

Music - Year 1 Quirky Characters

Prior knowledge	Current Knowledge-					Future Knowledge	
	<p>Listen to “This Old Man” and encourage children to find the beat - bob their head, clap their hands, tap their foot etc What repeats in the song? (This old man, he played...) Encourage discussion on how they think the Old Man would look/dress etc based on the quirky things he does in the song. Video with lyrics and</p>	<p>Sing along to This Old Man. - use the music clip in the folder hyperlinked above (no lyrics) Encourage memory with the use of hand gestures for parts of the song.</p> <p>Can children think of other objects that rhyme with numbers to extend the song?</p>	<p>Listen to “Grand Old Duke of York”</p> <p>Repeated same step as first, encourage them to find and keep the beat with modelled help. Encourage children to think of actions to help them remember the words. This link takes you to a makaton version which is very</p>	<p>Split into groups and encourage children to perform using the actions/makaton.</p> <p>Can they keep the rhythm/beat ? Teacher may need to clap beat to encourage</p>	<p>Listen to “Michael Finnigan”</p> <p>What do they notice about the speed or tempo of the song?</p> <p>Have a go at singing along</p>	<p>Children can continue to practice and sing along.</p>	

Music - Year 1 Contrasts



Prior knowledge	Current Knowledge-					Future Knowledge	
<p>Lyrics, rhyme, beat, tempo</p>	<p>Listen to the 3 tracks quietly. Children may move their upper body where they are sat. 0.00 - 1.30 1.30 - 2.20 2.20 - 3.20</p> <p>What was different about the three pieces of music?</p> <p>How did they want to move for the second track compared to the first etc?</p> <p>Why do they</p>	<p>Listen to the first piece of the music again 0.00 - 1.30</p> <p>Mix and match activities across this and the next two lessons according to which would work best for class -</p> <p>What would you title the song? Why?</p> <p>If this was the backing track to a scene in a movie, what</p>	<p>Listen to the second track of the piece of music 1.30 - 2.20</p>	<p>Listen to third track of the piece of music 2.20 - 3.20</p>			

Music - Year 1 All About Me

Prior knowledge	Current Knowledge- Develop self awareness, social interaction , confidence and sequence						Future Knowledge
Lyrics, rhyme, beat, tempo, volume	Warm-up song 'If you're happy and you know it' aiming for good pitch, a steady pulse and clear words. Four verses.i.e Clap your hands, tap your knees, stomp your feet, nod your head, do all four. Teach new song ' Clap your hands !' (supplied) shouting out the words to	Play a mirror game.Position children sitting facing a partner.One is a mirror copying the actions and facial expressions of their partner. Actions might include, yawning, brushing teeth, winking etc. Repeat taking in turns. 4. Sing song 'Everbody do this, do this, do this'	Learn new song ' Look at me' encouraging children to point to the features of their faces.	Discuss how we all have lots of things in common. We are all unique however and have things that make us different to others which we all should celebrate.	Finish self-portraits	Class might explore the shapes of musical instruments and create a face using them.	

Music - Year 2 Wind, Rain or Shine



Prior knowledge	Current Knowledge- Show how different sounds can portray the weather and seasons in music <ul style="list-style-type: none"> • Explore how composers have responded to the weather and seasons through music • Perform and compose pieces of music inspired by the weather 						Future Knowledge
Tempo Volume Beat Pulse Lyrics Some instrument names	Watch video of E.L.O performing Mr Blue Sky https://youtu.be/aQUIA8Hcv4s Discuss performance/song. Use PPT ' Listening to Music ' to help structure answers if preferred. Highlight the unusual blend of instruments for a rock group and how	Sing through any known songs about the weather. E.g - 'Frère Jacques' ("I hear thunder" version) , 'You are my sunshine', 'The Sun Has Got His Hat On Let's go fly a kite' Some more examples here - https://www.bb	Teach new song "What will the weather be like today/" (words and music supplied - follow hyperlink above - Wind, Rain or Shine) Discuss how	Watch either 'The Storm' - Vivaldi https://youtu.be/ECZQUg6-TIU .or Winter (Four Seasons) -Vivaldi https://www.bbc.co.uk/te	Divide class into groups assigning each with a weather card from which to create their music using a combination of their voices,	Devise a short narrative for a weather forecast giving each group the opportunity to perform Record performance	

Music - Year 2 Rhythm Builders



Prior knowledge	Current Knowledge- To explore and recognise simple sounding patterns ie rhythm using crotchets, quavers and a crotchet rest.						Future Knowledge
<p>Tempo Volume Beat Pulse Lyrics</p> <p>Some instrument names</p> <p>Y1 - quirky characters Y1 - contrasts</p>	<p>Class to think of the names of surrounding classroom objects consisting of one syllable. Clap and say to confirm. Add the word under the title - One syllable. Continue until there are four columns, second column for two syllables, three, four etc. Alternatively, take the names</p>	<p>Teach class of the meanings of the words dynamics and texture.</p> <p>4. Syllables are the rhythms of words - demonstrate how a word from each column would be notated just using crotchets and quavers (see below) Explain the following two bar pattern ie. time signature,</p>	<p>Echo game (my turn ,your turn) jumble words to create a different 2 bar pattern.</p> <p>Look at the rhythm composition cards (additional resources and materials) Clap each pattern as a</p>	<p>Divide class into two assigning each half one of the rhythm composition cards. Clap, tap and use groove mp3 Extend the activity using suitable untuned</p>	<p>Compose a two bar ostinato rhythm piece using crotchets ,quaver and rests in small groups of 2-4 Perform and record pieces.</p>	<p>Finish performances and recording</p>	

Music - Year 2 I Wanna be a Rock Band

Prior knowledge	Current Knowledge-						Future Knowledge
Pulse Tempo Beat 2 bar rhythm Volume Dynamics Texture Y1 - All about me	Listen to music clip once through and then begin to introduce the lyrics Practice song, add movements/gestures					Using colouring sheets, turn the instruments into rock band members - what would they be wearing? Facial expression etc	
Reoccurring Vocabulary-Tier 3	Vocabulary-Tier 3 Saxophone Bass	Vocabulary-Tier 3	Vocabulary-Tier 3	Vocabulary-Tier 3	Vocabulary-Tier 3	Vocabulary-Tier 3	Vocabulary-Tier 3

Music - Year 3 The Orchestra



Prior knowledge	Current Knowledge- To define what constitutes an orchestra exploring its main four families of instruments and the characteristic timbres they produce. To develop an understanding of how composers may use an instrument to create a mood or character in a story ie programme music.						Future Knowledge
Pulse Tempo Beat 2 bar rhythm Volume Dynamics Texture Crotchet Quaver Y1 - All about me Y2 - I wanna be in a Rock Band	Discuss what is already known about the Orchestra. Watch the film George meets the Orchestra https://youtu.be/M0Jc4sP0BEE Learn The Orchestra Song starting with the easier lines first ie. the kettle drums, then the horns, trumpets,	If possible invite any instrument alists in school to bring their instruments and demonstrate/.play them to the class allowing	Build the texture - two parts, three and finally four over the course of this unit until successfully performed in four parts. Discuss the different sound	Continue to build texture	Watch the story of Peter and the Wolf - which can be shown in parts if time limited. Discuss the choice of instrument	Research and create a simple fact file for each section of the orchestra highlighting one of the instrumen	

Music - Year 3 Spooky Scenarios

Prior knowledge	Current Knowledge- To explore how sound and music can create mood, atmosphere and effects.						Future Knowledge
<p>Pulse Tempo Beat 2 bar rhythm Volume Dynamics Texture Crotchet Quaver</p> <p>Year 1 - contrasts Year 2 - Wind, Rain, Shine</p>	<p>Listen to 'Ghostbuster's' theme tune . Class may want to move around interpreting idea of ghost hunters and ghosts. Occasionally halt the music as in a game of 'musical statues'.</p>	<p>Learn the round 'Ghost of Tom' .Sing in up to four parts exploring different vocal effects.</p>	<p>Listen to or watch any of these excerpts - 'Totentanz' - Liszt 'https://youtu.be/7nVmFISV1ok or Night on a bare mountain- Mussorgsky https://www.youtube.com/watch?v=tu1no7hOISs or In the hall of</p>	<p>Look at the PPT 'The Creepy House' . Listen to the poem. Class to recite the poem completing each line with a suitable sound effect. Divide into small groups</p>	<p>Rehearse, perform and record the poem. Playback recording for class to evaluate their interpretation using appropriate music vocabulary and positive and constructive</p>	<p>Improvise a short story or poem using three characters from the poem e.g a cat, clock and a witch or mouse , crow and a witch</p> <p>Rehearse perform</p>	

Music - Year 3 Squiggles, Shapes and Patterns



Prior knowledge	Current Knowledge- Explore how sound can be notated for subsequent performance using colours, shapes, patterns and symbols ie reading, writing and performing a graphic score.						Future Knowledge
Pulse Tempo Beat 2 bar rhythm Volume Dynamics Texture Timbre Year 1 - contrasts Y2 - Rhythms builders (crotchet and quaver)	Play a game using hands to indicate vocal sounds sliding up and down in pitch and bursts of sound (rapidly opening and closing hands) Draw a variety of shapes and squiggles on the whiteboard/flipchart. Children to suggest vocal sounds and ways to perform the	Watch Stripsody - Cathy Berberian https://youtu.be/GB6lzdokXSc and discuss the uniqueness of the score and performance. Look at the Finger Pop, Clap! Graphic score. How might this be performed? Left to right ? Top to bottom ? Outwards going inwards?	Perform the scores and discuss the interpretation s. Repeat the exercise using the second graphic score. Discuss what the score does not indicate performers to	Using the blank grid, coloured pencils and appropriate shapes, patterns and symbols ask each to create their own graphic scores. Shuffle the	Rehearse the scores, perform and record. Replay performances reflecting upon the intentions of the composer.		

Music - Year 4 Obstinate Ostinati



Prior knowledge	Current Knowledge- Explore different types of melodic and rhythmic ostinato used in music						Future Knowledge
<p>Y1 - quirky characters Y1 - contrasts Year 2 - rhythm builders Y3 - squiggles, shapes and patterns</p>	<p>Clap steady pulse as everyone says their christian names. Repeat deciding how many parts/ syllables their names fall into. Divide class into groups dependent on the number of syllables and an additional group for names that are unique.</p>	<p>Experiment with body percussion sounds ie clapping, click, stomping, flipperty-flapping the rhythms of their names. Build a short teacher led ostinato piece.</p>	<p>Listen to a selection of short musical excerpts featuring different types of ostinato (additional resources and materials) Excerpt 1. Clocks.- Coldplay Excerpt 2. Pachelbel's Canon Excerpt 3.</p>	<p>Watch Harry Potter Puppet Pals https://youtu.be/Tx1Xlm6q4r4 (stop at 1.30) Discuss how the piece was structured ie ternary. Idea A then idea B then the return of Idea A Divide class into groups</p>	<p>Rehearse, perform and record. Replay recordings. Class evaluate their pieces using positive constructive feedback and music vocabulary.</p>	<p>Useful websites for building Ostinati using technology - https://www.incredibox.com/demo/ https://musiclab.chromeexperiments.com/</p>	

Music - Year 4 Musical Scrabble



Prior knowledge	Current Knowledge- Reading, writing and performing simple standard treble clef notation using tuned percussion and melodic instruments.					Future Knowledge
<p>Y1 - Y2 - Rhythm builders Y3 - Squiggles, shapes and patterns</p>	<p>Watch video 'How To Read Music'. https://www.youtube.com/watch?v=ZN41d7Txcq0 Find the different pitches on the lines and in the spaces of a staff and play on a tuned percussion or melodic instrument.</p>	<p>Create words using the notes on the stave and play using manuscript paper and the sheet Finding the notes https://drive.google.com/drive/folders/12Xia5FGYBxvml_cQGvHEMTxWaeOFIqQ Working with a partner improvise a short piece using the words created experimenting with different rhythmic</p>	<p>Rehearse ,perform and record.</p>	<p>Replay asking children to see if they can recognise the words performed / Create an echo game Play the notes of a word asking for it to be played back.</p>	<p>Further practise in reading standard notation. https://makingmusicfun.net/html/print_notename.php</p>	

Music - Year 4 The Power of Five

Prior knowledge	Current Knowledge- Explore and learn about pentatonic scales and how they are used in music						Future Knowledge
<p>Y1 - contrasts Y2 - wind, rain or shine Y2 - rhythm builders Y2 - wind, rain or shine Y3 - The orchestra Y4 - musical scrabble</p>	<p>Watch video https://youtu.be/2LX7QoL1Dxk Chinese New Year Concert : A Hulusi Concerto Discuss the music with particular reference to the timbres of the instruments. How is this orchestra different to the orchestra we are familiar with? If only the sound were to be played how do we know</p>	<p>The music is created using a pentatonic scale. Just five notes of a scale. Watch https://youtu.be/jpvfSOP2slk Howard Goodall : On Pentatonic Music Sing any already known pentatonic songs. Teach a new pentatonic based song e.g. 'Sailing'</p>	<p>Learn the African lullaby '<i>Allundé</i>, <i>alluya</i>' in unison and then the opening as a round.</p>	<p>Improvise simple accompaniment using pentatonic scale and percussion. Create a suitable ostinato accompaniment for the song.</p>	<p>Compose a class/ small group pentatonic piece. Perform and record the piece/pieces.</p>	<p>Playback and evaluate performances as a whole class activity encouraging positive and constructive comments and appropriate music vocabulary.</p>	

Music - Year 5 Folk Music of the British Isles

Prior knowledge	Current Knowledge- To explore the great oral tradition of folk music from the British Isles						Future Knowledge
<p>Y1 - contrasts Y2 - rhythm builders Y3- spooky scenarios Y4 - power of five</p>	<p>Listen to a collection of short excerpts of traditional British folk music. (Soundfiles supplied) Using picture cards (supplied) sort into instruments that are thought to be heard/recognised. Excerpt 1. Dance to your daddy (guitar and fiddle) Excerpt 2. Irish Ballad (harp and low pipe/</p>	<p>Learn the song Scarborough Fair</p>	<p>Discuss the meaning of 'folk music'. Use a Chinese whispers game to demonstrate how words can be unintentionally changed form one person to another. Folk music can be vocal (ballads) and</p>	<p>Learn the sea shanty 'Drunken Sailor'/'What shall we do with a drunken sailor?' Create lyrics for additional verses. Add the 3 countermelodies above the chorus.</p>	<p>Rehearse, perform and record the song 'Drunken Sailor' using classroom and/or own instruments (accompaniment and music supplied) Play the recording</p>	<p>Re-record in light of evaluations.</p>	

Music - Year 5 Infinity and Beyond



Prior knowledge	Current Knowledge- Create a musical soundscape capturing the launch and journey of a spaceship into the unknown using the essential interrelated dimensions of music ie.dynamics,texture,timbre						Future Knowledge
Y2 - wind, rain or shine Y2 - rhythm builders Y3 - spooky scenarios Y4 - obstinate ostinati	Watch video clip https://youtu.be/RHM9sPGTb-g - Pentatonix - Star Wars Theme Discuss the performance.	Listen/watch opening of Mars - Bringer of War (Gustav Holst) note the similarities. ie use of brass, mood, texture, dynamics.Discuss tension created by 5/4 ostinato rhythm and use of crescendo. Using whiteboard/flip chart list all adjectives	Create a painting capturing the mood of the piece. ie. silhouette of a battle, march,Roman God etc.	Watch video of David Bowie performing 'Space Oddity' https://youtu.be/iYYRH4apXDo Discuss interpretation of the song then compare	Improvise a class piece calling it 'Infinity and beyond. Divide class in to groups assigning each with a part of the story to	Rehearse , perform and record.	

Music - Year 5 Crumhorns, Shawms and Sackbuts

Prior knowledge	Current Knowledge- Explore the development of early instruments in Renaissance music. • Understand the significance of time signatures and effect they have in dance.						Future Knowledge
Y2 - rhythm builders Y3 - the orchestra Y4 - obstinate ostinati	Listen to https://youtu.be/6Pthv29TgRE Crumhorn Trio - performing 'Die vier Branlen Discuss the sound of these early reed instruments and the period in history they originate from (Renaissance) Discuss the importance of music for dancing during this time Henry	Watch https://youtu.be/B10z9b_PRXw showing a very basic pavan dance. Class might like to learn this. https://www.youtube.com/watch?v=g3F1-JM Rkol Determine the rhythm of a pavan ie. slow, quick, quick, slow, quick, quick 4/4 time by steadily tapping	Watch PPT 'Renaissance Instruments' talking through the main features.	Discuss and demonstrate the sound of a drone (D and A) using the pavan rhythm. Using the notes of the dorian scale D to D (no sharps or flats required)	Rehearse, perform and record pieces.	Referring back to the sound of the crumhorn and other early wind instruments watch https://youtu.be/eG-bRiZJyE o - a straw wind	

Music - Year 6 Feeling the Blues

Prior knowledge	Current Knowledge- Create triads using the structure of a 12 bar blues sequence. Explore and understand the historical significance of the blues and it's frequent use in popular music.					Future Knowledge
Y1 - contrasts Y2 - wind, rain or shine Y3 - spooky scenarios Y4 - obstinate ostinati Y5 - infinity and beyond	1. Listen to and complete the 'Guess the decade' quiz In groups ordering flashcards into their correct sequence. Discuss what all extracts have in common.	Listen to the original recording of the song 'Crossroads' by Robert Johnson (featured as last excerpt in Quiz) and watch a performance by John Mayer, Eric Clapton and Sheryl Crow. Compare and contrast the two different interpretations.	Discuss / research historical origins of the blues - prominent artists ,mood and song word themes.	Listen to a recording of Bessie Smith singing 'Thinkin g Blues' .Discuss lyrics, instrumentation ,structure and techniques such as rubato and pitch sliding/bending. The chord sequence, song structure and use of the flattened seventh note of the scale	Learn the song 'Thinking Blues using supplied song words and accompaniment track. Improvise an additional verse using the same binary song structure. AAB	Take the framework of the song and compose a new blues song. Titles might include 'Schoolday Blues' , 'Lunchtime Blues' , 'Football Blues' or whatever appropriate themes the class might come up

Music - Year 6 Syncopated Samba

Prior knowledge	Current Knowledge- Explore the musical characteristics and instruments used in Samba music					Future Knowledge	
Y2 - rhythm builders	<p>Watch video of Obvious Child - Paul Simon as introduction. Discuss location, mood , instruments and possible genre of music.</p> <p>Play through Samba Instruments PPT</p>	<p>Build polyrhythms dividing class into groups having tried each part in unison. Establish a steady pulse 1,2,3,4 (surdo) stamping feet then add second layer clapping “I like chicken don’t like potatoes” .Third layer “ I have a dog a very big dog” and fourth layer “Low, high,low agogo”</p>	<p>Watch some of the performance of Siete Bloque https://youtu.be/4Wc_wb5EkU8 What instruments are used? How is the music structured?etc .</p>	<p>Divide class into groups of up to four -exceptionally five if they can add an additional rhythm to those already heard. Create a piece which demonstrates the rhythms learned using any appropriate untuned/body/junk percussion instruments.</p>	<p>Rehearse for performance</p>	<p>Perform and record.</p> <p>Playback recordings. Class evaluate their work using music vocabulary and positive constructive feedback.</p>	

Music - Year 6 Theme Variations

Prior knowledge	Current Knowledge- Explore how theme and variation form is used in music						Future Knowledge
	<p>Set class the task of sketching a house. Spread the completed sketches on the floor or tables inviting class to view. All were set the same task but the resulting sketches were all varied. Watch the opening to the video of Hedwig's theme https://youtu.be/GTXBLyp7_Dw then compare with</p>	<p>Jazz ideal for improvising, adding embellishment or playing around with the notes, rhythm etc. Watch performance of Ah, vous dirai je maman (Twinkle, twinkle little star) - Mozart https://youtu.be/hCKBI-TpRzc Discuss the variations of this immediately recognisable theme and how well respected</p>	<p>Watch performance of another well known piece - Frère Jacques https://youtu.be/CluxBITaZDc again discuss how the melody was treated. . Set compositional task using the Theme and Variations melody sheet (additional resources and materials). Children may wish to play the notes backwards (retrograde, Upside down (inversion) or change to a minor mode.</p>	<p>Rehearse, perform and record.</p>	<p>Replay recordings and evaluate.</p>		