

Newquay Primary Academy – Spring Term 2 Sequence– Music



RECEPTION

Prior knowledge...

In EYFS children will create their own songs and play instruments to express themselves.

YEAR 1

Combining pulse, rhythm and pitch

Prior knowledge...

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

YEAR 2

Inventing a musical story

Prior knowledge...

Emotions, feelings, melody, performance

INTENT

To create music in the outdoor theatre and perform for my friends.

To combine pulse, rhythm and pitch.

To invent a musical story through composing and improvising.

VOCABULARY / STICKY KNOWLEDGE

Rhythm, performance, audience, beat

Pulse, rhythm, pitch

Musical elements, pulse, rhythm, pitch, dynamics, tempo, timbre, storytelling

SEQUENCE OF LESSONS

1. To create instruments using junk modelling
2. Perform to my friends in the outdoor theatre.
3. Listen to Tutor music and describe how it makes me feel
4. Learn 'You are the best' and perform to my family.
5. Learn 'You are my sunshine' and perform to my family

1. Days of the week
 - 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. Name 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. Cuckoo
 - Listen together
 - Feel free to enjoy moving in any way suitable to the beat of the music - movement and dance is great fun!
 - Talk about the song together and explore feelings, thoughts and emotions towards the song
 - Explore the concepts of a steady beat, high and low, fast and slow, loud and quiet, related to the song
 - What else did you find out about the song?

1. Helping each other (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. Helping each other (Part 2)
 - Encourage children to move in a way most comfortable to them.
 - Discuss what the composer's intentions were, using the musical vocabulary.
 - Discuss the music listened to in greater depth and talk about the musical features and how they might fit into the music.
3. The music man (Part 1)
 - Listen together and find the beat of the music
 - Take it in turns to talk about the song and explore feelings, thoughts and emotions towards the song
 - Explore an understanding of the musical concepts related to the song and how they fit
 - Try to use musical language when describing the music
 - What else did you find out about the song?
4. The music man (Part 2)
 - Create and present a holistic performance with an understanding of the song you are singing and where it fits in the world

OUTCOME / COMPOSITE

Children will perform songs to celebrate Mother's Day to their families.

4. Upside down
 - Sing together as a group and have fun
 - Stand up straight and breathe from deep within
 - Move to the music
 - Describe what the song is about - is there a story?
 - Follow a leader Incorporate any actions from the song
 - Sing and recognise high and low sounds
 - Sing songs in both low and high voices and talk about the difference in sound
5. Hush little baby
 - Share a performance of a song from this unit showing understanding of the combination of pulse, rhythm and pitch.

To understand how three of the important building blocks, pulse, rhythm and pitch, combine to create a song or a piece of music.

- 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
5. Let's sing together
 - Sing together as a group and have fun
 - Stand up straight and breathe from deep within
 - Move to the music
 - Describe what the song is about - is there a story?
 - Follow a leader
 - Incorporate any actions from the song

To use musical elements learned so far (pulse, rhythm, pitch, dynamics, tempo, timbre) to tell a story through music.