




	Week 1	Week 2	Week 3	Week 4	Week 5
Subject Music	<p>WAR MUSIC ~ PULSE & RHYTHM Objective: To learn that music, like pictures, can describe images and moods. To identify the underlying rhythm and accompany it on an instrument.</p> <p>Success Criteria: Support: S6 I can copy simple rhythms and musical patterns or phrases. S7 I can listen and 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: S10 I can play to a rhythm and to a steady pulse, as part of a group. S11 I can justify preferences of music. I can identify descriptive features in music Extension: S13 I am beginning to identify different families of instruments within pieces of music. S16 I can appreciate and understand a wide range of high quality live and recorded music drawn from different traditions.</p> <p>Resources: Mars – The bringer of War from The Planet Suite by Gustav Holst. Watch BBC ‘Ten pieces Mars’ film clip A range of instruments</p> <p>Information – Holst composed this piece in anticipation of the outbreak of WW1. It is a march but it has 5 beats! (tricky)</p> <p>Suggested Activities:</p> <ol style="list-style-type: none"> 1. Watch Dick & Dom introduce Mars 2. Watch orchestra play 3. Play Establish a steady pulse of 5 beats, keeping together: some children may be happier just playing the 5 beats. 4. Play the Mars rhythm and experiment with sound sources, observing dynamics. Can they play very quietly and as they grow louder, will they have to change the way they play? <p>Fun song suggestions: WW1 songs.</p> <p>Musical Vocabulary: Ostinato – repeated rhythm Pulse - the regular heartbeat of the music. Rhythm - patterns of long and short sounds played with a steady beat. Dynamics – how loud or quiet music is. p (quiet) f (loud).</p>	<p>ORCHESTRA ~ STRINGS Objective: To identify sounds played by different instruments of the orchestra. I can name instruments belonging to the string family.</p> <p>Success Criteria: Support: Core: Extension:</p> <p>Resources: Mars – The bringer of War from The Planet Suite by Gustav Holst. Watch BBC ‘Ten pieces Mars’ film clip Watch BBC performing class clips – Harp young musician 02:15 Violins The String Family worksheet.</p> <p>Suggested Activities:</p> <ol style="list-style-type: none"> 1. Identify the instruments being played in the opening bars.(Harps and string section). Explain that strings are being played by turning the bow over and hitting them with the wooden part (<i>col legno</i>). 2. Get out two or three school violins. Enable pupils to try making sounds using the bow (check the hairs are tightened, then slacken again when putting away.) 3. Watch a harp being played on BBC class clips. 4. Identify the string section on the orchestra poster. Worksheet to discuss and colour – The string family. 5. Listen Lily Allen – Why (harp intro) http://www.youtube.com/watch?v=Ylvk6XJtHko Titanic theme song (harp & violin) on beach. (Marian Le Sollicec) <p>Fun song suggestions: I am the music man – and I can play</p> <p>Musical Vocabulary: Ostinato – repeated rhythm Pulse - the regular heartbeat of the music. Rhythm - patterns of long and short sounds played with a steady beat. Dynamics – how loud or quiet music is. p (quiet) f (loud).</p>	<p>MARCHES ~ PULSE & RHYTHM Objective: To learn about</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: The British Grenadiers – Trooping of the Colours. The British army musicians flashmob ‘Colonel Bogey’ at Capitol shopping centre, Cardiff. Johann Strauss – Radetzky March March of the Toy Soldiers from Tchaikovsky’s Nutcracker Suite The Great Escape Theme Tune</p> <p>Information The need for soldiers to walk ‘in step’ started back probably before the ancient Greeks, back in those days men fought in tightly packed blocks, forming a solid wall of shields.</p> <p>Suggested Activities:</p> <ol style="list-style-type: none"> 1. Listen to and watch examples of marches. 2. As a class or in two groups, create a piece of marching music. 3. You need marching volunteers – either the other group or invite another class or staff to march along to your music. You can play a march in the background to give a tune if wished. 4. Watch British Hardcore Hell March with footage of the armed forces or any other examples of Hell Marches. Some excellent ones on the internet or examples of ‘The trooping of the Colour’. <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>ORCHESTRA ~ BRASS Objective: To learn about</p> <p>Success Criteria: Support: Core: Extension:</p> <p>Resources: BBC Bitesize – How brass instruments work. 07:58 ‘How to make a hosepipe horn’ by Martin Lawrence from the OAE. Star Wars Theme song by John Williams The last post – mournful bugle call.</p> <p>Information Instruments were taken to war and played in the trenches by many countries.</p> <p>Suggested Activities:</p> <ol style="list-style-type: none"> 1. Watch the BBC Bitesize clip. 2. Get out brass instruments from the music cupboard (make sure there is a mouthpiece) and invite pupils to have a go at making a sound. 3. Watch Martin from the OAE make and play a hosepipe horn. Make simple instruments from a piece of hose pipe, a tap attachment end and a funnel. 4. Listen to Star Wars Theme song and then play along with the main parts. <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>ORCHESTRA ~ WOODWIND Objective: To learn about</p> <p>Success Criteria: Support: Core: Extension: Resources: BBC Bitesize – how brass instruments work - fast forward to bottle blowing activity 04:21 Suggested Activities:</p> <ol style="list-style-type: none"> 1. Play pan pipes by blowing across the end of the ‘pipes’. <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	Week 8	Week 9	Week 10
<p>ORCHESTRA ~ PERCUSSION</p> <p>Success Criteria: Support: Core: Extension: Resources: BBC Bitesize sound vibrations (Dame Evelyn Glennie) 00:43</p> <p>Information Evelyn Glennie is a percussion player performing solo concerts. She is an enormously successful musician despite being deaf. She has learned to use her whole body to 'hear' sounds.</p> <p>Suggested Activities:</p> <ol style="list-style-type: none"> 1. Feel the sound vibrations (muffle sounds with ear plugs). <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>THE ORCHESTRA</p> <p>Objective: To name the different instrument families which make up an orchestra. To begin to identify some instruments by sound,</p> <p>Success Criteria: Support: Core: Extension:</p> <p>Resources: Musical Instrument Sounds – Kids Learning Video 1:59 Musical Contexts – Online resource which includes video and audio clips to identify individual instruments.(school has a user name and password)</p> <p>Suggested Activities:</p> <ol style="list-style-type: none"> 1. Watch and listen to Musical Instrument Sounds video – photo and sounds made by each instrument. 2. Ask pupils to name the different families which we group instruments into (previous lessons on Woodwind, String, Brass and Percussion). If using a whiteboard write up the four groups and ask pupils for examples for each group. 3. Lesson plan about instruments of the orchestra (musical contexts) in folder. Listen to Audio 8 which has a sound quiz. * Write up list of instruments and which family they belong to. Tick them as you hear them. 4. Learn about the seating plan of an orchestra. Where are the brass instruments placed? Is there a large group of one instrument? Explain that different pieces of music use different instruments. Percussion instruments vary a lot. <p>Fun song suggestions:</p> <p>Musical terms:</p>	<p>MAKING INSTRUMENTS</p> <p>Objective:</p> <p>Success Criteria: Support: Core: Extension:</p> <p>Resources: 'How to make a hosepipe horn' by Martin Lawrence from the OAE.</p> <p>Suggested Activities: (Look on the internet for how to make these instruments) Make a drum with a stiff cardboard tube and cling film. Make a waterbottle membranophone Make a bottle xylophone Make a timpani drum out of a jar and a balloon. Drinking straw oboe</p> <ol style="list-style-type: none"> 1. Use your instruments to play along to a piece of music OR make a tune. 2. Play a tune with boomwhackers <p>A tuned bottle xylophone</p>  <p>Fun song suggestions:</p> <p>Musical terms:</p>	<p>PITCH PLAYING HOMEMADE INSTRUMENTS.</p> <p>Objective:</p> <p>Success Criteria: Support: Core: Extension S15</p> <p>Resources:</p> <p>Suggested Activities:</p> <p>Musical terms:</p>	<p>PITCH / CHORDS PLAYING BOOMWACKERS</p> <p>Objective:</p> <p>Success Criteria: Support: Core: Extension:</p> <p>Resources: Boomwhackers Boomwhacker Lightsaber Duel - Star Wars Fun ... - Preschool Prodigies Star Wars sheet music for Boomwhackers <u>Popcorn II - Boomwhacker Playalong - YouTube</u></p> <p>Suggested Activities:</p> <ol style="list-style-type: none"> 1. Sit pupils in rows of eight and then give each one a Boomwhacker in colour order, when you, as the teacher, are standing facing them, it is really easy to teach how to build chords. Explain that a chord is when you play three or more notes together – harmoniously. 2. In the key of C: Chord I: red, yellow, dark green Chord IV: light green, purple, red Chord V: dark green, pink, orange, light green. 3. Try some Boomwhacker playalong songs. 'Sunny' 'popcorn' 'Paris' 4. Watch boomwhackers lightsabre duel StarWars fun preschool prodigies. Partner playing. Each has two boomwhackers and makes a combination of sounds. <p>Musical Vocabulary: Chords Pitch</p>



Mid Term Plan – Key Stage 3 Y7/8 Music Past, Present & Future .

	Week 11	Week 12	Week 13		Suggested Home Learning
	<p>USING OUR VOICES</p> <p>Success Criteria:</p> <p>Support:</p> <p>Core:</p> <p>Extension:</p> <p>Resources:</p> <p>Suggested Activities:</p> <p>Musical Vocabulary:</p> <p>Dynamics – p (quiet) f (loud).</p>	<p>CHRISTMAS CAROLS</p> <p>Success Criteria:</p> <p>Support:</p> <p>Core:</p> <p>Extension:</p> <p>Resources:</p> <p>Suggested Activities:</p> <p>Musical Vocabulary:</p> <p>Dynamics – p (quiet) f (loud).</p>	<p>CHRISTMAS SONGS</p> <p>Success Criteria:</p> <p>Support:</p> <p>Core:</p> <p>Extension:</p> <p>Resources:</p> <p>Suggested Activities:</p>		