

AUTUMN HALF TERM 1

(September-October half term)



Pieces

Samba, Farmyard, Shoutout and Sidescroller

Learning objectives:

- Keep a steady pulse
- Begin to read and understand rhythms including semibreves, minims, crotchets and quavers
- Play the first notes on an instrument

Learning outcomes:

(SEND and G&T are differentiated by outcomes)

By October half term, pupils should be able to:

ALL

- Clap/tap/move to a steady pulse
- Accurately clap short phrases including crotchets and quavers from flashcards
- Produce a sound on their instrument
- Know how to play their first note
- Play *Sidescroller*

MOST

- Recognise and name semibreves, minims, crotchets and quavers
- Accurately clap phrases from flashcards including quavers, crotchets, minims and semibreves
- Play the first 2 notes on their instrument
- Understand how to construct their own basic music (using guides)

SOME

- Accurately clap and play various rhythms from notation
- Produce a sound with ease and show interest in learning more about their instrument, new notes etc.

Suggested Sequence of Lessons

Lesson	Lesson content
1.	<ul style="list-style-type: none"> -Games/songs to get to know class and current level of ability. -Focus on pulse activities, assess which pupils are managing well and which ones need more support etc. -Listen to Samba backing track and try different actions to the pulse, call and response rhythms etc. ask for volunteers to try their own rhythms as call and response -Discuss importance of 4 beats in a bar and counting to 4 (refer to activities list for suggested games/activities)
2.	<ul style="list-style-type: none"> -Recap games and songs from last lesson, recap Samba clapping activity -Begin instrument demonstrations. For some instruments, this will take more than one or two weeks, for other instruments (eg. Recorder) this will take less time. -Introduce Farmyard piece by exploring sounds that can be created on instruments. Demonstrate and (if possible) ask pupils to experiment with different sounds on instruments
3.	<ul style="list-style-type: none"> -Continue to work on games on songs which focus on pulse and rhythm. -Continue with instrument demonstrations if applicable and further explore different sounds to use in Farmyard. -Begin to introduce pupils to idea of graphic notation by asking them to create a sound (either on their instrument, vocally or using handheld percussion etc) and then to draw a symbol to represent their sound. -Start to build up a short 'journey' around the Farmyard using graphic notation
4.	<ul style="list-style-type: none"> -More games and songs to warm up, focus should still be on rhythm and pulse. -Introduce flash cards containing crotchets and quavers. -Play instruments to Samba backing tracking track using flash cards -Continue to work on Farmyard and try to "perform" full piece -Listen to and demonstrate Sidescroller or Shoutout
5.	<ul style="list-style-type: none"> -Recap flashcards from last week and try with Samba backing track -Introduce minims and semibreves through games and activities such as circle clapping games, counting in groups of 4 while doing various actions etc. -Use flash cards to show different note lengths (semibreves, minims, crotchets, quavers) and try playing these in call and response -Begin working on Shoutout and Sidescroller
6.	<ul style="list-style-type: none"> -Recap all previous games/songs/activities -Recap flashcard rhythms -Play Samba as call and response warm up and ask for soloists etc -Continue work on Shoutout and Sidescroller and aim to play through with backing track -Play through Farmyard, Shoutout and Sidescroller

AUTUMN HALF TERM 2

(October half term-Christmas)



Pieces

Jazz on Toast, Cool Blues and Spanish Sunset (N.B. Foghorn! and Bolero can be used to focus on rhythm)

Learning objectives:

- Develop an understanding of pitch
- Improve ability to read simple notation
- Increase range of notes on instrument
- Understand improvisation and begin to know about 12 bar blues structure

Learning outcomes:

(SEND and G&T are differentiated by outcomes)

By Christmas, pupils should be able to:

ALL

- Recognise changes in pitch aurally (*may not accurately recognise whether pitch has moved higher or lower but can notice a change*)
- Recognise changes in pitch from written notation
- Improvise own rhythms either by clapping or playing on one note
- Know *how* to play 3 notes on instrument
- Play **Spanish Sunset**

MOST

- Recognise changes in pitch aurally and be able to identify 'higher or lower'
- Improvise longer phrases using 2 notes on instrument
- Know how to play 3 notes on instrument and start to understand their placement on the staff
- Understand 12 bar blues structure

SOME

- Accurately sight read 3 note phrases from notation/flashcards
- Show good understanding of pitch and rhythm notation
- Confidently improvise a phrase using 3 notes

Suggested Sequence of Lessons

Aim to do a school concert/performance towards the end of this half term if possible

Lesson	Lesson content
7.	<ul style="list-style-type: none"> -Reinforce importance of beat and rhythm from last half term with games/activities. Try introducing new ones or increase difficulty of previous ones -Recap flashcard rhythm notation using Samba or other warm up backing tracks -Recap how to play first 2 notes on instrument and start to introduce improvisation through clapping and playing on one or two notes. -Start looking at Jazz on Toast
8.	<ul style="list-style-type: none"> -Warm up with pitch activity and discuss higher and lower pitch (use pitch song/game/listening activity) -Recap improvisation and get pupils to have a go at improvising on their instruments on as many notes as they feel comfortable playing -Use graphic notation or stave to show a high pitch and a low pitch and get pupils to sing/play moving between the two -Continue work on Jazz on Toast
9.	<ul style="list-style-type: none"> -Reinforce pitch, beat and rhythm work covered in previous lessons. -Recap stave pitch notation and get pupils to play 2 notes on instruments to correspond with stave pitches -Begin looking at Spanish Sunset. See which pupils can accurately identify high and low pitch from stave notation and discuss the idea of a ladder/steps (line-space-line-space etc.)
10.	<ul style="list-style-type: none"> -Continue pitch and improvisation work -Continue work on Spanish Sunset, focusing on the changes in pitch and how to accurately read these from notation
11.	<ul style="list-style-type: none"> -Consolidate pitch work and begin to expand notes on the stave -Introduce 3rd note on instruments (if applicable) and use in improvisation activities -Continue work on pieces from this half term (and possibly half term 1) in preparation for performance
12.	SCHOOL PERFORMANCE or Recap of all games/songs/pieces covered since September

SPRING HALF TERM 1



(January-February half term)

Pieces

*Daydreamer, Raindrops, Haunted House and **Bounce***

Learning objectives:

- Develop understanding of tonality and harmony (happy/sad, pleasant/clashing etc)
- Show understanding of simple dynamics
- Improve ability to read notation and increase range of notes
- Begin to know about structure of music

Learning Outcomes:

By February half term, pupils should be able to:

ALL

- Perform both major and minor pieces
- Understand how a chord is formed (“leapfrog” over every other note)
- Identify p=quiet and f=loud and attempt to play
- Recognise changes in pitch (higher/lower) from notation
- Show more confidence with improvisation (when revisiting previous music)
- Play **Bounce**

MOST

- Recognise major/minor (happy/sad)
- Recognise difference between steps and leaps (wider intervals) on the stave
- Identify p, mp, mf and f accurately
- Know how to play new notes required for this half term’s pieces
- Play forte and piano

SOME

- Recognise and correctly articulate major and minor (rather than using happy/sad terminology)
- Recognise and play all dynamics
- Accurately sight-read required pitches from notation

Suggested Sequence of Lessons

Check half term and Easter dates with schools and adjust lessons accordingly

Lesson	Lesson content
13.	<ul style="list-style-type: none"> -Recap rhythms covered last term and begin to extend length of flashcard phrases etc -Start to introduce dynamics through games/songs -Discuss harmony and how notes played together create different sounds -Begin looking at Daydreamer
14.	<ul style="list-style-type: none"> -Continue work on chord formation and the idea of “leapfrogging” over notes to create a chord (use glockenspiels, boomwhackers or e.g. Chrome Music Lab Song Maker to show formation of chords visually) -Recap dynamics through games/songs -Show intervals on stave (<i>line-line-line</i> and <i>space-space-space</i>) -Continue work on Daydreamer -Introduce Raindrops
15.	<ul style="list-style-type: none"> -More games/activities around intervals and high/low -Recap formation of chords and continue Daydreamer -Continue work on Raindrops and ensure everybody is reading the high/low patterns on the stave -Introduce Bounce and discuss the high/low patterns and how they look on the stave
16.	<ul style="list-style-type: none"> -Listening activity introducing major/minor, play familiar tunes and swap major to minor or minor to major -Play Raindrops and Haunted House backing tracks and discuss major and minor -Begin to look at structure of pieces and recognise when familiar phrases return or lines are repeated -Continue work on Bounce
17.	<ul style="list-style-type: none"> -Discuss wide and narrow intervals and introduce semitones (visual keyboard/glockenspiel/guitar etc to show closer and wider and intervals and demonstrate the sound created) -Recap structure and remind about returning phrases -Continue work on Bounce -Begin work on Haunted House (written dynamics and articulation)
18.	<ul style="list-style-type: none"> -Consolidate all work covered this half term and play through new pieces. Is everybody reading the music throughout pieces? Can everybody move accurately between high and low pitches in each piece?

SPRING HALF TERM 2

(February half term-Easter)



Pieces:

R&B, Sneak, Waltz in Paris and Caribbean Ostinato

Learning objectives:

- Develop understanding of syncopation
- Recognise difference between $\frac{3}{4}$ and $\frac{4}{4}$ time signatures
- Develop understanding of ostinato

Learning Outcomes:

By Easter, pupils should be able to:

ALL

- Begin to understand that music doesn't always fall neatly on the beat
- Recognise $\frac{3}{4}$ and $\frac{4}{4}$ time signatures from basic notation
- Hear and identify a returning ostinato once it has been established

MOST

- Be able to perform an off beat/syncopated rhythm
- Be able to recognise the difference between $\frac{3}{4}$ and $\frac{4}{4}$ aurally
- Recognise an ostinato independently without being prompted

SOME

- Recognise a syncopated rhythm
- Accurately conduct along to backing track or piece of music in 3 or 4 time
- Correctly and confidently maintain ostinato throughout a piece, activity or song

Suggested Sequence of Lessons

Check half term and Easter dates with schools and adjust lessons accordingly

Lesson	Lesson content
19.	<ul style="list-style-type: none"> -Recap previous rhythm and beat work -Introduce the idea of off beats/syncopation and discuss the fact that music doesn't always fall on the beat -Sing songs in $\frac{3}{4}$ and $\frac{4}{4}$ (Five Little Rounds can help with this) -Recap written notation on 2 different pitches (wide and narrow intervals) -Start work on R&B
20.	<ul style="list-style-type: none"> -Recap songs/games from last week -Introduce Ostinato song -Revisit Cool Blues and discuss ostinato/riff -Continue work on R&B and revisit improvisation
21.	<ul style="list-style-type: none"> -Sing through $\frac{3}{4}$ and $\frac{4}{4}$ songs (Five Little Rounds) -Introduce conducting and get everybody conducting correctly along to songs and discuss importance of the downbeat -Discuss beats in a bar and the fact that there is not always 4 -Introduce Waltz in Paris, discuss $\frac{3}{4}$ time signatures and recap staccato articulation
22.	<ul style="list-style-type: none"> -Recap major/minor tonality -Continue work on syncopation and off beat rhythms -Being looking at Sneak -Continue work on other pieces in preparation for concert
23.	<ul style="list-style-type: none"> -Sing ostinato song and work on singing in parts confidently -Consolidate work on dynamics, articulation, syncopation and number of beats in a bar -Begin work on Caribbean Ostinato and continue work on Sneak, Waltz in Paris and R&B
24.	SCHOOL PERFORMANCE or Recap of all games/songs/pieces covered since September



SUMMER TERM

(Easter-Summer Holidays)

Pieces:

Komoriuta, Rain Dance, Streetlamp Strut, Bhangra, Funk, Pavane, Scottish Air, Syncopitski, **That's a Wrap!**, **Ode to Joy**

Learning Objectives:

The main focus for the summer term is to consolidate everything that has been covered so far in the previous terms and to advance understanding of more complicated rhythms and syncopation. The pieces above contain many of the same notes, rhythms and interrelated dimensions of music found in the previous terms' materials, with some higher level work to consider.

Learning Outcomes:

Please refer to the previous learning objectives and outcomes and in addition, by the end of the year, pupils should be able to:

ALL

Demonstrate some progression over the course of the year in terms of musical knowledge and technical instrumental ability

MOST

Demonstrate good progression over the course of the year in terms of musical progression and technical instrumental ability, as well as demonstrating an awareness of ensemble and understanding of performance

SOME

Demonstrate excellent progress over the course of the year in terms of musical knowledge and technical instrumental ability, as well as demonstrating a strong awareness of ensemble and solo playing and good understanding of musical performance