

National Curriculum Objectives which are covered in this unit:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Model Music Curriculum Areas which are covered in this unit:

- Singing
- Listening
- Performing
- Composing

Lesson sequence - include the key concept, L.O. and brief description of lesson

<p>Lesson 1 – Character Voices <i>Exploring dynamics by creating different character voices.</i></p> <p>LO: To explore and change dynamics using the voice.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> • I can join in time with repeated phrases and patterns. • I can change my voice to represent different characters, for example, by changing the volume. <p>Assessing progress and understanding: Pupils with secure understanding indicated by: experimenting with sounds that can be made on one instrument; making changes to the dynamics (volume) of their voice to represent a character. Pupils working at greater depth indicated by: explaining why they have chosen certain voices to represent each character.</p>	<p>Lesson 2 – Starting with Instruments <i>Playing instruments and using body percussion to help tell the story of The Three Little Pigs.</i></p> <p>LO: To experiment with creating different sounds using a single instrument.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> • I can respond to hand gestures. • I can use one instrument to create different sounds. • I can choose a relevant sound to accompany a part of the story. <p>Assessing progress and understanding: Pupils with secure understanding indicated by: responding to hand signals when playing an instrument; choosing a suitable sound to represent a point in the story. Pupils working at greater depth indicated by: suggesting more than one possible sound that could represent each part of the story; explaining why they chose a particular sound to represent that part of the story.</p>	<p>Lesson 3 – Sound Patterns <i>Creating rhythmic patterns and phrases by identifying the syllables in given words and phrases.</i></p> <p>LO: To read simple rhythmic patterns comprising of one beat sounds and one beat rests.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> • I can clap syllables in spoken words or phrases. • I can play a sound pattern using an instrument. • I can read a sound pattern with one beat and one rest. <p>Assessing progress and understanding: Pupils with secure understanding indicated by: reading a simple rhythmic pattern comprising one beat and one rest; clapping or playing a rhythmic pattern along with spoken words; playing a rhythm on an instrument. Pupils working at greater depth indicated by: playing more complex rhythms while keeping their spoken phrases in their heads; accurately keeping the beat while</p>	<p>Lesson 4 – Responding to Music <i>Using instruments and body percussion to play a rhythm and keep a pulse.</i></p> <p>LO: To play sound patterns in time with the pulse using a visual stimulus.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> • I can recognise different sound patterns and represent them with symbols. • I can read symbols and clap different sound patterns. • I can play different sound patterns using instruments. <p>Assessing progress and understanding: Pupils with secure understanding indicated by: playing given sound patterns in time with the pulse. Pupils working at greater depth indicated by: clapping and playing a variety of different rhythms while keeping the pulse.</p>	<p>Lesson 5 – Fairytale Performance <i>Using untuned instruments in a class performance, keeping the pulse and rhythm.</i></p> <p>LO: To show awareness of different roles when performing in a group performance.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> • I can use my voice expressively to join in with repeated phrases. • I can use my instrument to play a sound pattern. • I can sway or march to keep the pulse. <p>Assessing progress and understanding: Pupils with secure understanding indicated by: following instructions during a performance; joining in with repeated phrases using a character voice; using an instrument to play a rhythm; keeping the pulse with their body. Pupils working at greater depth indicated by: showing greater independence and confidence in all elements of the final composition; experimenting with longer phrases to create a rhythm.</p>
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		playing a rhythm; identifying a silent beat with their body (where the rhythm has finished).		
Prior learning <i>List year groups and topics with connected learning</i>	EYFS: Exploring Sound Celebration Music Music and Movement Musical Stories Transport Big Band Year 1: Keeping the Pulse (Theme: My Favourite Things) Tempo (Theme: Snail and Mouse) Dynamics (Theme: Seaside)			
Future learning <i>List year groups and topics with connected learning</i>	Year 1: Pitch (Theme: Superheroes) Musical Symbols (Theme: Under the Sea) Year 2 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) Year 3 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) Year 4 Body and Tuned Percussion (Theme: Rainforests) Rock and Roll Changes in Pitch, Dynamics and Tempo (Theme: Rivers) Haiku, Music and Performance (Hanami) Samba and Carnival Sounds and Instruments Adapting and Transposing Motifs (Theme: Romans)		Year 5 Blues Musical Theatre Composition Notation (Theme: Ancient Egypt) Looping and Remixing Composition (Theme: Festival of Colour) South and West Africa Year 6 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	
Key vocabulary to be explicitly taught	Character; voice; sound pattern			
Cross-curricular links	English – Writing Clapping out syllables in word English – Reading Recognising and joining in with predictable phrases from the Three Little Pigs			
Enrichment	BBC Teach video: BBC philharmonic orchestra performing music alongside story of the Three Little Pigs https://www.bbc.co.uk/teach/class-clips-video/articles/zfdy9ty			

Useful websites/resources

Kapow Music

BBC Teach

BBC Ten Pieces

Rocksteady Feel Good Friday