



	Week 1 Brazil	Week 2 Brazil	Week 3 Brazil	Week 4 Brazil	Week 5 Brazil
Subject Music	<p>SOUND COLOURS Objective: To learn that music, like pictures, can describe images and moods.</p> <p>Success Criteria: Support: S5 I can demonstrate an appreciation for a piece of music, e.g. pleasure/ displeasure. S7 I can listen an appreciate sound in sound stories. S8 I can listen carefully to music – understand and respond to words, symbols, and signs that relate to tempo, dynamics, e.g. faster, slower, louder, higher and lower. Core: S11 I can justify preferences of music. I can identify descriptive features in music Extension: I can analyse and comment on how sounds are used to create different moods.</p> <p>Resources: Music Express 4 ‘Painting with sound’ 1st lesson plan CD Tracks 56 & 57 Tambourines Boomwhackers You tube ‘Ghost of Tom’</p> <p>Suggested Activities:</p> <ol style="list-style-type: none"> 1. Explain what ‘Programme music’ is. Play CD track 56. (Euphoria) How does it make them feel? 2. Listen to Spooky Spinney. Track 57. Discuss different sound effects (lesson notes). 3. Play Tambourine talk – Divide the class into pairs. 4. Watch You tube of pupils playing along to Ghost of Tom. 5. Play Have fun with boomwhackers. One per pupil. Order in length size to make a scale.. Sit on the floor and model how to strike the tube to make a hollow ‘note’. <p>Fun song suggestions: Have you seen the ghost of Tom? (Whoopy Diddledy Dandy Dee) Watch You tube of children playing Ghost of Tom on Boomwhackers. https://youtu.be/tVFy6fbxuD4</p> <p>Musical Vocabulary: Programme music ~ Music can describe images and mood.</p>	<p>SOUND COLOURS Objective: To relate sounds to visual images To play along to a steady beat.</p> <p>Success Criteria: Support: S6 I can copy simple rhythms and musical patterns or phrases. S8 I can copy simple rhythms and musical patterns or phrases with others. Core: S10 I can play to a rhythm and to a steady pulse, as part of a group. Extension: I can play a rhythmic pattern. I can make up my own rhythmic pattern and play it alongside a piece of music. S13 I can improvise a soundscape to fit with a given image.</p> <p>Resources: Music Express 4 ‘Painting with sound’ 2nd lesson plan CD tracks 58, 59, 60. Untuned percussion such as woodblocks, maracas, tambourines, drums. Glockenspiel BBC Bitesize SEN La La La song</p> <p>Suggested Activities:</p> <ol style="list-style-type: none"> 1. Listen to Day Off track 58. Adult to explain where in the world the singer is imagining visiting. 2. Listen to the accompaniment for Day Off track 59. Pick up the beat of the music, tapping fingers on knees 3. Compose. Jogging music using wood blocks, tambourines, and other untuned percussion instruments. Rehearse the music in time with a steady beat. 4. Introduce a tuned instrument such as a glockenspiel to play a scale or repeated pattern of notes (to simulate running) and play alongside the class on their untuned instruments. <p>Fun song suggestions: BBC bitesize SEN music ‘La La La song’ Call and response 4:20</p> <p>Musical Vocabulary: Untuned percussion – any instrument which performs rhythms rather than tunes. Scale – a group of notes played in an identified order.</p>	<p>PULSE & RHYTHM ~ Samba drumming Objective: To learn about rhythmic patterns. To play percussion in the style of ‘Samba’ To know that Samba music is from Brazil.</p> <p>Success Criteria: Support: S6 I can copy simple rhythms and musical patterns or phrases. S8 I can copy simple rhythms and musical patterns or phrases with others. Core: S10 I can play to a rhythm and to a steady pulse, as part of a group. S10 I can improvise as part of a group with a purpose. Extension: I can play a rhythmic pattern. I can make up my own rhythmic pattern and play it alongside a piece of music. S12 I can perform two different rhythms within a group at the same time,</p> <p>Resources: BBC Bitesize KS2 Primary class clips ‘Samba Drumming’ 04:36 You tube Carnival de Rio 2017 Drums Tambours Woodblocks Beaters You tube Year 5 Samba drumming – excellent introduction to Samba playing.</p> <p>Suggested Activities:</p> <ol style="list-style-type: none"> 1. Explain that you are going to be finding out about Samba playing. It is very popular in Brazil and big Samba groups play for the street carnivals. Watch BBC bitesize clip ‘Samba Drumming’. 2. Watch You tube Year 5 Samba drumming. See how the ‘teacher’ grabs everyone’s attention by slowly stamping a beat. Watch beginning a second time to help pupils (and staff) recognise how to start off. 3. Play – hand out drums and tambours (no bells on sides). Teacher to divide class into two groups so one plays ‘big footstamp’ beat, the other plays a faster rythmn. 4. Watch You tube Carnival de Rio 2017. Imagine walking and dancing along the wide streets of Rio as part of a carnival procession. Although it is loud, the beat would make you want to keep dancing and moving. <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 repeated</p>	<p>PULSE & RHYTHM ~ Samba drumming Objective: To learn about rhythmic patterns. To play percussion in the style of ‘Samba’ To know that Samba music is from Brazil.</p> <p>Success Criteria: Support: S5 I can take part in simple musical performances. S7 I can copy simple rhythms and musical patterns or phrases with others, with support Core: S10 I can play to a rhythm and to a steady pulse, as part of a group S10 I can improvise as part of a group with a purpose. Extension: S13 I can perform two different rhythms within a group at the same time to a pulse.</p> <p>Resources: You tube Year 5 Samba drumming Drums Tambours Woodblocks Beaters</p> <p>Suggested Activities: Practise last weeks skills</p> <ol style="list-style-type: none"> 1. Watch You tube Year 5 Samba drumming again. 2. Play. Give out instruments and rehearse playing as a class. 3. Play Select one or two pupils to play a more rapid rhythm and encourage them to sustain it. It is quite vigorous music. 4. Perform Invite someone in to hear them perform. It helps to give pupils purpose and feel proud of their achievements. Take a video of them on the i-pad. 5. At the end of the lesson watch BBC Junkyard Samba. Explain that they will making music with a variety of objects next lesson. As a class start thinking about what they could use so that you are ready for next weeks lesson. <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 repeated</p>	<p>INVESTIGATING PITCH (Pulse and rhythm) Objective: To learn that striking different materials creates different sounds and some of them are pitched (a recognisable note).</p> <p>Success Criteria: Support: S5 I can take part in simple musical performances. S6 I can explore a range of effects that can be made by an instrument or sound maker. S8 I can create simple compositions, carefully selecting percussion sounds, for music to have a meaning. Core: S10 I can play to a rhythm and to a steady pulse, as part of a group S10 I can improvise as part of a group with a purpose. Extension: S15 I can rehearse the skill of improvisation using learnt skills for a purpose.</p> <p>Resources: BBC Bitesize Junkyard Samba 03:33. Selection of saucepans, plant pots, jars, tins and items which pupils have chosen since last lesson. Beaters. i-pad</p> <p>Suggested Activities:</p> <ol style="list-style-type: none"> 1. Watch BBC Bitesize Junkyard Samba again. 2. Sampling. Encourage pupils to strike different objects with a beater and then choose one which they prefer. 3. Listen to each pupil play their object. Discuss whether it has a pitched note or will be used for rhythm. Introduce the term Timbre – to describe the quality of sound. Harsh, gentle, musical, ringing, shrill, clear, muted ... 4. Suggest that pupils now use two objects and see if they can select sounds which go well together. 5. Compose Split class into 2 groups and encourage them to compose a junkyard samba. Remind them of how some play a beat, others add rhythms. 6. Perform to another class or guest 7. <p>Musical Vocabulary: Pulse – The steady beat of the music Musical elements – Pitch – range of sounds (hi to low) Rhythm – pattern of long and short sounds Timbre – quality of sound Tempo - speed</p>



Week 6 Half Term	Week 7 Italy	Week 8 Italy	Week 9 Italy	Week 10 Italy
<p>EXPLORING RHYTHMIC PATTERNS IN A RAP. Objective: Learn about rhythmic patterns based on spoken phrase.</p> <p>Success Criteria: Support: S6 I am beginning to play, sing and move expressively in response to the music or the meaning of words in a song. S7 I can perform a small section or part of a song, e.g. the chorus, to the class. Core: S9 I can perform a range of songs including simple call and response. S11 I can sing/chant with awareness of rhythm. Extension: S13 I can sing/chant in time with the pulse/ backing track. S15 I can sing with good intonation.</p> <p>Resources: Music Express Bk 4 Play it again. 5th lesson plan. CD tracks 19, 20, 21, 22. 4 photocopies of the poem Hip Hoppy Kid p.15 Music Express Bk 4.</p> <p>Suggested Activities:</p> <ol style="list-style-type: none"> Listen to the poem 'I'm a hip hoppy kid (performed as a rap). CD track 19 Discuss what the poem is about. Listen to track 20 where the beats are counted. Perform body percussion in time to the rap. Learn some of the rap (the first 6 lines) perform to the backing track – track 21. All clap each pattern with track 22. Notice how there are two main patterns A. Matching 'You'll never catch me nappin' B. Matching 'I rap to the west'. <p>Watch you tube 1. America's got talent 'Best child rapper ever'. Mp4 2. Britain's got talent Season 8 'Bars & Melody rap Duo. 3. The Fresh Prince of Bel Air</p> <p>Musical Vocabulary: Pulse – The steady beat of the music Musical elements – Rhythm – pattern of long and short sounds Musical terms: Body percussion – use parts of the body to make a rhythmic sound – finger clips, claps, stamps, rubbing hands, tapping, tongue clicking etc.</p>	<p>TRADITIONAL ITALIAN MUSIC & DANCE Objective: To hear and recognise the music for the Tarantella dance To learn some dance steps for the Tarantella.</p> <p>Success Criteria: Support: I can respond to the Tarantella dance. Core: I can describe how the Tarantella dance music makes me feel. Extension: S12 I can identify music from traditional music and popular culture.</p> <p>Resources: You tube Tarantella dance Tambourines Room to dance! You tube Saltarello dance</p> <p>Suggested Activities: Background. No Italian wedding or celebration would be complete without the rhythmic song and dance of the tarantella. It is the most popular of all the Italian songs and it is even considered by many as the song of Italy. The song is both lively and graceful and the dance is one of light and quick steps mixed with passionate gestures.</p> <ol style="list-style-type: none"> Watch Tarantella being danced in traditional costume on You Tube. Watch Tarantella being danced by children or 'TARANTELLA NAPOLETANA FITNESS DANCE DANA' Try some of the steps out to the music. Everyone to have a tambourine and tap along to the rhythm. Try combining playing the tambourine and dancing. Play the music several times until the tune is familiar. <p>Musical terms: f (forte) = loud p (pianissimo) = quiet</p>	<p>OPERA Objective: To know what opera is and recognise it when it is being sung. To practice vocal exercises.</p> <p>Success Criteria: Support: S7 I can perform a small section or part of a song, e.g. the chorus, to the class. Core: S9 I can perform a range of songs. I can demonstrate some ways to warm up my voice. Extension: S12 I can identify music from traditional music and popular culture. S15 I can sing with good intonation. I can explain the importance (for singers) of warming up the vocal chords.</p> <p>Resources: Opera class clips ~ Lesley Garrett 02:21 CD Vocal warm-ups (Jo) You tube clips Shrek – Hallelujah song, Queen – Bohemian Rhapsody.</p> <p>Suggested Activities:</p> <ol style="list-style-type: none"> Discuss what is opera? Explain that opera is a very dramatic way of story telling with music and song. Many famous opera singers have been Italian. Watch opera class clips with Lesley Garrett. Are pupils surprised at how powerful her voice is? Join in with physical warm-up and vocal practices :- Stepping on hot coals Vacuum cleaner Car alarm. Sing along to vocal warm up (CD - Jo) You tube ~ Shrek clip 'Hallelujah'. Sing along. Alexandra Burke X Factor 2008 final, singing Hallelujah <p>Fun song suggestions: 'Lion sleeps tonight' You tube Hippo Rehearse the Tarantella dance Queen – Bohemian Rhapsody video</p> <p>Musical terms: f (forte) = loud p (pianissimo) = quiet</p>	<p>OPERA Objective: To learn about the different names for peoples' vocal ranges. To improve singing techniques.</p> <p>Success Criteria: Support: S7 I can perform a small section or part of a song, e.g. the chorus, to the class. Core: S9 I can perform a range of songs. I can demonstrate some ways to warm up my voice. Extension: S15 I can sing with good intonation.</p> <p>Resources: Performance sheet CD Vocal warm-ups (Jo) You tube Hallelujah song words Lion sleeps tonight song words.</p> <p>Suggested Activities: Everyone's voice fits into a vocal range. Explain terms below in Musical Vocabulary. Soprano is a very high female voice.</p> <ol style="list-style-type: none"> Follow instructions on 'Vocal performance sheet.' Posture and breathing, warming up. Play/Sing warm-up CD Hallelujah for pupils to join in. Watch Opera duo Charlotte & Johnathan in Britain's got talent. Point out that opera singing is very powerful and loud. The singer doesn't need a microphone. Forte – loud, pianissimo – quiet. Watch Jackie Evancho singing (clips of her at 7 yrs, 10 yrs and then singing for President Trump's Inauguration) Do you like this type of singing? Sing along to Hallelujah song and Lion sleeps tonight. <p>Musical terms: f (forte) = loud p (pianissimo) = quiet Musical Vocabulary: Soprano – Highest female voice Mezzo=Soprano – Middle range Contralto – Lowest range Tenor – Highest male voice Barritone – Middle range Bass – Lowest range.</p>	<p>FAMOUS OPERA SONGS AND SINGERS Objective: To listen to professional opera singing and give a personal opinion.</p> <p>Success Criteria: Support: I can listen to a famous opera singer. I can demonstrate whether I like opera singing. Core: I can give my opinion about opera and opera singers. Extension: I can explain what opera is. I can give my opinion about opera and opera singers and justify my comments I can tell you some of the names for different ranges.</p> <p>Resources: O sole Mio (Pavarotti or three tenors) Mr Bean's holiday You tube – Most popular opera songs used in commercials. Bohemian Rhapsody video of Queen</p> <p>Suggested Activities:</p> <ol style="list-style-type: none"> Listen to 'O Sole Mio' (translates as My sun) sung by Pavarotti or the three tenors. Do they recognise the chorus as 'Just one cornetto'? Clever use of an opera song. Watch and listen to You tube most popular opera songs used in commercials 13:11 Watch Mr Bean's holiday clip where he sings for money. Drama to opera. Mime singing along to an opera song. Great fun! End of opera sessions – what are their thoughts? Do they like listening to it? Do they enjoy trying to find out how powerful their voices can be? <p>Fun song suggestions: 'Lion sleeps tonight' You tube Hippo Queen – Bohemian Rhapsody</p> <p>Musical Vocabulary: Soprano – Highest female voice Mezzo=Soprano – Middle range Contralto – Lowest range Tenor – Highest male voice Barritone – Middle range Bass – Lowest range.</p>



Week 11 Italy	Week 12	Week 13		Suggested Home Learning
<p>COMPOSING Objective: I can create a piece of music to accompany a short film.</p> <p>Success Criteria: Support: S7 I can make simple compositions S8 I can create simple compositions, carefully selecting percussion sounds, for music to have a meaning. Core: S11 I can compose using dynamics to add textures to the composition, e.g. loud, quiet Extension: S13 I can improvise a soundscape to fit with a given image S14 I can rehearse the skill of improvisation using learnt skills for a purpose. Resources: You tube 'Venice Gondola Ride and Serenade'. 'Venice, Italy, Romantic Gondolas' Rick Steves. Tuned percussion – chime bars, glockenspiels. Piano. Tambourines, triangles, indian bells, hanging bell tubes, rainmaker . . .</p> <p>Suggested Activities:</p> <ol style="list-style-type: none"> Watch you tube clip as a lady is serenaded by an opera singer. 02:17 Watch Rick Steves' short video called 'Romantic Gondolas'. Watch it a second time without sound. Ask pupils which instruments could be used to create a piece of music for the film? Play - try out different sounds for the gondola journey. Split into two groups and begin to compose a piece of music by giving each pupil a turn to play. Do some instruments sound good together? Can pupils pick out a simple pattern of notes on the glockenspiel or chime bars? Using a teacher as the conductor try out the different pieces as the film is played without the sound on. Discuss what worked well and what did not. Decide upon an order of play and conduct who plays when, how loud, the speed etc. Pupils need to look up and down from the conductor to their instrument. <p>Musical Vocabulary: Dynamics – p (quiet) f (loud).</p>	<p>Activity week</p>	<p>Jump up week</p>		<p>Making music. Junkyard Samba – Select a variety of objects which make sounds when struck with a pencil. Ceramic plants pots tend to make an actual note, saucepans are more of a clang, tin lids, plates, bowls, empty tins etc. Watch Junkyard Samba on BBC bitesize for inspiration. Have fun making music together.</p>



Churchill Park School

Mid Term Plan – Key Stage 3 Y7/8 Music Food and Festivals Focus Italy 5 weeks & Brazil 5 weeks (can be interchanged).