



	Week 1	Week 2	Week 3	Week 4
Subject Music	<p>RHYTHM & PULSE Objective: To identify the pulse in a piece of music and play along to it. To sustain a repeated rhythm. Success Criteria: Support: S4 I can repeat, copy and imitate actions, sounds or words in songs and musical performances. S6 I can copy simple rhythms and musical patterns or phrases. Core: S10 I can play to a rhythm and to a steady pulse, as part of a group. Extension: I can play and sustain an ostinato throughout a piece of music. S13 I am beginning to identify different families of instruments within pieces of music. Resources: Computer linked to internet The Planet Suite by Gustav Holst – Mars the Bringer of War. Watch Proms 2016 Gustav Holst - The Planets [Edward Gardner, National Youth Orchestra] Percussion instruments – drums and tambours. Stringed instruments - violins Holst lesson plan with further activities.</p> <p>Suggested Activities:</p> <ol style="list-style-type: none"> Listen to the opening of 'Mars, Bringer of War' and ask pupils for words to describe what they are hearing. How does the music make them feel? Why? Discuss the tempo – is it fast or slow? Does it change? Pupils to tap along to the pulse. Identify the repeated rhythm and tap this out. This is called an Ostinato. Give out drums and tambours (flat drums) and ask pupils to play along with the music. Watch National Youth orchestra playing Mars. Identify the instruments being used in the opening bars. How are the stringed instruments being played? Explain to pupils that the strings are using a technique called col legno (col-len-yo), which literally means 'with the wood', and involves turning the bow over and hitting the strings with the wooden part of the bow. This creates a percussive effect. Give out the class violins and play col legno! <p>Fun song suggestions: The Eye of the Tiger – Survivor (good beat) We will rock you - Queen</p> <p>Musical Vocabulary: Pulse/beat – the regular heartbeat of the music. Rhythm – patterns of long and short sounds played with a steady beat. Ostinato – a pattern of rhythm or melody which is played over and over. Body Percussion – sounds made using parts of the body. Tempo - speed</p>	<p>TEXTURES Objective: To identify contrasting moods and sensations To explore different textures using tuned sounds.</p> <p>Success Criteria: Support: S7 I can respond to signs given by a musical conductor, e.g. to start or stop playing. Play loudly, quietly, quickly and slowly in imitation. I can indicate through symbols, words, facial expression and movement how music makes me feel. Core: I can identify descriptive features in music. S9 Identify where musical changes occur within a piece of music (thick and thin). Extension: I can analyse and comment on how sounds are used to create different moods. Resources: Music Express 5 'Journey into space'. 1st Lesson. 'Atmospheres' by Ligeti (good 'you tube' music & visual) Tuned instruments – chime bars, glockenspiels, keyboards, piano, violins. Computer linked to internet. 'Chariots of fire' by Vangelis (modern electronic score)</p> <p>Suggested Activities:</p> <ol style="list-style-type: none"> Listen to the use of clusters in 'Atmospheres'. Demonstrate using a piano or electronic keyboard and playing adjacent sets of notes together (black, white or a mixture). Listen to Atmospheres again. Ask pupils whether the music is acoustic (non-electric) or produced electronically? Create and perform clusters on instruments. Teacher to hand out chime bars which are adjacent notes. eg Player 1 chime C : Player 2 chime D: Player 3 chime E etc. each pupil to play one note only. Use other tuned instruments if confident. Conduct music, signalling who to play together, vary dynamics (loud and quiet) using arm movements. Listen to 'Chariots of fire' by Vangelis. A contrasting electronic piece of music. <p>Fun song suggestions: Sing up CD Year 2 Autumn 2008 Track 1.Warm-up game 'Hey my name is Joe ' I'm a believer (Shrek) You tube Donkey singing <u>War time songs</u> such as Tipperary and Pack up your troubles</p> <p>Musical Vocabulary: Duration – notes sustained for a long time, no beat Tempo – no beat but impression of the music moving slowly Texture – individual sounds of instruments playing together and overlapping, texture grows from single notes to thick clusters and back again. Timbre – individual sounds merge into each other, forming constantly changing timbres. Dynamics – the music starts very quietly but there are dramatic increases and decreases in volume. Pitch – this changes very slowly as the clusters get gradually higher</p>	<p>RHYTHM & PULSE Objective: To identify speeds of pulse by clapping. To recognise cyclic patterns.</p> <p>Success Criteria Support: S6 I can join in and take turns in songs and play instruments with others. S8 I can respond to verbal prompts to play faster, slower, louder and softer. Core: S10 I can play to a rhythm and to a steady pulse, as part of a group Extension: S13 I can perform differences in pitch from simple notation.</p> <p>Resources: Music Express 6 CD 'Cyclic patterns' 1st lesson plan Photocopiable 'cyclic winds'. Tuned percussion chime bars, glockenspiels and keyboards. E F A C (high) D (high) E (high)</p> <p>Suggested Activities:</p> <ol style="list-style-type: none"> Listen to 'Stomping tubes' track 40. Explain that different lengths of hollow bamboo are used as instruments. Listen to 'Wind on the mountain' track 41 Discuss instruments used in this piece – Sikus, guitars, mandolins, quena, bombo drum and cha'jchas. (p.34 Music Express 6) The opening melody is a cyclic pattern. Listen to track 42 following melody on Cyclic winds photocopiable. Divide class into small groups to learn the cyclic pattern using tuned percussion E F A C D E Play track 41 again – notice playing at a different tempo, developing and repeating ideas are important features of cyclic music. <p>Fun song suggestions: Singing in a round – two parts. London's burning. Row, row, row your boat. Black socks (fun scout song on internet). S10 Perform simple rounds (singing or playing) to a pulse. <u>War time songs</u> and marches.</p> <p>Musical Vocabulary: Step movement – notes of a melody which moves in steps up or down. Pitch – the complete range of sounds in music from the highest to the lowest. Notation – a way of writing music down. Interval – the distance between two notes.</p>	<p>PITCH Objective: To learn about melodies based on scales. To produce music from pan-pipes.</p> <p>Success Criteria: Support: I can play a scale up and down a glockenspiel with support. I can play a scale up and down a panpipe S6 I can explore a range of effects that can be made by an instrument or sound maker. Core: I am beginning to demonstrate changes in pitch using hand signals. I can play a scale on a pan pipe Extension: I can demonstrate changes in pitch using hand signals I can play a scale on a pan pipe</p> <p>Resources: Computer linked to internet. Sets of pan pipes. Drums, maracas.</p> <p>Suggested Activities:</p> <ol style="list-style-type: none"> Listen to the 'Flight of the Condor' played on pan pipes. Model notes changing from low to high and high to low using hand signals. Watch a tutorial on 'how to play pan pipes'. Then listen to 'El condor pasa' on pan pipes. How does it make you feel? Give out pan pipes and allow pupils to experiment with playing scales and individual notes. Some simple tunes to try are 'Twinkle, twinkle, little star'. 'Do-re-mi' song from sound of music. Play along to a beat on the drum and add some maracas. Show the flight of the condor with volume turned down and give individuals a turn a making music for the video. Record on i-pad. <p>Fun song suggestions: 'Do-re-mi' from the sound of music. Traditional bluegrass song. 'Mama don't allow no music playing around here'; Add verses as you go. (internet). <u>War time songs</u> and listening to WW2 dance music</p> <p>Musical Vocabulary: Step movement – notes of a melody which moves in steps up or down. Scale – a group of notes played in an identified order. Pitch – the complete range of sounds in music from the highest to the lowest. Texture – individual sounds of instruments playing together and overlapping, texture grows from single notes to thick clusters and back again.</p>
		Week 5	Week 6	Week 7



<p>PLAYING FROM A SCORE Objective: To identify and control different ways percussion instruments make sounds. To follow a simple score for tuned percussion</p> <p>Success Criteria: Support: S6 I can copy simple rhythms and musical patterns or phrases. S8 I can make and communicate choices when performing, playing, composing, listening and appraising and respond to verbal prompts to play faster, slower, louder and softer. Core: S9 I can perform from a simple rhythmic score. S12 I can improvise within a specific structure, e.g. ABAB. Extension: S13 I can perform differences in pitch from simple notation. S14 I can read simple notation to perform to a small audience. Play from ear to perform to a small audience.</p> <p>Resources: Music Express 6 CD 'Cyclic patterns' 2nd lesson Glockenspiels, xylophones, chime bars.</p> <p>Suggested Activities:</p> <ol style="list-style-type: none"> 1. Listen to examples of gamelan music and learn about the instruments track 43-44. Revise the meaning of cyclic patterns through listening to a piece of Javanese gamelan music. This gamelan is lead by a drummer. 2. Learn part of a gamelan cycle melody by ear. Track 45. P.37 in book 6 Practise singing it. C F G F C F G F 3. Play it on instruments. Rehearse with track 45 on CD. 4. Invite a volunteer to be a conductor. Groups of children take it in turns to perform the cyclic pattern on tuned percussion. <p>Fun song suggestions: A thousand Hairy Savages – A chant which lends itself to a change in pitch and volume. Be a conductor and help pupils respond to louder and quieter hand gestures.</p> <p>S11 Sing/chant with awareness of rhythm Write musical terms <i>f</i> and <i>p</i> on the board and explain</p> <p>Musical Vocabulary: Pulse – The steady beat of the music Score – Written music</p> <p>Musical terms: f (forte) = loud p (pianissimo) = quiet</p>	<p>IMPROVISING ON TUNED PERCUSSION Objective: To maintain a melodic pattern on tuned percussion. To experiment with improvisation and decorating a melody. (Decorating a melody – playing each note just before it is played by the lead instrument CD 2 Video clip 4)</p> <p>Success Criteria: Support: S6 I can join in and play instruments with others. S7 I can perform a small section to the class. S8 I can copy simple rhythms and musical patterns or phrases. Core: S10 I can improvise as part of a group with a purpose. S12 I can improvise within a specific structure, e.g. ABAB Extension: S14 I can improvise to create a beginning, middle and end</p> <p>Resources: Music Express 6 CD 'Cyclic patterns 3rd lesson Glockenspiels, xylophones, chime bars.</p> <p>Suggested Activities:</p> <ol style="list-style-type: none"> 1. Revise the first half of the Bendrong melodic cyclic pattern, then add the second half – track and the photocopyable. 2. When all can sing the cyclic pattern rehearse playing it on tuned percussion. (F G A top C) Conductor plays steady beat on a drum. 3. Practise adding decoration to the melody. Track 47 and CD 2 video clip 4. 4. Learn an accompanying cyclic pattern to perform with the decorated melody. 5. Invite pupils to improvise their own pattern of notes. <p>Fun song suggestions: Have you seen the ghost of Tom? Parts of the song can be chanted as an ostinato.</p> <p>Musical terms: f (forte) = loud p (pianissimo) = quiet</p>	<p>COMPOSING (exploring sounds) Objective: To compose a piece of music to accompany Macbeth meeting with the witches on the heath.</p> <p>Success Criteria: Support: S6 I can join in and play instruments with others. S8 I can copy simple rhythms and musical patterns or phrases. S8 I can create simple compositions, carefully selecting percussion sounds, for music to have a meaning. Core: I can choose different instruments to create different effects. S8 I can create simple compositions, carefully selecting percussion sounds, for music to have a meaning. Extension: I am aware of music being used on films to influence how we see a character. S13 I can improvise a soundscape to fit with a given image.</p> <p>Resources: Whiteboard pen and rubber (adult) Computer and Macbeth clips. Percussion – tuned and untuned</p> <p>Suggested Activities: Show a video clip of Macbeth arriving on the heath. A drum, a drum, Macbeth doth come! Watch it a second time with the sound off. Does the music improve the clip? Tell pupils that the film company want a new sound track for Macbeth Collect words to describe the witches and the dark, stormy heath. Which instruments could be used to create the right atmosphere?</p> <ol style="list-style-type: none"> 1. Pupils select an instrument. Watch clip again and play along to it with sound turned off. Do they want to change their instrument? How can they make it sound better? Which other instruments could sound 'mean'? (scrapers, cow bells, wood blocks, chatterbox) 2. Repeat task and 'conduct' pupils so that they think about their volume, the speed and frequency. Explain that in an orchestra the instruments do not play all the time, they play in different groups. Your instrument will need to 'rest' at times to allow other instruments to be heard. A pupil could conduct. Appraise playing Highlight effort, skill... <p>Film the music using i-pad. Musical terms: Texture – individual sounds of instruments playing together and overlapping, texture grows for single notes to thick clusters and back again. Timbre – individual sounds merge into each other, forming constantly changing timbres. F (forte) = loud p (pianissimo) = quiet</p>	<p>PLAYING FROM A SCORE Objective: To follow a simple score using symbols for untuned percussion and letters for tuned percussion.</p> <p>Success Criteria: Support: S6 I can join in and play instruments with others. S7 I can follow simple graphic scores with symbols or pictures and play simple patterns or sequence music. Core: I can follow a simple score playing an untuned percussion instrument. I am beginning to play tuned percussion from a score. S9 I can compose using long and short sounds. Use a simple graphic score for a purpose. Extension: I can follow a percussion score and play tuned and untuned percussion S14 I can play from a simple rhythm notation on my own. I can 'conduct' the class, stopping and starting instruments playing <i>and controlling tempo and volume.</i></p> <p>Resources: Percussion instruments both untuned and tuned. Class whiteboard and pen or interactive board.</p> <p>Suggested Activities: Teacher to draw 8 by 2 grid on the board</p> <table border="1" data-bbox="2279 1045 2783 1108"> <tr><td></td><td>X</td><td></td><td>X</td><td></td><td>X</td><td></td><td>X</td></tr> <tr><td></td><td>X</td><td></td><td>X</td><td></td><td>X</td><td></td><td>X</td></tr> </table> <p>Explain that this is a clapping grid. Point along each box from left to right and ask pupils to clap as you point to a cross and rest when there is space. Count 1,2,3,4 out loud before you start pointing to the first box.</p> <p>Alter the crosses like this:-</p> <table border="1" data-bbox="2279 1306 2783 1369"> <tr><td></td><td>X</td><td>xx</td><td></td><td></td><td>X</td><td>xx</td><td></td></tr> <tr><td></td><td>X</td><td>xx</td><td></td><td></td><td>X</td><td>xx</td><td></td></tr> </table> <p>Ask how should we play this? See if they recognise that there is a beat for each space and the small crosses represent two half beats. Point along each box again.</p> <p>Re-draw the grid. Hand out 4 tambourines. Circles are tambourines. Crosses are claps.</p> <table border="1" data-bbox="2279 1570 2783 1633"> <tr><td>O</td><td>XX</td><td></td><td></td><td>O</td><td>XX</td><td></td><td></td></tr> <tr><td>O</td><td>XX</td><td></td><td></td><td>O</td><td>XX</td><td></td><td></td></tr> </table> <p>Build up sequences of instruments. Represent a maraca with a drawing. Draw a triangle. A cross can represent a drum. Add letters for chime bars or other tuned percussion. Harmonising notes such as C E and G can be played together. G,B,D</p> <p>Musical Vocabulary: 1 beat (slow) Half a beat (quick) Rest – a silence</p>		X		X		X		X		X		X		X		X		X	xx			X	xx			X	xx			X	xx		O	XX			O	XX			O	XX			O	XX		
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<p>COMPOSING & WRITING A SCORE Objective: To write a simple score for more than one instrument.</p> <p>Success Criteria: Support: S6 I can explore a range of effects that can be made by an instrument or sound maker. S7 I can follow simple graphic scores with symbols or pictures and play simple patterns or sequence music. Core: S8 I can create simple graphic scores using pictures or symbols and using two sounds. S8 I can create simple compositions, carefully selecting percussion sounds, for music to have a meaning. S10 I can compose incorporating silences using a simple graphic score for a purpose Extension: I can follow a percussion score and play tuned and untuned percussion. S14 I can use and represent pitch on a simple graphic score. I can 'conduct' the class, stopping and starting instruments playing <i>and controlling tempo and volume</i>.</p> <p>Resources: Percussion instruments both untuned and tuned. Class whiteboard and pen or interactive board.</p> <p>Suggested Activities:</p> <ol style="list-style-type: none"> 1. Model writing a simple score for pupils using a drum and chime bars C and E. Count 1, 2, 3, 4 as a lead into playing. Remind pupils of the importance of rests between some notes to make following the score easier. X = drum beat C E = chime bars CE play both. <table border="1" data-bbox="243 1249 902 1365"> <tr> <td>X</td><td>rest</td><td>C</td><td>E</td><td>X</td><td>rest</td><td>C</td><td>E</td> </tr> <tr> <td>X</td><td>rest</td><td>CE</td><td>CE</td><td>X</td><td>rest</td><td>CE</td><td>CE</td> </tr> </table> <ol style="list-style-type: none"> 1. Give pupils a simple grid on their whiteboards to fill in for two instruments. Tell them that this is a 'score' which other people can play from. Support pupils where needed with choices, suggestions and filling in the grid. 2. Copy onto paper when pupils are happy with their score. (Pre-drawn grid, large enough to fill A4 landscape) 3. Pupils to invite another pupil to play from their 'score' with them. An adult to conduct and count in 4's at a slow, regular pace. 4. Allow pupils to add in more instruments by handing out grids with deeper boxes. Keep a row for each instrument eg <table data-bbox="243 1795 742 1883"> <tr> <td>Drums</td><td>x</td><td>xx</td><td>x</td><td>xx</td> </tr> <tr> <td>Triangle</td><td></td><td>!</td><td></td><td>!</td> </tr> <tr> <td>Chimes</td><td></td><td>C</td><td></td><td>CE etc</td> </tr> </table>	X	rest	C	E	X	rest	C	E	X	rest	CE	CE	X	rest	CE	CE	Drums	x	xx	x	xx	Triangle		!		!	Chimes		C		CE etc	<p>EXPLORING ROUNDS Objective: To experiment with the effect of different combinations of pitched notes.</p> <p>Success Criteria: Support: S5 I can demonstrate an appreciation for a piece of music, e.g. pleasure/ displeasure. S6 I can explore a range of effects that can be made by an instrument or sound maker. Core: I can play simple chords using 2 notes. Extension: I can play chords on tuned percussion and consider different qualities of sounds made by combinations of notes. I can play three notes together.</p> <p>Resources: Music Express 6 CD1 Computer linked to the internet. Percussion instruments both untuned and tuned. Class whiteboard and pen or interactive board.</p> <p>Suggested Activities:</p> <ol style="list-style-type: none"> 1. Listen to the melodies in <i>Gnossienne No. 3</i>. Solo instruments are harp, flute and oboe. Show pictures of each instrument on computer. 2. Explain that the music is built out of three different sets of notes – scales. Set up the three scales using glockenspiels and xylophones p. 9 Music Express 6 B, C, D sharp (same as E flat) E, F sharp, A G sharp, A, B, D, F E, F sharp, G, A sharp (same as B flat) B, C sharp, E 3. Invite pupils to play up and down the scales. 4. Invite pupils to make chords playing 3 notes from the scale. (may need another pupil to play one of the notes as it is tricky to use 3 beaters). Ask pupils how the chord sounds. Harsh? Relaxed? Sad? Tense? Comfortable? 5. Explore making chords from each scale and write down their favourite chords. * Can be displayed above the glockenspiels in the music room as 'chords which we like'. <p>Easter songs ready for church service.</p>	<p>Easter Service in Church.</p>	<p>Experiment with playing sounds striking glasses filled to different levels with water. Try ordering the notes in a scale, lowest to highest. Play two notes together. Can you pick out a tune? Alter levels to make the notes you want to use. Which level of water makes the highest/lowest note?</p> <p>Use household percussion – spoons, saucepan lids, graters to make an accompaniment to a piece of music played on your i-phone or CD player. See if your family will join you in some household percussion playing. It is great fun!</p> <p>Tap along to the beat of a piece of music and see if you can add your own rhythm.</p> <p>When listening to music/songs, notice how the dynamics change – where it gets louder and quieter.</p>
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