell ringing. https://www.youtube.com/watch?v=SWd0GaF6B7g</p>

	<p>Tapestry: Video of using the Glockenspiel to demo using a scale to create pitch..</p>	<p>https://www.youtube.com/watch?v=U8DeBIXCvZ https://www.youtube.com/watch?v=-6qZ9A6GFik Teacher to model playing some descending bell melodies on the glockenspiel using major scales, discuss different ideas as class then in twos let the children have a practice together, then share some with the rest of the class. Can the children listen to the music being played and talk about the different pitches? Come back to the carpet and teach the children 'Ring the bells' to the tune of oranges and lemons. Time to put the song and the bell melodies altogether, as a call and response. Have of the class sing, then the other half play their bell melodies, then swap over!</p>		
<p>To perform together using our voices expressively and creatively by singing songs and speaking chants and rhymes of music.</p>	<p>To revise our understanding of the Christmas Story and link this understanding to the Nativity songs we are learning and performing.</p> <p>To recognize; pulse, rhythm, dynamics and pitch within the songs and explain how each element helps enhance the emotions of the song.</p> <p>.</p>	<p>Nativity Practises Children to take part in whole year group Nativity singing rehearsals. During these practise teachers to discuss the musical terms the children know (e.g. pulse, rhythm, dynamics and pitch) and put these into the context of a performance. Teachers to continue modelling the skills of warming up their voices and discussing this importance with the children. Also discuss how the songs are telling a story, and how it is important to change our voices to match the song and the story, so that it we can understand how the characters feel through the songs.</p>	<p>Harvest</p>	

Year 1 – Spring

Learning Objective	Sticky Knowledge	Learning Task	Vocabulary	Cultural Capital, Significant Individuals and curriculum enrichment
<p>To understand the vocabulary of tempo and apply it within our work.</p> <p>To understand the vocabulary of adagio and allegro tempo and apply it within our work.</p>	<p>We know the word Tempo means the speed or pace at which a piece of music is played.</p> <p>We know adagio means a slow tempo and allegro means fast.</p> <p>We can apply tempo when singing.</p>	<p>Children are to listen to the the animal fair songs. Listen to each of them and ask the children to discuss the speed of the music. Can they compare the songs and infer which ones are fast and which are slow. What vocabulary do we use for fast? Slow?</p>	<p>tempo allegro adagio</p>	<p>Explore some of the nominations/ winners in the Brit awards February</p>
<p>To reconnect our understanding that music can portray a story character.</p> <p>To apply our understanding of tempo when composing.</p>	<p>We know instruments can reflect characteristics of story characters.</p> <p>We can apply our knowledge of tempo to demonstrate the movement of a story character animal.</p> <p>Tapestry: video evidence of matching instruments to animal characteristics.</p>	<p>Reconnect with the vocabulary, allegro, adagio and tempo. Discuss the animal fair music and how we can clap along to the tempo.</p> <p>Children are to select instruments that might represent either an elephant or a monkey. Compare the two animals and how they would move in the wild.</p> <p>Discuss the difference between the movements of the animals and ask the children to follow your tempo, using an instrument, adagio for the elephant and allegro for the monkey.</p>	<p>tempo allegro Adagio</p>	

<p>To reconnect our understanding of pulse and rhythm.</p> <p>To read a written rhythmical pattern.</p> <p>To know the names of common percussion instruments</p>	<p>We can apply our knowledge of rhythm to clap over a pulse.</p> <p>We can read a written rhythmical pattern and clap over a pulse.</p> <p>We can create some rhythmical patterns using instruments and play them over a pulse.</p> <p>We can name some common percussion instruments.</p> <p>Tapestry: Video playing instruments following a pulse.</p>	<p>Reconnect with the vocabulary, allegro, adagio and tempo. Can the children sort the Australian animals into allegro and adagio?</p> <p>Reconnect with the names of percussion instruments taught in reception. Learn about the wooden guiro</p> <p>Discuss the instruments that could be used to represent a koala, ant and green frog. Australian animals we learnt about in Darwin.</p> <p>Discuss the definition of pulse and listen to the metronome on google. Explore what happens to the pulse as you make the pulse faster and slower. Can the children clap to the pulse?</p> <p>Using instruments, can children represent each animal and play to the pulse? Then split the children into 3 groups, and introduce them to the 'music' sheet with the animals on. Can the play to the pulse? Frog is constant, ant is every two beats and koala every 4 beats?</p>	<p>tempo allegro adagio rhythm Pulse</p> <p>Guiro Claves Maracas Castanets Boom wackers Tamborine Bells Rain maker</p>	<p>To know about the history of the wooden guiro and variations of this instrument.</p> <p>https://www.carvedculture.com/blogs/articles/everything-you-need-to-know-about-a-guiro</p>
<p>To reconnect our knowledge of percussion instruments.</p> <p>To compose our own rhythmical pattern and record them as a graphic score.</p>	<p>We know the percussion instrument names and the five different ways we can create a sound with them. (Pluck, blow, shake, beat and scrape)</p> <p>We can use the instruments to create rhythmical patterns to match animal movements, sound or appearance.</p> <p>We can record our rhythmical patterns using graphic scores.</p>	<p>Reconnect with the vocabulary already discussed.</p> <p>Introduce the new vocabulary, shake, blow, pluck, beat, scrape.</p> <p>Discuss graphic scores and remind the children of the graphic music created with the frog, ant and koala last week. Explain that graphic means picture and music means pictures used to represent a sound.</p>	<p>tempo allegro adagio rhythm pulse graphic score Instrument names Shake Blow Pluck Beat scrape</p>	

	<p>We can read and play the rhythmical patterns of others.</p>	<p>Remind the children about keeping the beat and it needs to sound like it is sticking to a beat. So, use last week's music to remind them of this.</p> <p>Show the children how to use 2 sequences in purple mash. Explain that this is another way to create graphic scores. Model the task and which instruments they can use. Use 12 frames and keep it simple, but select instruments that will reflect an Australian animal.</p>		
<p>To use a variety of musical techniques when composing.</p> <p>To record our compositions as a graphic score.</p> <p>To follow a conductor when performing with others to enhance the quality of our performance.</p> <p>To evaluate a performance using appropriate vocabulary and to reflect on</p>	<p>We can add tempo, pitch and dynamics to our rhythmical patterns played over a pulse.</p> <p>We apply our knowledge of rhythm, pulse, tempo, dynamics and pitch to create a story of a lion.</p> <p>We can listen to others ideas.</p> <p>We can perform as part of a group following a conductor.</p> <p>We can evaluate a performance saying what we like/didn't like and can adapt our work to improve.</p> <p>We can perform for an audience.</p>		<p>tempo</p> <p>allegro</p> <p>adagio</p> <p>rhythm</p> <p>pulse</p> <p>graphic score</p> <p>pitch</p> <p>Piano dynamic</p> <p>Forte dynamic</p>	

the techniques used.				
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Year 1 – Summer

* Learning Objective	Sticky Knowledge	Learning Task	Vocabulary	Cultural Capital, Significant Individuals and curriculum enrichment
To learn about music in the Victorian era and how it was played and performed.	<p>Victorian Music.</p> <p>In Victorian times, there was not electricity.</p> <p>In Victorian times people used to go to Music Halls for entertainment.</p> <p>We know a Victorian Music Hall song.</p>	<p><u>Intro</u> - Don't clap this one back rhythm game. Show children how children used to be played clapping games, explain that they didn't use electricity.</p> <p><u>Input</u> - Show examples of Victorian music hall performances and teach children Daisy Daisy.</p> <p><u>Independent</u> - Children to create their own music hall performances e.g. comedic acts or songs</p> <p><u>Plenary</u> - Children to perform acts to the rest of the class. Reflect on what they've heard.</p>	Victorian Music Hall	<p>Example of Morden day actors creating Victorian Music Hall music.</p> <p>https://www.youtube.com/watch?v=L3dNywTeM_k</p>
<p>To continue learning about music in the Victorian era and how its street traders used song to sell produce</p> <p>To apply our understanding of rhythm to create call and</p>	<p>Victorian Street sellers.</p> <p>Victorian street sellers used songs to sell their wares.</p> <p>We can use our voices to sing some street seller chants.</p> <p>We can use our knowledge of street seller chants to compose our own.</p>	<p><u>Intro</u> - Call and response turning names of food into rhythms e.g. clap strawberries</p> <p><u>Input</u> - We'll be learning about how songs were used in different places in the Victorian times, like selling things on the streets! Show clip of Oliver to listen to the street sellers' songs. Teach the children some of the street chants.</p> <p><u>Independent</u> - Children to make up their own street sellers' songs.</p> <p><u>Plenary</u> - Children to perform their street sellers' songs. Reflect on what they have heard.</p>	Call and response Rhythm	<p>Explore the music halls of today with examples of last night of the proms.</p> <p>https://www.youtube.com/watch?v=041nXAA714</p>

response compositions.	Tapestry: Video using voices to create street chants.			
<p>To think about sounds out the window and to use our voices and instruments to re-create the sound</p> <p>To reconnect our understanding of a sound scape.</p> <p>To practice recording our composition using graphic scores.</p> <p>To practice composing by rearranging our graphic scores.</p> <p>To explore the concept of layering music meaning playing more than one sound</p>	<p>Sounds outside a window.</p> <p>We know that a soundscape is a musical story with a beginning, middle and end.</p> <p>We can recognise many sounds we can hear out of a window.</p> <p>We can imitate these sounds using our voices and words.</p> <p>We can use graphic scores to record what we can hear.</p> <p>We know we can rearrange these sounds when composing.</p> <p>We know we can layer these sounds when composing.</p> <p>We can follow a conductor to keep us together when performing.</p>	<p><u>Intro</u> - Warm up by singing Daisy Daisy.</p> <p><u>Input</u> - Discuss where children might hear music. We are going to make our own soundscape by using sounds we can hear 'outside the window'. Open the doors and windows and children to listen to what sounds they can hear. Use whiteboards to record. Model how to move the images around on the interactive whiteboard and layer up the sounds. Practise as a class.</p> <p><u>Independent</u> - Children to practise their own soundscapes using the sounds they have heard by moving the pictures around on their sheets. Children to follow a conductor who will point at the piece of music to keep everyone together.</p> <p><u>Plenary</u> - Children to come back to the carpet and listen to the performances from other children. Reflect on what they have heard.</p>	<p>Sound scape</p> <p>Graphic score</p> <p>Layering</p> <p>conductor</p>	


at the same time..				
<p>To think about sounds out the window and to use our voices and instruments to re-create the sound</p> <p>To reconnect our understanding of a sound scape.</p> <p>To practice recording our composition using graphic scores.</p> <p>To practice composing by rearranging our graphic scores.</p> <p>To explore the concept of layering music meaning playing more than one sound at the same time..</p>	<p>Sounds outside a window.(continue)</p> <p>We understand the term dynamics and can apply it to our composing and performing.</p> <p>We can sing compositions with a greater depth of layering.</p> <p>We can apply greater depth layering within our own composing</p> <p>We can reflect on our own and others performances using appropriate musical vocabulary.</p> <p>Tapestry: Take photos of composing activity and Video each performance to demonstrate the understanding of the term dynamics.</p>	<p><u>Intro</u> - Recap different dynamics with the children, practise using these dynamics with fruit themed call and response warm up.</p> <p><u>Input</u> - What sounds can you remember from last week? This week we're going to make it a little harder by layering up the sounds more. Someone might be singing a different sound to you at the same time.</p> <p><u>Independent</u> - Children to practise their own soundscapes using the sounds they have heard by moving the pictures around on their sheets, this time layering up the sounds even more. Children to follow a conductor who will point at the piece of music to keep everyone together.</p> <p><u>Plenary</u> - Children to come back to the carpet and listen to the performances from other children. Reflect on what they have heard.</p>	<p>Piano dynamic</p> <p>Forte dynamic</p> <p>Call and response</p> <p>Rhythm</p> <p>Layering</p> <p>Conductor</p>	

<p>To use our voices to recreate sound</p> <p>To compose in pairs using singing together and call and response</p>	<p>Robot sounds</p> <p>We can listen to a sound and recreate it using our voices.</p> <p>We can create movement to match a sound.</p> <p>We can make the sounds into a pulse.</p> <p>We can make the sounds longer or shorter over a pulse.</p> <p>We can follow and recreate another's ideas of movement and sound.</p> <p>We can reflect on our own and others performances using appropriate musical vocabulary.</p>	<p>- <u>Intro</u> - Listen to the video clips, what sort of sounds can you hear? What's your favourite sound? Can you have a go at making those sounds with your voices? Call and response game copying the teacher's robot sounds.</p> <p><u>Input</u> - Explain that we are going to practise making these sounds and putting them to actions as if we are robots ourselves! Can you keep the sounds going as a pulse? Can you make the sounds longer and shorter over the pulse?</p> <p><u>Independent</u> - Practise making a robot in partners and add actions to the sounds.</p> <p><u>Plenary</u> - Show half a class a time your robots and sounds and reflect on what you hear and see. Come back together and start learning friendly robot found on sing up to finish. (Recap dynamics for the quieter verse in this song)</p>	<p>Call and response</p> <p>Pulse</p> <p>Longer</p> <p>shorter</p>	<p>Explore the categories of robots that are available. https://robots.ieee.org/</p> <p>How do you think these robots impact on the lives of humans? What is their job?</p>
<p>To sing songs applying our understanding of dynamics.</p> <p>Perform in large groups focusing on timing.</p> <p>To reflect and evaluate a performance using</p>	<p>Composing using Robot sounds.</p> <p>We can compose using vocal sounds and movements in small groups.</p> <p>We can perform these sounds and movements at the same time.</p> <p>We can perform longer or shorter sounds over a pulse.</p> <p>We can reflect on our own and others performances using appropriate musical vocabulary.</p>	<p><u>Intro</u> - Recap friendly robot to start the session. Call and response game copying the teacher's robot sounds. Can you remember these sounds from last week? Can anyone else give some examples for us to copy.</p> <p><u>Input</u> - We are going to practise making these sounds like we did last but this week we are going to be in a bigger group and you've got to attach your bodies and movements - and make the sounds at the same time! Model an example with 3 children and you. Can you make the sounds longer and shorter over the pulse?</p> <p><u>Independent</u> - Practise making a robot in groups of 4 and add actions to the sounds.</p>	<p>Call and response</p> <p>pulse</p>	


appropriate language.	Video some of the performance to collect evidence of composing using vocal sounds and movements. To record reflection of the performances and add as evidence to tapestry	<i>Plenary</i> - Perform the robots to the class and reflect on what you hear and see. Come back together and start learning friendly robot to finish. (Recap dynamics for the quieter verse in this song)		
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Year 2 – Autumn

Learning Objective	Sticky Knowledge	Learning Task	Vocabulary	Cultural Capital, Significant Individuals and curriculum enrichment
Lesson 1 To reconnect with the vocabulary pitch, pulse, rhythm, tempo and dynamics.	Vocabulary: I know the meaning of the year one vocabulary rhythm, pitch, pulse, piano dynamic, forte dynamic.(allegro/adagio)	Discuss what the children like about music? What music did you enjoy in year one? What can you remember? Do you remember any special musical Vocabulary? Identify the Musical vocabulary bank display, so children know where it is in the classroom. Explain the classroom music rules e.g listen for tambourine to stop, hands in lap when instruments are not being played, taking turns to talk and share ideas.	Dynamic Allegro Adagio Pitch Pulse Rhythm Piano dynamic Forte dynamic	Explore a range of music children listen to in home life and apply understanding of musical terminology.

		<p>Discuss the vocabulary of rhythm with the children and ask a child to lead a game of repeat the rhythm.</p> <p>Do vocal warm up which recaps the vocabulary of pitch, e.g “fruit seller call and response”. (Year one) Discuss pitch, what is pitch? What is a high pitch or a low pitch? Listen to some examples.</p> <p>Listen to space song and ask children to clap the pulse.</p> <p>Discuss the meaning of the word pulse. How is pulse different from the rhythm?</p> <p>Sing space song adjusting tempo and dynamics. Use actions to represent musical dimensions for support, e.g running arms for fast, slow tortoise arms for slow.</p> <p>As each vocabulary word movement is applied add word to musical vocabulary bank display</p> <p>Practice and Perform song while standing</p>		
<p>Lesson 2 To use our understanding of rhythm and pitch to help describe the emotions created by a piece of music.</p>	<p>Listening to a musical piece and designing a planet.</p> <p>We know rhythm is a strong regular repeating pattern.</p> <p>We know the word pitch indicates if it is a high or low note.</p> <p>We can describe the emotions of a musical piece using greater depth emotional language.</p>	<p>Learn the space song (Spaceship Jam? Sing up):</p> <p>Encourage children to close their eyes as you play ‘Space Alone’ by Ilias Sounas.</p> <p>Discuss how does the music make them feel, push the children for an alternative emotional response to happy or sad when possible, e.g.: nervous, excited.</p> <ul style="list-style-type: none"> • <p><i>Key Questions:</i></p> <ul style="list-style-type: none"> - What colour would the music be? - Can you think of a place where you might be? 	<p>Rhythm Pitch dynamics Forte Piano tempo Allegro Adagio timbre Frustrated Nervous Excited</p>	<p>What was the space race? Does it still exist? Are the same countries racing to the moon?</p> 

	<p>I can Link these emotions to colour and space planets that I know.</p> <p>I can Identify some instruments used within a musical piece.</p> <p>I can describe the musical piece using musical vocabulary.</p> <p>I can mark make to describe a musical piece.</p> <p>Tapestry.: Video evidence of movement to music</p>	<p>- Can you name any of the instruments? They might be able to name strings (violins), piano/keyboard, or they might mention things which are more like sounds – this is fine. For example, wind, whistling, electronic sounds such as beeping.</p> <p>- Is the music loud/soft/fast/slow? (Forte/Piano/allegro/adagio)</p> <p>Discuss the timbre of the music (Character / quality of music)</p> <p>Encourage children to move around the room, as you play music again. Encourage slow movements first then encourage them to move however, they think is suitable for the music. Children to freeze and choose a pupil to show the class how they were moving.</p> <p>Encourage children to draw a design of a planet based on the music. What shapes and colours does this piece of music remind you of? Share some ideas and model an example. E.G using zig zags, circles and symbols etc to make a graphic score. How can you represent the sounds that you can hear, e.g. tempo and dynamics. Recap musical vocabulary that they learnt in year 1 and use this to influence their designs.</p>	<p>Lonely Furious Mars Mercury Venus Pluto Neptune Graphic score</p>	
<p>Lesson 3 To introduce chanting within a composition as a composing element.</p>	<p>Space Chanting.</p> <p>I can listen to a the music sprach Zarathustra’ and identify which part of a space journey I am on and use appropriate vocabulary to say why.</p>	<p>Sing space song previous week</p> <p>Encourage children to listen to ‘Also sprach Zarathustra’ by Strauss to 1.40 (end of first section) https://www.youtube.com/watch?v=ETveS23djXM.</p>	<p>Chanting Launches Tempo Volume Syllable</p>	<p>What happens to the parts of rockets no longer used after the rocket launch ?</p> <p>This is known as space junk.</p>

	<p>I can work with others to use our voices to chant to create a representation of a rockets take off.</p> <p>I can follow the instructions of a conductor.</p> <p>I understand the word texture means building layers within music.</p>	<p>Discuss which part of their space journey this might represent and why, e.g. It's the beginning because the music starts off slow; It's when the rocket is in space because there are high notes.</p> <p>Encourage the children to develop actions that reflect their understanding of the piece. Children crouch on the floor, play the music to them again, modelling how they could move and stretch like a rocket about to take off. Show them a clip of a rocket taking off:</p> <p>https://www.youtube.com/watch?v=uuYoYI5kyVE from 0.45 to 1.25</p> <p>Encourage pupils to explain how the sounds changed as the rocket launches, e.g. the sounds started quietly and built up, more sounds as the time passes.</p> <p>Introduce using the voice for sounds and chanting to create the first section of your composition. Pupils to think of words or short phrases they might use to describe a rocket going into space, e.g. shiny, fast, explosive, zoom, whoosh, exciting. Choose 4 words to use as a model. CT clap a pulse and children to chant these words to sound like a rocket lifting off into space. Split class into 4 and give each group 1 word each. Slowly increase the tempo and volume to represent the rocket.</p> <p>An example would be: Start with a simple steady 'whoosh' , get the class to whisper this quietly and at a steady beat. Then introduce another word, one, which is more than one syllable, would work well, such as 'exciting'. Get half of the class to stop with 'whoosh' and start chanting the word</p>		 <p>Do you think rubbish in space can cause a problem to the satellites? Is it the same as getting rid of rubbish on earth?</p> <p>https://www.smithsonianmag.com/science-nature/can-worlds-first-space-sweeper-make-dent-orbiting-debris-180978515/</p>
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		<p>'exciting' over the top of the 'whooshes', in time. Split the class again and add in the word 'zoom' – get the pupils to almost sing this one exactly as it's said – you can elongate it to help: 'Zoo – oo – oo – mm'. Then have a few of the children shouting 'blast off, blast off' towards the end. Layer your chants so they start with only 'woosh', then add in the 'exciting' layer, then 'zoom' and then 'blast off' to finish. Introduce word texture and add to the sound bank. By adding different words and sounds we are building the texture of the chant.</p> <p>Encourage children to split into small groups to practice their own performances. They can magpie words shared together or choose their own. Important to keep a pulse going all the way through.</p>		
<p>Lesson 4. To develop the technique of chanting further using the technique of texture and dynamics.</p>	<p>Space chant composition independently.</p> <p>I can use the techniques learnt in previous lesson to work with others in a small group to create a take-off space chant independently.</p> <p>I can reflect on my work and the work of others using the appropriate vocabulary including texture and dynamics.</p>	<p>Discuss the importance of warming up the voice and sing space song from previous week.</p> <p>Reconnect with our experience of a rocket taking off by re watching the video encouraging children to think about the chanting words we used previously.</p> <p>Reconnect the class space chant representing the rocket taking off. Discuss musical choices and use musical terminology.</p> <p>Encourage children to create own space chant to represent the rocket take off in small groups. Encourage children to apply understanding from previous week's work making sure they remember</p>	<p>Chant Texture Piano dynamic Forte dynamic</p>	

	<p>Tapestry: Video evidence of combing voices to compose space chants</p>	<p>to; keep the words or phrases over the pulse, think about their dynamics and texture.</p> <p>Children to practice in their groups, teacher to go round and support.</p> <p>Encourage children to perform and discuss their work with others using correct musical terminology.</p>		
Lesson 5 and 6	<p>Harvest</p>			
Lesson 7 To Intro pentatonic scales and to use in composing.	<p>Pentatonic Scale</p> <p>I can recognise a glockenspiel.</p> <p>I know a scale has seven notes that descend in pitch order and that a glockenspiel is made of several different scales.</p> <p>I know a pentatonic scale is a five-note sequence with set intervals between the notes and can apply this knowledge when composing my own music.</p> <p>I know there is no sound in space.</p> <p>Tapestry: Video evidence of composing using a pentatonic scale</p>	<p>Encourage children to warm up voice, recap space song and recap group-chanting compositions.</p> <p>Introduce the children to a glockenspiel and show a clip that demonstrates it being played www.youtube.com/watch?v=1XgdKTfy1Pw. Explain that some keys (bars of metal) are high and some are low in pitch as you move up or down the scale.</p> <p>Remind them of the work they did last lesson, with the rocket blasting off. Explain that the children will be using these notes to create the next part of their music, when the rocket has gone into space! What speed and dynamic may be most suitable if our rocket is swirling around in space?</p> <p>Explain that a pentatonic scale is a five-note sequence with set intervals between the notes. Demonstrate these notes on the glockenspiel (The dark blue notes above the coloured row). Demonstrate a simple composition moving forwards and backwards on the notes and</p>	<p>Pentatonic Scale glockenspiel</p>	<p>To know the history of the glockenspiel and how it was created.</p> <p>The Dutch made the first step towards using the glockenspiel in the contemporary orchestra in the 17th century. Following the pattern of the metallophone from eastern Asia, they replaced the unwieldy bells with a row of bars</p> <p>Munich's famous Glockenspiel https://www.google.com/search?q=history+of+the+glockenspiel+video&safe=active&rlz=1C1GCEA_enGB804GB804&ei=IFIBZNXaI83XgQbjs7awBA&ved=0ahUKEwjV9I3J4r</p>

		<p>demonstrate how to lift the beater off the note so that the sound rings.</p> <p>Encourage the children to compose a small tune using a pentatonic scale. Allow the children two minutes where they can have a go independently playing these notes in any order and in any way they like. Encourage them to think about movement in space to help them.</p> <p>Encourage the children to work in pairs, and practice playing up and down the pentatonic scale slowly and steadily. They don't need to be able to play the same notes at the same time together – although if you felt that you had some particularly talented individuals then you could give this a go.</p> <p>Demonstrate the feeling of travel through space without a sound. www.youtube.com/watch?v=7zk57wxyuiM. <u>e</u> . </p> <p>Encourage children to perform their melodies. Do you feel this conveys the feeling of travel demonstrated in the clip? Why?</p>		
<p>Lesson 8 To compose and practice a story of a space journey</p>	<p>Final Space composition.</p> <p>I know I have to practice playing my composition to improve it.</p> <p>I know my music has a sequenced structure to tell its story.</p> <p>I know I can use different techniques to end my musical composition.</p>	<p>Encourage children to warm up their voices by singing the Space song and recap chanting composition for rocket take off</p> <p>Encourage children to create a complete composition by combining the two sections you have worked on over the previous two lessons. The first being the rocket lifting off using chanting and voices and then the second using the pentatonic scale on the glockenspiel to show space travel.</p>	<p>Chanting Composition scale Pentatonic</p>	

		<p>Remind children on how they applied the pentatonic scale playing to show movement in space and how they t chanted to demonstrate the rocket taking off.</p> <p>Explain that the children will now put the sections together as follows:</p> <ol style="list-style-type: none"> 1. Start with 'Also sprach Zarathustra' by Strauss (Movement in Lesson 1) 2. Go into the rocket chanting (blast off, 'Main Event' Lesson 2) 3. Then into the space pentatonic music (exploring space, Lesson 3) 4. Ask the pupils what needs to come next - they need an ending! <p>Explain to the children that we are going to need an ending! Give the children some examples then ask them to be thinking about these for next week's lesson:</p> <ul style="list-style-type: none"> - fading out the music (rocket disappearing into space) - a loud bang/crash (the rocket explodes) - a sudden stop (the rocket goes into a black hole) 		
<p>Lesson 8 To practice, perform and evaluate our class story of a space journey using appropriate musical vocabulary.</p>	<p>Space journey finale.</p> <p>I know I need to practice our musical space composition so that I work effectively with others to produce the required musical responses at the correct time.</p> <p>I can reflect on my performance and find ways to improve it.</p>	<p>Encourage children to warm up with Space song.</p> <p>Explain to the children today is our performance day! We put together all they have learnt over the last few weeks and perform it for an audience..</p> <p>Encourage children to recap previous work by performing the movements to sprach Zarathustra' by Strauss ; the chanting for take off and playing the pentatonic scale for moving in space.</p>	<p>Evaluate Reflect Chanting Pentatonic Scale</p>	

	<p>I can reflect on our final musical space piece and our performance saying things I liked/not liked using the appropriate musical vocabulary.</p> <p>Tapestry: Video Final performance.</p>	<p>Encourage children to decide on an ending to the composition as a whole class and to practice the piece in its entirety.</p> <p>Record their performance. Play back the recording to the class with their eyes closed. Ask what they liked and didn't like and what they might change if they did it again. Sing Space song to finish.</p> <p style="text-align: center;">Assessment notes:</p> <ul style="list-style-type: none"> -: Listening to others. - Following directions from the teacher. - Playing/chanting with accuracy. - Keeping a steady pulse. - Improvising appropriately for the stimulus. – - Chanting in time with some thought for volume and tempo. <p>: Playing with confidence.</p> <ul style="list-style-type: none"> - Using some of the techniques taught for the glockenspiel, e.g.: lifting the beater when playing. – - Thinking carefully about their note choices when improvising. 		
<p>Lesson 9,10,11 To learn a variety of Christmas Carols and to perform in the church..</p>	<p>Christmas songs.</p> <p>I know we can celebrate Christmas in a church by singing some Christmas Carols.</p> <p>I know that the Christmas carols tell the story of the Nativity and use different musical terminology to highlight different aspects of the story.</p>	<p>Tapestry post of singing</p>		

	I can perform these carols with others in the church.			
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Year 2 – Spring

Learning Objective	Sticky Knowledge	Learning Task	Vocabulary	Cultural Capital, Significant Individuals and curriculum enrichment
<p>Lesson 1</p> <p>To explore similarities and differences in lullabies from around the world.</p>	<p>Revise Pulse within songs from around the world.</p> <p>I know traditional songs from Poland and Ghana and can compare similarities and differences with music I know well.</p> <p>I know we can use our voices to sing songs to express different emotions.</p> <p>I know lullabies are sung in lots of cultures across the world, in a soft voice to lull children to sleep.</p> <p>I can add pulse to a lullaby.</p> <p>I know I can clap the first beat or the last beat of the pulse.</p> <p>I can recognise the best meter for a particular need.</p>	<p>Encourage children to warm up voice by, sing “Happy Birthday” in different ways; in a cross voice, or dreamily, or in a calm voice, or very fast or slow.</p> <p>Teach children ‘Senua de dende’ from Ghana. https://www.youtube.com/watch?v=axwbXCbZGaM</p> <p>‘Oi Dana’ from Poland.</p> <p>Discuss with the children. Are they songs we recognize? What is different? Talk about the music that we listen to here in England. Do we think this music is the same all around the world? Ask them to sing each song in a variety of ways, such as tenderly, angrily, or fast.</p> <p>Discuss which style is most appropriate for each song and why? Discuss the words and the melodies of each song. Which one would be best for a lullaby? Explain lullabies are common to all cultures and traditions from around the world and that they are designed to lull a baby to sleep. Do they know any?</p>	<p>Lullabies</p> <p>Calm</p> <p>Dreamily</p> <p>Angry</p> <p>Tenderly</p> <p>Melodies</p> <p>Pulse</p> <p>Rhythm</p>	<p>Lullabies from other countries and what do they mean? https://www.thebump.com/a/lullabies</p> <p>The oldest known lullaby is a Babylonian lullaby found inscribed on a clay tablet about 4000 years old.</p> <p>The term 'lullaby' derives from the Middle English lullen ("to lull") and by[e] (in the sense of "near"); it was first recorded circa 1560. A folk etymology derives lullaby from "Lilith-Abi" (Hebrew for "Lilith, begone").</p>

		<p>Recap the vocabulary pulse, and find and tap the pulse of the two songs, stressing the first beat of each bar. Senua de dende: 1 2 3 4. Oi Dana : 1 2 3</p> <p>Encourage the children to apply the pulse to these songs using instruments! Ask pupils the effect of the contrasting meters, e.g. “which would be best for a dance?”, “which would be best for rocking a baby to sleep?”</p>		
<p>Lesson 2. To learn some traditional songs from around the world and explore their use of pulse and rhythm.</p>	<p>Pulse and Rhythm.</p> <p>I know a traditional African song.</p> <p>I can keep a four beat.</p> <p>I know the difference between a pulse that marks the steady heartbeat of the music and rhythm that is a strong regular repeating pattern.</p> <p>I can clap the rhythmical pattern of the words in traditional songs across the world.</p> <p>I can create the rhythmical pattern of traditional songs using instruments.</p> <p>I can recognise which instruments and dynamics create the best lullaby.</p>	<p>Teach the children a song from Africa, ‘Kye Kye Kule’ (Pronounced Chay Chaey Kool-ay) Actions:</p> <ol style="list-style-type: none"> 1. Tap your head 4 times to the beat. 2. Tap your shoulders 4 times while twisting upper body side to side. 3. Put your hands on your hips while twisting upper body side to side 4 times to the beat. 4. Tap your knees 4 times to the beat. 5. Bend over and touch your feet on "kum" and then your waist on "adende", like a see-saw. 6. Group repeats the action in Step #5. Then on "hey", everyone puts their hands up in the air. <p>Reconnect with the the two songs learnt last week, and how to tap the pulse What is the difference between pulse and rhythm? This week add a simple rhythmic accompaniment to each song. Begin by asking pupils to clap the rhythm of the words of each song. Point out that both songs use a repeating rhythmic pattern. Take a phrase from a song, such as „Oi Da-na“, or „Senua de den-dei“, and use it as a repeating ostinato rhythmic pattern to accompany the song.</p> <p>Encourage children to perform the songs with body sounds or un-pitched instruments, Which sounds would, they choose to help send the baby to sleep?</p>	<p>Pulse Rhythm</p>	<p>Use african stories to explore the story setting. Handa surprise https://fairytalez.com/region/african/</p>

		Children to practice one of the songs in a group, playing the rhythm on their chosen instruments, then perform to the rest of class.		
Lesson 3. To apply our knowledge of call and recall and to explore the term timbre .when composing.	<p>Using Instruments to retell an African story.</p> <p>We can work together to create and perform a two part chant</p> <p>We can work together to create a two part instrument call and respond.</p> <p>We know the Kenyan traditional story “ Bringing the Rain to Kapiti Plain”</p> <p>We know timbre means the quality of the sound or voice</p> <p>.</p> <p>We know the importance of water and the impact of drought on landscapes and humans.</p> <p>We can select instruments to represent key aspects of a story reflecting the characteristics of the characters or event.</p> <p>We can work together to compose and perform a musical representation of a story.</p> <p>We understand the term timbre (the character or quality of a musical</p>	<p>Divide the class into two and encourage the children to chant the following call and response: Call - Bringing the rain, Response - Kapiti Plain. Repeat the chant a number of times.</p> <p>Encourage the children to transfer the call and response rhythms to two groups of percussion instruments, for example: Call = drums, Response = shakers & scrapers.</p> <p>Read the Kenyan story ‘Bringing the Rain to Kapiti Plain’. Discuss with pupils the effects of drought and how it impacts on the lives of people across the globe. Questions might include: What happens to our own landscape when there are water shortages? How does it impact on our own lives? What could we do to reduce our water consumption</p> <p>Explain that the children are going to compose music that describes some, or all, of the following episodes of the story. (You may want to provide pictures to represent each episode. In brackets there are suggested possible terms which can be typed into Google Images to find an appropriate photo):</p> <ul style="list-style-type: none"> - The Kapiti Plain (Kenyan Plain) -The black cloud (a black cloud) - Grass all brown and dead and the cows all hungry and dry (drought) - Kipat standing on one leg (Kenyan tribesmen). - The eagle who dropped a feather. (eagle + eagle feather). 	Call and response Timbre Drought Plain Kenya	

	<p>sound) and can apply it within our composition.</p> <p>We can follow a conductor to help improve our performance</p> <p>Tapestry: Video evidence of the application of the technique of call and response using voice and instruments..</p>	<ul style="list-style-type: none"> - The bow that shoots an arrow into the cloud (African archer). - Thunder, lightening and rain (storm). <p>Sit in a large circle with instruments in the middle. (Note: use as many authentic African instruments as possible). Include sound makers such as rain sticks, greaseproof paper, bubble wrap, tin, foil etc.</p> <p>Encourage the children to think of each the first three part of the story above, and discuss any aspects that might be described in sound, inviting pupils to match their ideas to a vocal or instrumental sound.</p> <p>Introduce the term timbre and model choosing instruments for the first three episodes of the story discussing your choices.</p> <p>Encourage the children to choose instruments to reflect the first three episodes discussing their choices.</p> <p>Encourage pupils to shape their sounds by asking "What if" questions e.g. "what if you start very quietly and get gradually louder?" or "What if you play a long sound followed by some short loud sounds?" Children to each have one instrument. When you hold up the correct picture card children to play the sound to match that episode.</p> <p>Encourage the children to perform the musical accompaniment as you read the story.</p>		
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<p>Lesson 4 To continue to develop and evaluate our musical story composition so that it includes rhythm melody dynamics and tempo.</p>	<p>Using Instruments to retell an African story continued</p> <p>We can refine our work using our knowledge of rhythm, melodies, dynamics and tempo.</p> <p>We can review our work and the work of others stating what we liked/did not like using appropriate musical vocabulary.</p>	<p>Encourage the children to warm up voices using Call and response chant learnt last lesson.</p> <p>Recap last week's story and the instrument choices for the first three episodes. How did you play them to help tell the story?</p> <p>Encourage the children to consider the last 4 episodes, (Kipat, the eagle, the bow, the thunder).</p> <p>Encouraging the children to be thinking about the rhythms or melodies they might use if they are using a pitched instrument.</p> <p>Encourage children to think about dynamics and tempo and model what this might look like in an episode. If not enough instruments children to use their voices and body percussion.</p> <p>Encourage children to perform with the story and comment on what they liked about each performance, and what could make it even better.</p>	<p>Call and response Rhythm Melody Tempo Dynamics Pitch</p>	
<p>Lesson 5 To apply our knowledge of timbre, melody, pitch, tempo, rhythm and pulse when composing in small groups.</p>	<p>Using Instruments to retell an African story continued (Group work)</p> <p>We can compose music in small groups to add to a final piece.</p> <p>We can compose using our knowledge and understanding of key vocabulary tempo, dynamics, timbre, rhythms and melodies.</p> <p>We can review, adapt and practice our piece to improve it.</p>	<p>Warm up voice using Kye Kye Kule from a few weeks ago. Can you remember all the actions? Swap round who does the call and the response.</p> <p>Recap story and instruments chosen to play episodes, and how we played them to tell the story.</p> <p>Read story and play accompaniment.</p> <p>Explain this week the children will be given one episode per group to make music too. Think really carefully about tempo, dynamics, timbre, rhythms and melodies.</p> <p>Encourage each group to perform to the class</p>	<p>Timbre Melody Pitch Tempo Rhythm pulse</p>	

	We can listen to the ideas of others.	Discuss group work, what worked well? What did you enjoy? Who had an idea that you really liked? Next week we will be doing a final		
Lesson 6. To perform and evaluate our work collectively using appropriate musical vocabulary.	<p>Using Instruments to retell an African story Performance.</p> <p>We can practice and review our work to improve it.</p> <p>We can follow the instructions of a conductor while performing.</p> <p>We can perform our final piece collectively for an audience.</p> <p>Tapestry: Video final performance of The African piece. And children's reflections.</p>	<p>Encourage children to warm up voice using chant learnt in first few weeks of Kapiti Plain.</p> <p>Explain this chant is how we will start and end our piece, some children to play using the instruments and some children to speak.</p> <p>Reconnect children with the group task and recap some good ideas from last lesson. Children to have opportunity to go and rehearse their pieces,</p> <p>Encourage the children to collectively perform piece in time with the story, starting and finishing with Kapiti plain chant.</p>	Chanting	
Lesson 7. To understand that instruments can be made from recycled materials and used in performances.	<p>Timbre and Recycled Instruments</p> <p>We know that different recycled objects can create sound like instruments.</p> <p>We know that things that are thrown away can be recycled for a new purpose.</p> <p>We know these instruments can create different sounds and we can describe these differences using our musical vocabulary.</p>	<p>Learn environmental song: Do anything but throw it away</p> <p>Watch the video of Weapons of Sound band showing use of 'junk' objects used as instruments. Ask pupils to identify some of the objects in the picture. Point out that certain objects are 'junk' and have been recycled into musical instruments. Others are everyday objects: https://www.youtube.com/watch?v=omr4ICQ1V6k https://www.bbc.co.uk/bitesize/clips/zfjn34j Discuss with the children the term "recycled instruments",</p> <p>Show children video clip of stomp playing steel drums then play clip of 'Lisbon Antigua' performed</p>	Metallic Beat Scrape Pluck Blow Shake Timbre	

	<p>We know there are different ways in which instruments are played to create sound. (Shake, pluck, blow, scrape and beat)</p> <p>We know we can play range-recycled materials in different ways to create different timbre instruments.</p>	<p>by the Toucans Steel Band. From the Caribbean. https://www.youtube.com/watch?v=gLBx7FA7xXY https://www.youtube.com/watch?v=gLGaiwzLiV0</p> <p>Discuss differences between these two pieces – one is pitched and one isn't! One plays different notes and one doesn't.</p> <p>Info on steel pans: <i>The music and dance group 'Stomp' was perhaps the first to exploit everyday and junk objects for music making. Importantly, these groups challenge our assumptions about musical instruments and open up new possibilities with a wide range of sound makers.</i></p> <p>Discuss Steel pans are a good example of the way in which some materials can be recycled into instruments. Briefly discuss why recycling is important. Recap the word timbre, what does it mean? How can we 'play' a these instrument to change the timbre.</p> <p>Discuss with the children the term “ metallic sounds. Have range of metallic instruments e.g. triangles, bells and tambourine, glockenspiel. Discuss how their sounds are made. E.g using a beater, shake them, tap them etc).</p> <p>Explore some recycled instruments how can we play them to change their timbre. Can we play them differently? Children to explore the timbre of the instruments at their tables.</p> <p>Encourage Children to share their ideas with rest of the class.</p>		
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<p>Lesson 8. To apply my understanding of percussion instruments and how they are played to design my own recycled material instrument.</p>	<p>Timbre and Recycled Instruments Continued (Designing Instruments)</p> <p>We know how important it is to look after our planet and the important part recycling can play.</p> <p>We know the different ways instruments can be played to create sound and how pitch can be changed by increasing or decreasing size.</p> <p>We can create a plan of a recycled instrument and share our ideas with others using appropriate musical vocabulary.</p>	<p>Revise understanding of recycling by singing: Do anything but throw it away</p> <p>Discuss how it's important to recycle to look after our planet. Recap prior learning on this. Show children videos of stomp and weapons of sound. https://www.bbc.co.uk/bitesize/clips/zndhyrd https://www.youtube.com/watch?v=Zu15Ou-jKM0</p> <p>Recap how our instruments make sound e.g. we shake, scrape, pluck, blow ,and beat them</p> <p>Discuss how we change the pitch of an instrument.</p> <p>Explain we are going to be making instruments out of recycled materials. Look at the percussion instruments that we have, how could we make these using our own recycling? Together brain storm some ideas and teacher to model a design. What sounds do you want your instrument to make? Is it an instrument they band, twang, shake, scrape etc. Can you make it play in more than 1 way? Think about the timbre and the pitch.</p> <p>Encourage children to design their own recycled instruments, using junk and instruments to inspire them e.g elastic bands, rice, containers, recycling etc.</p> <p>Encourage Children to share instruments ideas with their peers. .</p>	<p>Metallic Beat Scrape Pluck Blow Shake Timbre</p>	
<p>Lesson 9 I can evaluate and describe using musical vocabulary.</p>	<p>Timbre and recycled Instruments Continued (DT Link)</p> <p>We can follow our plans to create recycled instruments.</p>	<p>Revise knowledge of recycling by singing : Recycle it!</p> <p>Encourage a few children to share instrument designs and ideas from previous week.</p>	<p>Metallic Beat Scrape Pluck Blow</p>	<p>Musicians creating music with recycled materials</p> <p>https://daily.bandcamp.com/lists/upcycling-musicians-list</p>

	<p>We can adapt our ideas to improve using our musical vocabulary to describe our reasoning.</p> <p>Tapestry: upload pictures the recycled instruments created and video evidence of how they are played.</p>	<p>Encourage children to use the junk provided to make their own recycled instruments using their plans to help them. Children to use the percussion instruments to help them solve problems.</p> <p>Encourage children to come together at the end of the session to play, share evaluate and discuss the recycled instruments created.</p>	<p>Shake Timbre</p>	
<p>Lesson 10 To understand the term structure and to begin to apply it when composing.</p>	<p>Introduction to Structure</p> <p>We know the term structure means how different sections are arranged.</p> <p>We know that the music we create can be written down as a graphic score.</p> <p>We know we can rearrange these graphic scores to create different compositions.</p> <p>We can create different rhythmical clapping patterns, that are written as graphic scores and re-structured to create different compositions.</p>	<p>Warm up voices and revise recycling by singing: : Recycle it!</p> <p>Introduce the word structure –. The structure of a piece of music is how different sections are arranged.</p> <p>Explain that we are going to be combining sounds to make a piece of music by adapting the structure.</p> <p>Teach children to clap two different rhythms using the following phrases: polar bear, seal and penguin, arctic fox. The first rhythm is section ‘a’ and the second rhythm is the ‘b’ section.</p> <p>Demonstrate that these clapping rhythms can be noted down as a graphic score using dots and dashes.</p> <p>Model using the graphic score that we can play these rhythms more than once and can move and arrange these structures however we like, writing the rhythms as dots and dashes. Practice clapping these rhythmical arrangements and then encourage the children to practice using their recycled instruments created previously..</p>	<p>Structure Layering Arrange Rhythm Graphic score Rhythm</p>	

		Encourage the Children to compose their own two rhythms and decide on their structure in small groups. Children to write rhythms onto graphic score using dots and dashes as modelled.		
Lesson 11 To understand the term texture and apply it when playing instruments in a group.	<p>Structure continued and Introduction of Texture</p> <p>We know structure means how different parts of our composition are arranged.</p> <p>We know that texture in music means different parts of the musical composition overlaying each other.</p> <p>We can apply texture and structure within our composing.</p>	<p>Warm up and revise the concept of recycling by singing: : Recycle it!</p> <p>Recap the meaning of the word structure and the arranging of the rhythmical graphic scores of previous week's work Share some good examples.</p> <p>Introduce the vocabulary word texture- meaning we can layer and overlap different instruments in a piece of music.</p> <p>Model to the children how to use texture as part of the class composition from last week. E.g have the shaking instruments playing rhythm 'a' and the 'scraping' instruments and 'twanging' instruments playing section 'b' etc.</p> <p>Encourage children to apply this to their group rhythm compositions.</p> <p>Model how to draw instrument/symbol of instrument to represent when they play on the graphic score.</p> <p>Encourage children to apply this to their group pieces.</p> <p>For early finishers encourage children to begin to finish think about adding dynamics to add to their piece and how this can be represented in their graphic score..</p>	Structure Layering Arrange Rhythm Graphic score Rhythm Texture	

<p>Lesson 12 Tp perform and evaluate our work using the correct vocabulary especially texture and structure.</p>	<p>Structure and Texture Continued</p> <p>We can practice and evaluate our group compositions to improve its quality and our performance.</p> <p>We can follow our graphic scores to help keep the group in time and to know exactly what to play.</p> <p>We can add dynamics to our piece to increase its depth and know how to demonstrate this in our graphic scores.</p> <p>We can perform our composed piece to an audience.</p> <p>Tapestry: Video final performance as evidence of the understanding and application of the term texture/structure.</p>	<p>Revise concept of recycling by sing : Recycle it!</p> <p>Recap the terms structure and texture and the previous weeks compositions.</p> <p>Today we are going to be finishing and performing our pieces in your groups! Have time to practice your performance using your graphic score, and add dynamics if you think you have finished!</p> <p>Children to practice their performances in their groups.</p> <p>Encourage Children perform to the class and to collectively evaluate</p>		
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Year 2 – Summer

Learning Objective	Sticky Knowledge	Learning Task	Vocabulary	Cultural Capital, Significant Individuals and curriculum enrichment
To reflect on our time at	To reflect on my time at Southwater Infants Academy and to share my memories.	End of Year leavers play.	conservation	Watch a video to show human impact on the world.

<p>Southwater Infant Academy</p> <p>To learn songs for an end of year performance</p> <p>To perform with my year group peers for a whole school/ adult audience.</p>	<p>To learn a variety of conservation songs.</p> <p>To perform a conservation play with my peers</p>			<p>https://www.youtube.com/watch?v=QQYgCxu988s</p>
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