

# Newquay Primary Academy – Spring Term 1 Sequence– Music



**RECEPTION**  
**How does music make us feel?**  
**Prior knowledge...**  
 In EYFS children will express how music makes them feel.

**YEAR 1**  
**Introducing tempo and dynamics**  
**Prior knowledge...**  
 Rhythm, pitch, improvise, riff

**YEAR 2**  
**Exploring feelings through music**  
**Prior knowledge...**  
 Dynamics, loud, quiet, tempo, fast, slow

**INTENT**

To listen attentively, move and talk about music. Expressing their feelings and responses

To begin to understand the musical terms, tempo and dynamics.

To communicate and understand music through emotions and feelings.

**VOCABULARY / STICKY KNOWLEDGE**

Emotions, feelings, happy, sad, worried, scared

Tempo, dynamics, beat, rhythm, fast, slow, loud, quiet

Dynamics, loud, quiet, tempo, fast, slow

**SEQUENCE OF LESSONS**

1. Sing Nursery Rhymes
2. Play Boom Whackers collaboratively in time.
3. Learn a traditional Cornish song and perform at the St Piran's Day parade.
4. Sing/Dance in Wake and Shake every day
5. Sing our number bonds to five in time.
6. Listen and respond to the Star Wars soundtrack describing how it makes us feel.

1. If you're happy and you know it
  - 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. Sing Me A Song
  - 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. Sparkle
  - 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 songs/pieces simple musical concepts
  - Learn about the purpose or style of the song/piece and some instruments used in it

1. Rainbows (part 1)
  - Find and try to keep a steady beat
  - Very simple rhythm patterns using long and short
  - Very simple melodic patterns using high and low
  - Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion
  - Create rhythms using word phrases as a starting point
  - Read and respond to chanted rhythm patterns, including minims, crotchets, quavers and their rests
  - Create and perform your own chanted rhythm patterns
2. Rainbows (part 2)
3. Hands, feet, heart (part 1)
4. Hands, feet, heart (part 2)
5. All around the world

**OUTCOME / COMPOSITE**

To perform our Cornish song to celebrate St Piran's Day in a community event.

- If you like this song/piece, perhaps listen to and learn about other songs or pieces of music that are similar
- 4. Rhythm in the way we walk
  - 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. Big Bear Funk
  - 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 perform a song and dance to an audience (parents) with an awareness of tempo and dynamics. To sing a traditional Cornish song in the St Piran's day parade

To perform a song to an audience.