

Topic: Music and Movement

<p>Development Matters Objectives which are covered in this unit:</p> <p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> Think about the perspectives of others. <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. ELG: Being Imaginative and Expressive> Sing a range of well-known nursery rhymes and songs. ELG: Being Imaginative and Expressive>Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music. 	<p>Children in Nursery will be able to:</p> <ul style="list-style-type: none"> Come up with simple actions to songs. Express feelings through movement to music. <p>Children in Reception will be able to:</p> <ul style="list-style-type: none"> Come up with simple actions to songs, learn to move to a beat, and express feelings and emotions through movement to music. 	<p>Key skills – Nursery:</p> <ul style="list-style-type: none"> Using Makaton as actions to songs. Expressing feelings through moving to music. Keeping the beat to music. Dancing to music with a range of pitch and tempo. Using gross motor skills to move to music. <p>Key skills – Reception:</p> <ul style="list-style-type: none"> Using Makaton as actions to songs. Expressing feelings and emotions through moving to music. Keeping the beat to music. Dancing to music with a range of pitch and tempo and using movement to represent this. Using gross motor skills to move to music. 	<p>Key knowledge – Nursery:</p> <ul style="list-style-type: none"> How to keep the beat to music. How to perform action songs. <p>Key knowledge – Reception:</p> <ul style="list-style-type: none"> Some vocabulary related to pitch and tempo. How to keep the beat to music. How to perform action songs.
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Lesson sequence - include the key concept, L.O. and brief description of lesson

<p>Lesson 1 – Action Songs Learning why songs can have actions and some simple Makaton signs to accompany a song (Row, row, row your boat).</p> <p>LO: To understand why songs have actions; to learn some simple Makaton signs to accompany a song.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> Can the children explain why we might use actions when singing songs? Are they able to have a go at learning the Makaton signs? 	<p>Lesson 2 – Finding the Beat Children explore music beat through body movement.</p> <p>LO: To explore beat through body movement; to express feelings and emotions through movement to music.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> Copy you when you clap/tap to a steady beat? Move to the music, following the steady beat with your help? Express themselves through dance? 	<p>Lesson 3 – Exploring Tempo Children learn to recognise and react to different tempos in music.</p> <p>LO: To explore beat through body movement; to express feelings and emotions through movement to music.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> Identify the tempo of the music? Move in a way that represents how they see each animal? Respond to the tempo, moving in time to the music? 	<p>Lesson 4 – Exploring Tempo and Pitch Through Dance Children learn to express different pitch and tempo in music through dance.</p> <p>LO: To explore pitch and tempo through scarf dancing and body movement; to express feelings and emotions through movement to music.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> Identify the pitch of the music and use their scarves to show this? 	<p>Lesson 5 – Music and Movement Performance Children perform two music and movement songs.</p> <p>LO: To perform action songs to a small audience.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> Recall the Makaton actions for 'Frère Jacques'? Respond to the scarf dance song and move in time to the music? Remember their roles and perform in front of a small audience?
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<ul style="list-style-type: none"> • Can the children remember any of the Makaton signs and use them as they sing? • Are they able to suggest actions for the song, 'If You're Happy and you Know it?' 			<ul style="list-style-type: none"> • Respond to the scarf dance song and move in time to the music? • Take tempo or beat into account when dancing independently? 	
<p><u>Prior learning</u></p> <p><i>List year groups and topics with connected learning</i></p>	<p>Nursery</p> <p>Exploring Sound Celebration Music Music and Movement Musical Stories Transport Big Band</p>		<p>Reception</p> <p>Exploring Sound Celebration Music</p>	
<p><u>Future learning</u></p> <p><i>List year groups and topics with connected learning</i></p>	<p>Reception</p> <p>Musical Stories Transport Big Band</p> <p>Year 1</p> <p>Keeping the Pulse (Theme: My Favourite Things) Tempo (Theme: Snail and Mouse) Dynamics (Theme: Seaside) Sound Patterns (Theme: Fairytales) Pitch (Theme: Superheroes) Musical Symbols (Theme: Under the Sea)</p> <p>Year 2</p> <p>Call and Response (Theme: Animals) Instruments (Theme: Storytelling) Singing (Theme: On This Island) Contrasting Dynamics (Theme: Space) Structure (Theme: Myths and Legends) Pitch (Theme: Musical Me)</p> <p>Year 3</p> <p>Ballads Creating Composition in Response to Animation (Theme: Mountains) Developing Singing Technique and Keeping in Time (Theme: Vikings) Pentatonic Melodies and Composition (Theme: Chinese New Year) Instrumental Unit One (Theme: South Africa) Traditional Instruments and Improvisation (Theme: India)</p> <p>Year 4</p>		<p>Year 5</p> <p>Blues Musical Theatre Composition Notation (Theme: Ancient Egypt) Looping and Remixing Composition (Theme: Festival of Colour) South and West Africa</p> <p>Year 6</p> <p>Dynamics, Pitch and Texture (Theme: Coast – Fingal's Cave by Mendelssohn) Songs of World War 2 Film Music Theme and Variations (Theme: Pop Art) Baroque Composing and Performing a Leavers' Song</p>	

	<p>Body and Tuned Percussion (Theme: Rainforests)</p> <p>Rock and Roll</p> <p>Changes in Pitch, Dynamics and Tempo (Theme: Rivers)</p> <p>Haiku, Music and Performance (Hanami)</p> <p>Samba and Carnival Sounds and Instruments</p> <p>Adapting and Transposing Motifs (Theme: Romans)</p>	
<u>Key vocabulary to be explicitly taught</u>	<p>Actions; action songs; sign language; Makaton; deaf; communication; communicating; understand; lyrics; verse; beat; music; heartbeat; pulse; steady; repeat; constant; drum; piece; composer; tempo; fast; moderate; medium; slow; siren; cello; whistle</p>	
<u>Enrichment</u>	<p>Rocksteady Feel Good Friday Autumn 1: Sing and sign sections</p>	
<u>Useful websites/resources</u>	<p>Kapow Music</p> <p>BBC Teach</p> <p>BBC Ten Pieces</p> <p>Rocksteady Feel Good Friday</p>	