

# Newquay Primary Academy –Autumn Term 2 Sequence– Music



## RECEPTION

### Prior knowledge...

In EYFS children will match the pitch of a tone sung by another person and sing melodic shape (such as up and down) of familiar songs.

## YEAR 1

### Adding Rhythm and Pitch

### Prior knowledge...

Pulse, beat, rhythm, pitch, long, short, high, low

## YEAR 2

### Focus on dynamics and tempo

### Prior knowledge...

Rhythm, musical patterns, melody, tempo, dynamics

## INTENT

To understand the musical term rhythm.

To understand the musical terms, rhythm and pitch.

To apply a deeper understanding of dynamics and tempo when listening, creating and performing.

## VOCABULARY / STICKY KNOWLEDGE

Rhythm, together

Rhythm, pitch, improvise, riff

Dynamics, loud, quiet, tempo, fast, slow

## SEQUENCE OF LESSONS

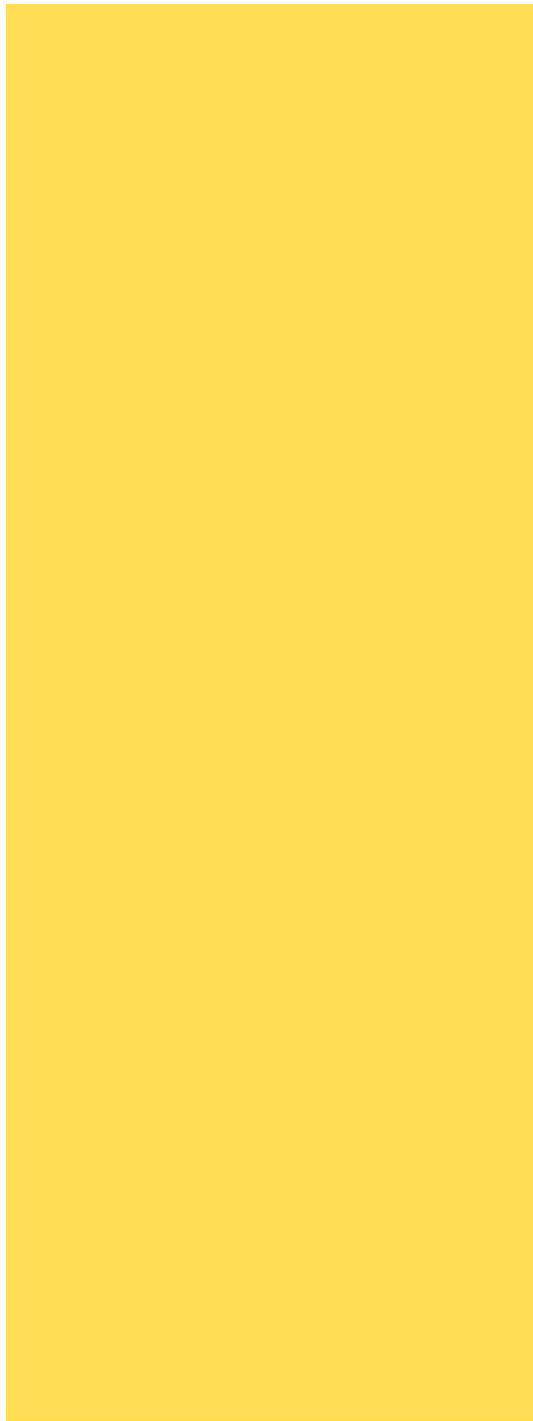
1. Sing & Dance the patterns in 'Banana, Banana, Meatball
2. Sing Nursery Rhymes
3. Play Boom Whackers collaboratively in time.
4. Learn and Perform the Nativity songs.
5. Sing/Dance in Wake and Shake every day
6. Sing and Sign 'We Wish you a Merry Christmas'

1. Twinkle, Twinkle Little Star
  - Move in time with a steady beat
  - Copy back simple long and short rhythms with clapping
  - Have fun warming up your face, body and voice
  - Copy back singing simple high and low patterns
  - Copy back the rhythmic words - you can say them and clap them
2. In the orchestra
  - Begin to create personal musical ideas using the given notes
  - Improvisation is about making up your own tunes on the spot
  - When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.
  - Everyone can improvise!
  - Improvise simple riffs using question and answer phrases
3. Daisy Bell (Bicycle made for two)
  - Listen and focus on the music together
  - Walk, move and clap a steady beat with others.
  - Find the beat, perhaps use body percussion.
  - Change with the beat if the tempo changes
  - Begin to share your thoughts and feelings about the music
  - Explore and discover the song/piece's simple musical concepts
  - Learn about the purpose or style of the song/piece and some instruments used in it

1. Sparkle in the sun (part 1)
  - Understand that the speed of the beat can change, creating a faster or slower pace (tempo)
  - Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo
  - Walk in time to the beat of a piece of music or song
  - Know the difference between left and right to support coordination and shared movement with others
  - Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats
  - Internalise, keep and move in time with a steady beat in 2/4 time
  - Copy back rhythms from memory or with notation
2. Sparkle in the sun (part 2)
  - Listen to the rhythms provided and create a simple rhythmic answer.
  - Create and/or identify rhythm patterns using minims, crotchets, quavers and their rests
  - Listen to and copy back two-note melodic patterns using the notes C and G (doh and soh) from memory and with notation
  - Listen to melodic patterns using C and G and create a simple melodic answer, using rhythmic combinations of minims, crotchets, quavers and their rests
  - Begin to understand the importance of warming up your face, body and voice
  - Copy back simple melodic patterns using voices (solfa option in settings)
3. Listen (part 1)



**OUTCOME / COMPOSITE**



Children will perform the Nativity matching the melody and pitch of the songs.

- If you like this song/piece, perhaps listen to and learn about other songs or pieces of music that are similar
- 4. Dancing Dinosaurs
  - Try to understand what the song is about, what the words mean
  - Begin to understand why we warm up our voices and bodies
  - Singing together is fun, but you must learn to listen to each other
  - Enjoy singing a solo
- 5. Rock-a-bye Baby
  - Play a part on a tuned or untuned instrument by ear or from notation
  - To rehearse and perform their part within the context of the Unit song
  - Playing together and everybody keeping the beat
  - Learn to treat instruments carefully and with respect
  - Perform short repeating rhythm patterns (ostinati or riffs) while keeping in time with a steady beat
- 6. To rehearse and perform one or more of the songs.
  - Create and present a holistic performance with some understanding of the songs you are singing and how the activities fit with the songs
  - A performance is sharing music with other people, called an 'audience'
  - Present what has been learnt in the lesson
  - Introduce the performance with an understanding of what the song is about and anything else connected to it and you

To sing and perform a range of songs with an increased understanding of rhythm and pitch.

- Identify the beat groupings in familiar music that they sing regularly and listen to
- Learn about, explore and discover the song/piece's musical concepts and style
- Understand and describe the meaning of the song/piece and any lyrics, try to use some musical words
- Explore where the song/piece fits in the world and why it was written.
- What is its style and what instruments can you hear?
- If you like this song/piece, perhaps listen to and learn about other songs or pieces of music that are similar
- 4. Listen (part 2)
  - Understand the meaning of the song and what it was intended for
  - Understand the importance of vocal warm-ups
  - Singing as part of an ensemble or large group is fun, but you must listen to each other
  - Know that the song has a steady beat
  - Learn the design/structure of the song
  - Enjoy singing a solo
  - Know the meaning of dynamics (loud/quiet) and tempo (fast/slow)
- 5. The orchestra song
  - Play a part on a tuned instrument by ear or from notation
  - To rehearse and perform their part within the context of the Unit song
  - Playing together and everybody keeping the beat
  - To listen to and follow musical instructions from a leader
  - Learn to treat instruments carefully and with respect
- 6. To rehearse and perform one or more of the songs.
  - Create and present a holistic performance with an understanding of the song you are singing and where it fits in the world
  - Present what has been learnt in the lesson with confidence
  - Introduce the performance with an understanding of what the song is about and anything else connected to it and you

To sing and perform a range of songs with a deepened understanding of dynamics and tempo.