



RECEPTION

Prior knowledge...

In EYFS children will sing melodic shape (such as up and down) of familiar songs.

YEAR 1

Explore sound and create a story

Prior knowledge...

Improvisation is a great way to create music that belongs to YOU, and to express your feelings and ideas.

If you write your improvisation down in any way, it becomes a composition and you can play it again with your friends.

YEAR 2

Exploring improvisation

Prior knowledge...

When a musician sings or plays an instrument, they are already using their body; movement is an essential part of making music.

We are particularly attuned to the pulse (or beat) of a piece of music and we often feel naturally inclined to move in time with it, eg by tapping our feet, clicking our fingers, bobbing our heads or responding with whole-body movement. Naturally, out of this comes dance.

INTENT

To further explore how music makes us feel and practice learning and performing songs in tune and to the beat.

To use composition skills to explore sound and create a story.

To explore improvisation while continuing to work implicitly with all the other Foundational Elements of Music.

VOCABULARY / STICKY KNOWLEDGE

Rhythm, Pulse, lyrics, performance

Compose, composition, ostinati

Improvise, improvisation

- Improvisation is something that belongs to NOW (not to tomorrow, not to yesterday), which means your playing can reflect exactly how you feel right now.

SEQUENCE OF LESSONS

- Sing 'Odd/Even numbers' and 'Farmer Pete'
- Listen and express how music makes me feel at the Under the Waves disco
- Learn to play collaboratively using boom whackers.
- Learn and perform 'T.E.A.M' at Sports Day.
- Learn and perform 'Octopus Island' to my family

- The bear went over the mountain
 - 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
- In the sea
 - 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
- Alice the Camel
 - 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

- The sunshine song (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
- The sunshine song (Part 2)
 - 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?
- Four White Horses (Part 1)
 - 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?

- 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
- If you like this song/piece, perhaps listen to and learn about other songs or pieces of music that are similar
- 4. Ten Green Bottles
 - 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. Zoo time
 - 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) whilst keeping in time with a steady beat

- Follow a leader
- Incorporate any actions from the song
- 4. Four White Horses (Part 2)
 - To play and perform an instrumental part by ear or from standard notation and as part of the song being learnt
 - To play and perform an instrumental part by ear or from standard notation
- 5. Down by the bay
 - Share a performance of the learning and improvising that has taken place in this lesson.

OUTCOME / COMPOSITE

Perform 'T.E.A.M' at Sports Day and 'Octopus Island' at the End of Year celebration

To deepen understanding of composition through exploration of sounds and creation of a story.

To express feelings in the moment through deepened understanding of improvisation.