

**National Curriculum Objectives which are covered in this unit:**

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- 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
- Performing
- Composing

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

<p><b>Lesson 1 – Seaside Sounds</b> Learning to sing a traditional British folk song (My Bonnie Lies Over the Ocean).</p> <p><b>LO:</b> To learn to sing a British folk song.</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can breathe at appropriate times when singing.</li> <li>• I can sing a short song from memory.</li> <li>• I can sing high and low notes.</li> </ul> <p><b>Assessing progress and understanding</b> <b>Pupils with secure understanding indicated by:</b> breathing at appropriate times when singing; singing the song from memory; beginning to demonstrate pitch when singing. <b>Pupils working at greater depth indicated by:</b> using the word pitch to identify the high and low sounds when singing; singing lyrics confidently and in time.</p>	<p><b>Lesson 2 – Countryside Sounds</b> Learning to sing a traditional folk song about the countryside (Lavender’s Blue).</p> <p><b>LO:</b> To practise and perform a song relating to the countryside.</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can sing a simple song from memory.</li> <li>• I can breathe at appropriate points in a song.</li> <li>• I can sing a song with a wide pitch range.</li> </ul> <p><b>Assessing progress and understanding</b> <b>Pupils with secure understanding indicated by:</b> singing the song from memory; breathing after each phrase in the song while singing; using different pitches while singing (high and low notes). <b>Pupils working at greater depth indicated by:</b> singing accurately and confidently;</p>	<p><b>Lesson 3 – City Sounds</b> Singing and creating actions for a song representing a city environment, focusing on London.</p> <p><b>LO:</b> To practise and perform a song relating to the city.</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can identify the sounds of the city.</li> <li>• I can breathe at appropriate times when singing.</li> <li>• I can sing a short song from memory.</li> <li>• I can create actions to accompany a short song.</li> </ul> <p><b>Assessing progress and understanding</b> <b>Pupils with secure understanding indicated by:</b> singing ‘London Bridge is falling down’ accurately; performing actions that match lyrics; taking a breath at appropriate times during singing.</p>	<p><b>Lesson 4 – Structured Soundscape</b> Working in groups, children choose a setting (seaside, countryside or city) and start composing a piece of music for it.</p> <p><b>LO:</b> To create symbols to represent sounds.</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can work with others to combine different sounds.</li> <li>• I can use voices to make a composition reflect a chosen environment.</li> <li>• I can use simple drawings or lines to show sound.</li> </ul> <p><b>Pupils with secure understanding are indicated by:</b> collaborating and communicating in their group; using sounds creatively to represent their chosen environment; applying pitch and dynamics to enhance their composition.</p>	<p><b>Lesson 5 – Performing a Composition</b> Composing a piece of music that takes the children on a journey through Britain, from the seaside to the countryside to the city.</p> <p><b>LO:</b> To develop and perform a musical composition.</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can breathe at appropriate times when singing.</li> <li>• I can sing a simple song from memory.</li> <li>• I can read notation from left to right.</li> <li>• I can stand or sit appropriately when performing or waiting to perform.</li> </ul> <p><b>Assessing progress and understanding</b> <b>Pupils with secure understanding indicated by:</b> recalling and singing the</p>
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	effectively incorporating musical vocabulary in discussions about the piece.	<b>Pupils working at greater depth indicated by:</b> creating multiple actions that would fit the lyrics of the song and performing them accurately on the beat; being able to verbally identify high and low parts of the song.	<b>Pupils working at greater depth indicated by:</b> composing and performing a piece with a clear structure, creating multiple sounds and symbols that obviously represent the chosen sound; using musical vocabulary for in-depth discussion of compositions; guiding their group's creative process.	folk songs; performing a composition; taking breaths at appropriate times when singing; reading notation from left to right. <b>Pupils working at greater depth indicated by:</b> demonstrating an ability to perform vocal and body percussion sounds considering transitions; taking on leadership roles within their group; providing detailed, constructive feedback using musical vocabulary.
<b>Prior learning</b> <i>List year groups and topics with connected learning</i>	<b>EYFS</b> Exploring Sound Celebration Music Music and Movement Musical Stories Transport Big Band <b>Year 1</b> 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)		<b>Year 2</b> Call and Response (Theme: Animals) Instruments (Theme: Storytelling)	
<b>Future learning</b> <i>List year groups and topics with connected learning</i>	<b>Year 2</b> Contrasting Dynamics (Theme: Space) Structure (Theme: Myths and Legends) Pitch (Theme: Musical Me) <b>Year 6</b> 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		<b>Year 3</b> 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) <b>Year 4</b> 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) <b>Year 5</b> Blues Musical Theatre	

		Composition Notation (Theme: Ancient Egypt) Looping and Remixing Composition (Theme: Festival of Colour) South and West Africa
<b><u>Key vocabulary to be explicitly taught</u></b>	Composer; composition; dynamics; inspiration; pitch; tempo; phrase	
<b><u>Cross-curricular links</u></b>	<b>Geography</b> Naming and locating the four countries and capital cities of the United Kingdom and its surrounding seas.	
<b><u>Enrichment</u></b>	Rocksteady Feel Good Friday Autumn 1: Vocal Zone section of each week to warm up vocals and support technique	
<b><u>Useful websites/resources</u></b>	<b>Kapow Music</b> <b>BBC Teach</b> <b>BBC Ten Pieces</b> <b>Rocksteady Feel Good Friday</b>	