

**PPA Cover Ltd  
Music Education  
Primary Scheme of Work**

## Music Education

<b>Year Group</b>	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
<b>1 and 2</b>  Unit 1: Ongoing skills	<b>Unit 2</b> Exploring Sounds	<b>Unit 3</b> Exploring Duration	<b>Unit 4</b> Exploring pulse and rhythm	<b>Unit 5</b> Exploring Pitch	<b>Unit 6</b> Exploring Instruments and symbols	<b>Unit 7</b> Exploring timbre, tempo and dynamics
<b>3 and 4</b>  Unit 8: Ongoing Skills	<b>Unit 9</b> Exploring Descriptive Sounds	<b>Unit 10</b> Exploring Rhythmic patterns	<b>Unit 11</b> Exploring Arrangements	<b>Unit 12</b> Exploring Pentatonic Scales	<b>Unit 13</b> Exploring Sound Colours	<b>Unit 14</b> Exploring Singing Games
<b>5 and 6</b>  Unit 15: Ongoing Skills	<b>Unit 16</b> Exploring Descriptive Sounds	<b>Unit 17</b> Exploring Rhythmic patterns	<b>Unit 18</b> Exploring Arrangements	<b>Unit 19</b> Exploring Pentatonic Scales	<b>Unit 20</b> Exploring Sound Colours	<b>Unit 21</b> Exploring Singing Games

## Year 1 Unit 5: Unit Overview

In this unit children should develop their ability to recognise different ways sounds are made and changed and to name, to know how to play, a variety of classroom instruments Children will explore classroom instruments that make sound in similar ways and can be grouped in families. They will create symbols that represent the various ways an instrument can be played and use these to help create a sequence of sounds.

### **Cross Curricular related:**

This unit links to the ongoing skills by reinforcing and extending understanding of pitch, that is, higher and lower sounds. .

### **Expectations at the end of this unit:**

*All children will:*

identify ways in which sounds are made and changed; follow instructions.

*Most children will:*

identify and control a variety of sounds on musical instruments with confidence; perform with others; take accounts of musical instructions.

*Some children will:*

suggest how different sounds can be organised; make improvements to their own work; direct others.

### **Key vocabulary used in this unit**

In this unit children will have an opportunity to use words and phrases related to:

- dynamics: *loud, quiet, louder, quieter*
- pitch: *high, low, higher, lower*
- timbre: *bright, hollow*
- how sounds are produced: *shake, scrape, hit*
- classroom instruments: *triangle, maraca, guiro*

## Year 1 Unit 5: Exploring Instruments and Symbols

### Medium Term Plan

	<b>Learning Objective(s)</b>	<b>Proposed Teaching Activities</b>	<b>Learning Outcomes</b>
1.	All children will learn about classroom instruments.	<ul style="list-style-type: none"> <li>- Listening to <i>Cowboy Spring</i> to identify instruments.</li> <li>- Listen and learn the lyrics of <i>Music Man</i>.</li> <li>- Listen to <i>Rainforest Music</i> to identify volume.</li> </ul>	Children can identify instruments and the way their sound can be changed.
2.	All children will learn about classroom instruments.	<ul style="list-style-type: none"> <li>- Physical activity: Guess the instrument.</li> <li>- Sing <i>Bang bang, the sticks go bang</i>, to explore volume.</li> <li>- Perform and appraise <i>Bang Bang, the sticks go bang</i>.</li> </ul>	Children can identify instruments and the way their sound can be changed.
3.	All children will learn to identify ways instruments make sounds; some children will learn to identify how symbols can represent sounds.	<ul style="list-style-type: none"> <li>- Listening: <i>Jenny Tap the sticks</i>.</li> <li>- Physical activity: Instruments which you can tap; shake or scrape.</li> <li>- Listen and sing <i>When you play the tambour</i>.</li> <li>- Physical activity: exploring different ways to play instruments.</li> </ul>	All children can identify different groups of instruments; some children can perform together using symbols as support.
4.	All children will learn how symbols can be used to describe changing sounds; some children will learn to listen carefully and respond to sounds using movement.	<ul style="list-style-type: none"> <li>- Listen to <i>Rainforest Music</i> to match volume and symbols.</li> <li>- Practise playing instruments at different volumes.</li> <li>- Sing <i>Jenny tap the sticks</i>, responding to symbols.</li> <li>- Listen to <i>Rainforest Music</i> to match volume and movement.</li> </ul>	All children can perform together and follow instructions which combine the musical elements; some children can identify different sounds by matching movements to given sounds.
5	All children will learn to listen carefully and respond to sounds using movement; some children will learn to compose a class composition and contribute to the creation of a class score.	<ul style="list-style-type: none"> <li>- Sing <i>yo ho ho</i> and make footstep sounds to the beat.</li> <li>- Discuss sound and notation for each part of the islands score.</li> <li>- Sing <i>She'll be coming round the mountain</i> to practise walking in time to the beat.</li> </ul>	All children can identify different sounds by matching movements to given sounds; most children can make a composition and make their own symbols as part of a class score; some children can choose sounds and instruments carefully.
6.	Children will learn how to compose a class composition and make a score.	<ul style="list-style-type: none"> <li>- Create music to accompany the story <i>Treasure Island</i>.</li> <li>- Perform and appraise the music to accompany <i>Treasure Island</i> with the added narration.</li> </ul>	Children can choose sounds and instruments carefully and make improvements to their own and others' work.

<b>Date:</b>	<b>Year 1 Unit 5:</b> Exploring Instruments and symbols	<b>Resources:</b> - CD player - PPA Cover year 1 Summer term CD 1 - Whiteboards and pens - Three Bears cards
<b>Duration:</b> 45 mins – 1 hour	<b>Lesson no:</b> 1	
<b>Lesson Objective(s):</b> All children will learn about classroom instruments.		
<b>Learning Outcomes:</b> Children can identify instruments and the way their sound can be changed.		

	Time	Content	Teaching Points	Differentiation/Extension	Evaluation/Notes
<b>Focus Activity</b>	10 – 15 mins	<b>Listen to Cowboy Spring to identify instruments (TR.1)</b> Listen to <i>Cowboy Spring</i> ; ask children: what instrument is making the sound on the horse's feet? What other instruments can you hear?	- Talk to children about the different instruments that they can hear? Ask how many they can name. - Encourage children to talk about the instruments around them.	<b>D:</b> Discuss different instruments with children before listening to the song. <b>E:</b>	
<b>Main Content</b>	25 - 30 mins	<b>Listen to and sing along with I am the Music Man (TR.2)</b> Listen to <i>I am the Music Man</i> and sing along when children feel familiar with the lyrics. Encourage children to tap the pulse as they sing along. Sit in a circle and hand out a selection of instruments you can tap; shake or scrape. As you all sing the song; pass around a beanbag, whoever has the bean bag at the line <i>what can you play?</i> Plays their instrument as the class sings the rest of the song.	- Encourage the children to focus on the song by asking them to tap the pulse on their knees; children should join in the song as they begin to be familiar with the lyrics. (See lesson notes for full lyrics).  - This game will encourage children to focus on their task and to concentrate on singing. - This game should also encourage children to take turns as well as to identify different instruments.	<b>D:</b> Write lyrics on the board for children to refer to if they are struggling. <b>E:</b> Encourage children to do actions as they listen to the song. <b>D:</b> Practise playing instruments; differentiating between instruments that you can shake/scrape/tap before playing this game.	
<b>Plenary</b>	10 – 15 mins	<b>Listen to Rainforest Music to identify volume. (TR.3)</b> Listen to the recording; ask children what sounds they can identify in the music. Listen again and ask children to focus on the volume of sound they hear. Ask children to describe how the volume changes?	- Encourage children to focus on the volume of the music and to describe how the volume changes throughout the piece. - Make notes on the board for children to refer to if necessary	<b>D:</b> Practise singing and playing sounds loudly and quietly before listening to this song.	

**Lesson notes:*****I am the Music Man***

*(All sing)*

I am the music man,

I come from far away,

And I can play.

What can you play? \_\_\_\_\_

*(Child picks up a tambourine and all sing the instrument's name:)*

I play the tambourine.

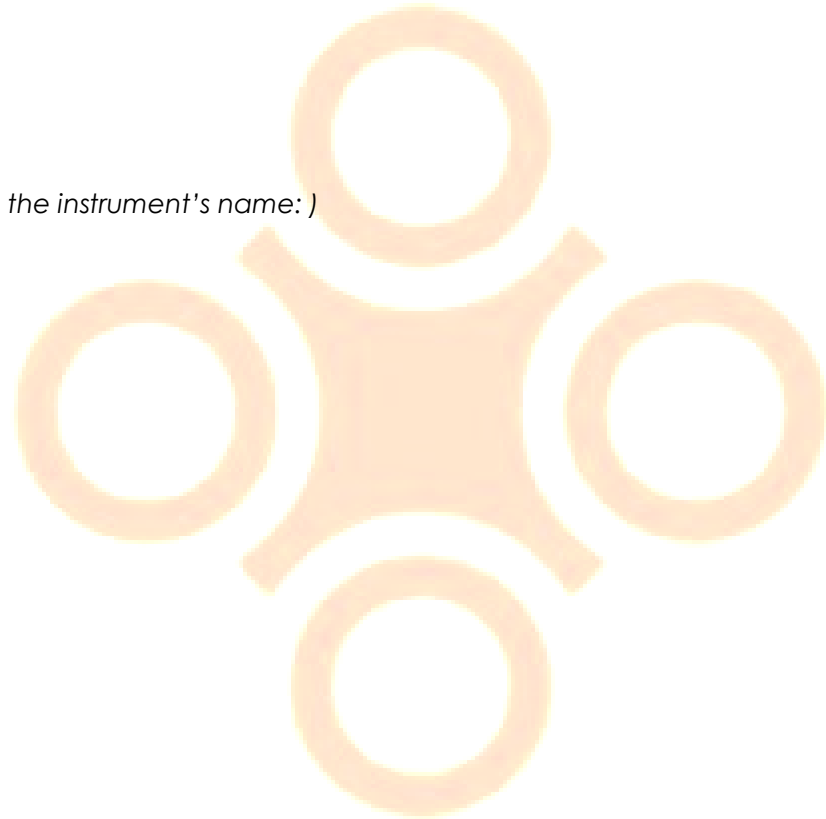
*(Child plays while all sing:)*

Shake – a shake – a shake – a shake,

Shake – a shake, shake – a shake,

Shake – a shake – a shake – a shake,

Shake – a shake – a shake. *(Repeat)*



**Lesson Evaluation** (To be completed by the music teacher at the end of every lesson)

**Objectives of module:**

Were these achieved?

**Cross Curricular related:**

**Lesson Evaluation:** What worked well? What did not work as well?:

**Assessment of children;** behaviour techniques/rewards and sanctions used:

**Strategies for next lesson:**

## Year 2 Unit 5: Unit Overview

In this unit children should develop their ability to recognise different ways sounds are made and changed and to name, to know how to play, a variety of classroom instruments Children will explore classroom instruments that make sound in similar ways and can be grouped in families. They will create symbols that represent the various ways an instrument can be played and use these to help create a sequence of sounds.

### Cross Curricular related:

This unit links to the ongoing skills by reinforcing and extending understanding of pitch, that is, higher and lower sounds. .

### Expectations at the end of this unit:

All children will:

identify ways in which sounds are made and changed; follow instructions.

Most children will:

identify and control a variety of sounds on musical instruments with confidence; perform with others; take accounts of musical instructions.

Some children will:

suggest how different sounds can be organised; make improvements to their own work; direct others.

### Key vocabulary used in this unit

In this unit children will have an opportunity to use words and phrases related to:

- dynamics: *loud, quiet, louder, quieter*
- pitch: *high, low, higher, lower*
- timbre: *bright, hollow*
- how sounds are produced: *shake, scrape, hit*
- classroom instruments: *triangle, maraca, guiro*

## Year 2 Unit 5: Exploring Instruments and Symbols

### Medium Term Plan

	Learning Objective(s)	Proposed Teaching Activities	Learning Outcomes
1.	All children will learn about classroom instruments; some children will learn to identify different ways instruments make sounds.	<ul style="list-style-type: none"> <li>- Listening: <i>Sextet</i>.</li> <li>- Physical activity: exploring instruments.</li> <li>- Listening: <i>Toy Symphony Mvt 1 – Mozart</i></li> <li>- Compose sounds to accompany <i>Toy Symphony</i> by Mozart.</li> </ul>	Children can identify instruments and the way their sound can be changed; some children can identify different groups of instruments.
2.	All children will learn to identify how sounds can be changed; some children will learn to understand how symbols can be used to represent sounds.	<ul style="list-style-type: none"> <li>- Listening: <i>Toy Symphony Mvt 2 – Mozart</i>.</li> <li>- Jabberwocky Game: how can symbols be used to represent sounds?</li> <li>- Organise the sounds to create a new score.</li> <li>- Rehearse, perform and appraise the new Jabberwocky scores.</li> </ul>	Children can identify instruments and the way their sound can be changed; some children can perform together using symbols as support.
3.	All children will learn to understand how symbols can be used to represent sounds; some children will learn how symbols can be used to describe changing sounds.	<ul style="list-style-type: none"> <li>- Physical activity: Funny name game.</li> <li>- Listen to Cartoon Strip; work as a class to create an original class cartoon strip with added sounds and actions.</li> <li>- Perform and appraise the new Cartoon Strip(s).</li> </ul>	All children can perform together using symbols as a support; some children can perform together and follow instructions which combine the musical elements.
4.	All children will learn to listen carefully and respond to sounds using movement; most children will learn to understand how symbols can be used to represent sounds; some children will learn how symbols can be used to describe changing sounds.	<ul style="list-style-type: none"> <li>- Physical activity: Funny name game.</li> <li>- Work in groups to compose sounds to reflect a mythical creature using the visual stimuli.</li> <li>- Perform and appraise mythical creature compositions.</li> </ul>	All children can identify different sounds by matching movements to given sounds; most children can perform together using symbols as a support; some children can perform together and follow instructions which combine the musical elements.
5.	All children will learn to compose a class composition; some children will learn how symbols can be used to describe changing sounds.	<ul style="list-style-type: none"> <li>- Physical activity: <i>Boom Chicka Boom</i></li> <li>- Listen to and learn the lyrics of <i>Hairy Scary Castle</i>.</li> <li>- Work in groups to create sounds to represent 8 scary rooms.</li> </ul>	All children can contribute to the creation of a class composition; some children can perform together and follow instructions which combine the musical elements.
6.	Children will learn how to compose a class composition and make a score.	<ul style="list-style-type: none"> <li>- Physical activity: <i>Boom Chicka Boom</i> to revise spooky sounds.</li> <li>- create music using instruments to reflect spooky sounds heard in the <i>Hairy Scary Castle</i> and notate these in a graphic score.</li> <li>- Perform and appraise <i>Hairy Scary Castle</i> with the added spooky sounds accompaniment.</li> </ul>	All children can contribute to the creation of a class composition and make their own symbols as part of a class score; some children can choose sounds and instruments carefully and make improvements to their own and others' work.

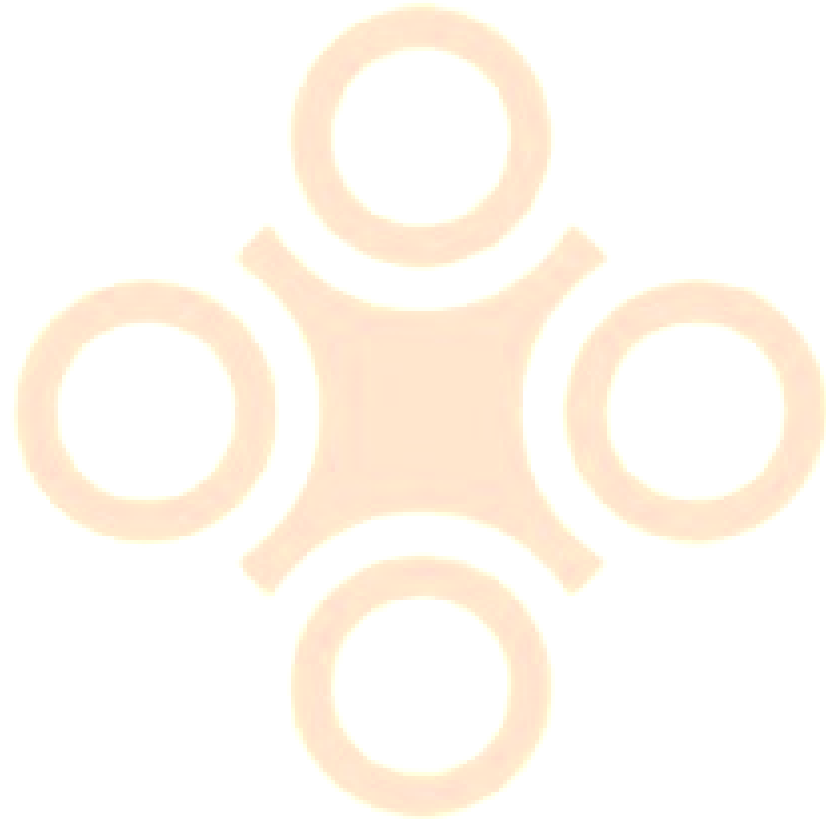
<b>Date:</b>	<b>Year 2 Unit 5:</b> Exploring Instruments and symbols	<b>Resources:</b> - CD player - PPA Cover year 2 Summer term CD 1 - Whiteboards and pens - Three Bears cards
<b>Duration:</b> 45 mins – 1 hour	<b>Lesson no:</b> 1	
<b>Lesson Objective(s):</b> All children will learn about classroom instruments; some children will learn to identify different ways instruments make sounds.		
<b>Learning Outcomes:</b> Children can identify instruments and the way their sound can be changed; some children can identify different groups of instruments.		

	Time	Content	Teaching Points	Differentiation/Extension	Evaluation/Notes
<b>Focus Activity</b>	10 – 15 mins	<b>Listen to Sextet to identify the instruments (TR.1)</b> Listen to <i>Sextet</i> and ask children to feedback what instruments they can hear and what materials they are made of.	- This is a good exercise to focus children on the lesson ahead. - Children should be able to name and mime any instruments that they hear.	<b>D:</b> Hand out stickers for good listeners.	
<b>Main Content</b>	25 - 30 mins	<b>Exploring Instruments.</b> Introduce a number of different instruments to children, stating the following: - what each instrument is made of; - how each instrument can be played. Hand each instrument out to children. In turn, ask children to play their relevant instruments. ie. If your instrument is made of ___ you may play it now.  <b>Listen to the first movement of The Toy Symphony by Mozart (TR.2)</b> Listen to this piece and ask children about the different sounds they can hear.	- Try to have a wide range of instruments available; if this is not possible it may be important to find sounds and pictures of different instruments.  - Give children a substantial amount of time to explore their instrument and the different ways they can play it. - Use some popular songs for children to play along to.  - This piece has many different sounds within it as well as the regular orchestral instruments. (See lesson notes for more information.)	<b>D:</b> Only hand out instruments to children who are sat sensibly and who are listening carefully.  <b>E:</b> Ask children what they know about the instruments in terms are where they might be from etc.  <b>D:</b> Write notes on the board to prompt children; talk to children the background of this piece.	<b>NB.</b> This whole lesson is based around exploring instruments, the sounds they make and the materials they are made out of. The important thing for children to take away from this lesson is that instruments can be played in a variety of ways to create a number of different sounds.
<b>Plenary</b>	10 – 15 mins	<b>Add own percussion sounds to The Toy Symphony by Mozart</b> Hand out a variety of percussion instruments; listen to <i>The Toy Symphony</i> and encourage children to experiment with different percussive sounds over the music.	- This activity will give children the chance to experiment with different percussion instruments in a safe and constructive way.	<b>D:</b> Practise different sounds before doing this activity.	

**Lesson notes:**

The **Toy Symphony** (full title: [Cassation](#) in G major for toys, 2 [oboes](#), 2 [horns](#), [strings](#) and [continuo](#)) is a musical work with parts for toy instruments and is popularly played at Christmas.

*From Wikipedia*



**Lesson Evaluation** (To be completed by the music teacher at the end of every lesson)**Objectives of module:**

Were these achieved?

**Cross Curricular related:**

**Lesson Evaluation:** What worked well? What did not work as well?:

**Assessment of children;** behaviour techniques/rewards and sanctions used:

**Strategies for next lesson:**

## Year 3 Unit 5: Unit Overview

In this unit children should develop their ability to create, perform and analyse expressive compositions and extend their sound vocabulary. Children will develop their understanding of how sounds made on different musical instruments can be used expressively. They will explore how sounds can describe the moods stimulated by pictures and words. Children will create simple compositions combining rhythm and melody and share these with the class. They will begin to explore the more abstract use of sounds.

### Cross Curricular related:

This unit links to the ongoing skills by reinforcing and extending understanding of the expressive use of the combined musical elements. This unit explores moods and emotions and has a direct link to PSHE.

### Expectations at the end of this unit:

*All children will:*

describe different moods and extend their range of sound vocabulary; make sound effects, rather than create images.

*Most children will:*

carefully choose, order, combine and control sounds with awareness of their combined effect; use sound to create more abstract images.

*Some children will:*

create compositions that use a wide variety of sound colours and make subtle adjustments to achieve the intended effect; explore how sounds can be used abstractly.

### Key vocabulary used in this unit

In this unit children will have an opportunity to use words and phrases related to:

- elements: *pitch, dynamics, rhythm, texture, timbre, tempo*
- structure: *beginning, middle, end, repetition*
- processes: *composing music that describes feelings or moods using 'tense' or 'calm' sounds*

**Medium Term Plan**  
**Year 3 Unit 5: Exploring Sound Colours**

	<b>Learning Objective(s)</b>	<b>Proposed Teaching Activities</b>	<b>Learning Outcomes</b>
<b>1.</b>	All children will learn that music, like pictures, can describe images and moods.	- Listen and discuss the set pieces; what is programme music and how a piece of music can create an image or a story in the listeners mind. - Physical activity: combining sound and movement.	All children can identify descriptive features in art and music; some children can analyse and comment on how sounds are used to create different moods.
<b>2.</b>	All children will learn to relate sounds to visual images; some children will learn to select appropriate instruments.	- Listening activity: <i>Sounds Menu</i> . - Discuss and compose sounds to reflect the visual stimulus given. - Perform the sounds which reflect the visual stimulus and appraise.	All children can select instruments and create sounds to describe visual images; most children can choose instruments on the basis of internalised sounds; some children can analyse and comment of the effectiveness of the sounds and instruments selected.
<b>3.</b>	Children will learn how sounds can be combined to many textures.	- Discuss the given visual stimulus. - Create a sound collage composition in groups to reflect the mood and atmosphere of the given visual stimulus and perform these to the class.	Children can create textures by combining sounds in different ways.
<b>4.</b>	Children will learn how mood and emotion can be illustrated in music.	- Listen to and discuss the sounds heard in <i>Horror Hotel</i> ; learn to sing <i>Horror hotel</i> . - Use a visual stimulus to create spooky sounds to accompany a performance of <i>Horror Hotel</i> .	Children can create music that describes two contrasting moods or emotions.
<b>5</b>	All children will learn how pitched sounds can be combined; most children will learn how rhythmic sounds can be combines; some children will learn how sounds can be used expressively.	- Physical activity: <i>Boom Chicka Boom</i> - Discuss the pieces and visual stimuli used in this module and the ideas that children have taken from it. - Devise a composition which reflects the sounds of a 21 <sup>st</sup> century household using the sound house planning sheet.	All children can recognise and explore different combinations of pitched sounds; most children can recognise and explore different combinations of rhythmic sounds; some children can compose music to describe a picture in groups of 2 or 3.
<b>6.</b>	Children will learn how sounds can be used expressively.	- Physical activity: Find the instrument. - Work in groups to create a 21 <sup>st</sup> century sound house composition. - Perform and appraise sound house compositions.	Children can compose music to describe a picture in groups of two or three.

<b>Date:</b>	<b>Year 3 Unit 5:</b> Exploring Instruments and symbols	<b>Resources:</b> - CD player - PPA Cover year 3 Summer term CD 1
<b>Duration:</b> 45 mins – 1 hour	<b>Lesson no:</b> 1	
<b>Lesson Objective(s):</b> All children will learn that music, like pictures, can describe images and moods.		
<b>Learning Outcomes:</b> All children can identify descriptive features in art and music; some children can analyse and comment on how sounds are used to create different moods.		

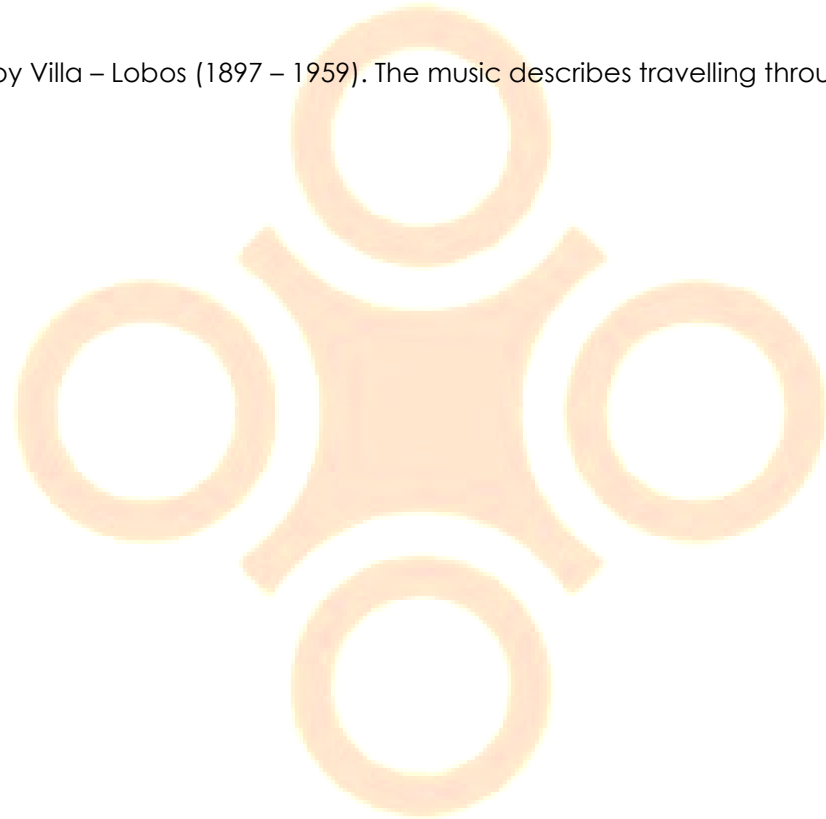
	Time	Content	Teaching Points	Differentiation/Extension	Evaluation/Notes
<b>Focus Activity</b>	10 – 15 mins	<b>Listen to three contrasting pieces of music (Tr's 1,2,3)</b> Listen to each track with telling children the titles, ask children what they think each piece is about and what picture does it create in their mind?	- This activity will introduce children to lots of different styles of music and should focus them on the lesson ahead	<b>D:</b> Hand out stickers/rewards to children who are listening carefully. <b>E:</b> Ask children to make notes about what they hear in each piece.	
<b>Main Content</b>	25 - 30 mins	<b>Discuss the images described in two of the pieces of music (TR's 2,3)</b> Explain to children that each piece of music they have listened was meant to create a picture in their minds. <i>Music that paints a picture of tells a story is called 'Programme Music'.</i> Listen again and discuss with children the extracts from <i>Ansam</i> and <i>Mu min xin</i> (See lesson notes: how has each image been described in the music in terms of: tone, rhythm, dynamics, tempo and structure. This activity to encourage children to really focus on different parts of the music <b>Listen again and discuss the images created in <i>The little train of the Caipira (TR.1)</i></b> Listen again to this piece and tell children the title. Ask children what they notice about the speed of the music: at the beginning? At the middle? At the end? (Stop the recording at regular intervals in order to discuss ideas in small stages). TASK: hand out copies of the train sheet; children should listen to the piece again and should fill out the sheet in pairs, writing down the sounds they can hear in each in section; as well as notes about the tempo; pitch; dynamics and different instruments. <b>Discuss children's' notes after listening to the piece in full.</b>		<b>D:</b> prompt children with describing words to help them describe what they hear in each piece. <b>E:</b> (Leading on from the focus activity) ask children to feed back their notes to the rest of the class.  <b>D:</b> Write notes and key words on the board in order to prompt children with ideas.	
<b>Plenary</b>	10 – 15 mins	<b>Make Movements to represent images in <i>The Little Train of Caipira (TR.1)</i></b> All listen to this piece and ask children to improvise movements to represent images that this music create in their heads	- This activity will encourage children to be really creative. - Children should change elements such as their speed to reflect the music.	<b>D:</b> brainstorm some ideas of movements before doing this activity.	

**Lesson notes:**

*Ansam* is Arabian. It describes breezes and was composed by Hassan Erraji. It is play on the nay, an Arabian flute.

*Mu min xin ge* in an instrumental version of a traditional Chinese song. This extract describes a Mongolian cattleman galloping on his horse to round up cattle.

*The little train of Caipira* was composed by Villa – Lobos (1897 – 1959). The music describes travelling through the Brazilian mountains on a steam train.



## The Little Train

Setting off



Steady speed

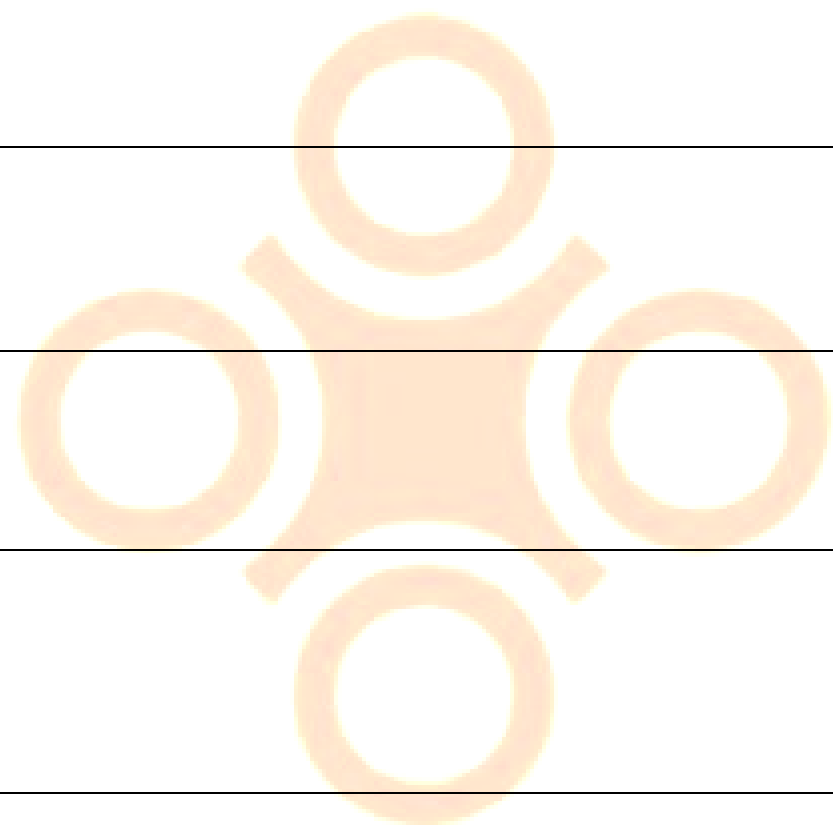
Braking hard



Steady speed



own



**Lesson Evaluation** (To be completed by the music teacher at the end of every lesson)

**Objectives of module:**

Were these achieved?

**Cross Curricular related:**

**Lesson Evaluation:** What worked well? What did not work as well?:

**Assessment of children;** behaviour techniques/rewards and sanctions used:

**Strategies for next lesson:**

## Year 4 Unit 5: Unit Overview

In this unit children should develop their ability to create, perform and analyse expressive compositions and extend their sound vocabulary. Children will develop their understanding of how sounds made on different musical instruments can be used expressively. They will explore how sounds can describe the moods stimulated by pictures and words. Children will create simple compositions combining rhythm and melody and share these with the class. They will begin to explore the more abstract use of sounds.

### **Cross Curricular related:**

This unit links to the ongoing skills by reinforcing and extending understanding of the expressive use of the combined musical elements. This unit explores moods and emotions and has a direct link to PSHE.

### **Expectations at the end of this unit:**

*All children will:*

describe different moods and extend their range of sound vocabulary; make sound effects, rather than create images.

*Most children will:*

carefully choose, order, combine and control sounds with awareness of their combined effect; use sound to create more abstract images.

*Some children will:*

create compositions that use a wide variety of sound colours and make subtle adjustments to achieve the intended effect; explore how sounds can be used abstractly.

### **Key vocabulary used in this unit**

In this unit children will have an opportunity to use words and phrases related to:

- elements: *pitch, dynamics, rhythm, texture, timbre, tempo*
- structure: *beginning, middle, end, repetition*
- processes: *composing music that describes feelings or moods using 'tense' or 'calm' sounds*

## Medium Term Plan

### Year 4 Unit 5: Exploring Sound Colours

	<b>Learning Objective(s)</b>	<b>Proposed Teaching Activities</b>	<b>Learning Outcomes</b>
1.	Children will learn that music, like pictures, can describe images and moods.	<ul style="list-style-type: none"> <li>- Listen to and describe the story of <i>The Little Train of Caipira</i>.</li> <li>- Listen to and discuss: What is programme music?</li> <li>- Physical activity: Tambourine Talk.</li> </ul>	All children can identify descriptive features in music; some children can analyse and comment on how sounds are used to create different moods.
2.	Children will learn how to relate sounds to visual images.	<ul style="list-style-type: none"> <li>- Physical activity: <i>Stormy Sounds</i>.</li> <li>- Discuss the picture of a rainforest and create music to reflect this picture.</li> </ul>	Children can select instruments create sounds to describe visual images.
3.	All children will learn to select appropriate instruments; most children will learn how sounds can be combined to make textures; some children will learn how mood and emotion can be illustrated in music.	<ul style="list-style-type: none"> <li>- Physical warm up: Tambourine Talk.</li> <li>- Listening: <i>Seasons turn to Seasons</i>.</li> <li>- Group composition to reflect the mood of <i>Seasons turn to Seasons</i>: with special consideration of timbres of instruments used.</li> </ul>	
4.	Children will learn how sounds can be combined to make textures.	<ul style="list-style-type: none"> <li>- Listening activity: <i>La Mer</i> by Debussy.</li> <li>- Discussion: The moods and atmospheres created at the seaside.</li> <li>- Group composition: <i>Music at the Seaside</i>.</li> </ul>	All children can analyse and comment on the effectiveness of the sounds and instruments selected; some children can create textures by combining sounds in different ways.
5	All children will learn how sounds can be combined to make textures; most children will learn how mood and emotion can be illustrated in music; some children will learn to use sounds expressively.	<ul style="list-style-type: none"> <li>- Listening activity: <i>The Little Train of Caipira</i>.</li> <li>- Research: listening and discuss different pieces of music from around the world in preparation for composition activity.</li> <li>- Group work planning own sound collage compositions.</li> </ul>	All children can create music that describes two contrasting moods/emotions; most children can create textures by combining sounds in different ways; some children can compose music in groups to describe a picture.
6.	All children will learn how sounds can be combined to make textures; most children will learn how mood and emotion can be illustrated in music; some children will learn to use sounds expressively.	<ul style="list-style-type: none"> <li>- Listen again and review the listening exercises from this module.</li> <li>- Create and a short sound collage which combines the techniques taught about texture and expression.</li> </ul>	All children can create music that describes two contrasting moods/emotions; most children can create textures by combining sounds in different ways; some children can compose music in groups to describe a picture.

<b>Date:</b>	<b>Year 4 Unit 5:</b> Exploring Sound Colours	<b>Resources:</b> - CD player - PPA Cover year 4 Summer term CD 1
<b>Duration:</b> 45 mins – 1 hour	<b>Lesson no:</b> 1	
<b>Lesson Objective(s):</b> Children will learn that music, like pictures, can describe images and moods.		
<b>Learning Outcomes:</b> All children can identify descriptive features in music; some children can analyse and comment on how sounds are used to create different moods.		

	Time	Content	Teaching Points	Differentiation/Extension	Evaluation/Notes
<b>Focus Activity</b>	10 – 15 mins	<b>Listen to the Little Train of Caipira (TR.1)</b> Listen to this piece and ask children to draw what they imagine when listening to this piece of music.	- Children should easily be able to describe the story of this piece.	<b>D:</b> Write ideas on the board to prompt children.	
<b>Main Content</b>	25 - 30 mins	<b>Listen to 2 contrasting pieces of Programme Music (TR's 2, 3)</b> <i>Programme music is music which creates a mood or tells a story.</i> Listen to an extract of <i>Euphoria</i> and ask children how it makes them feel and what images the music conjures up in their heads. Listen to <i>Spooky Spinney</i> and ask children to describe what they imagine when listening to this song.  <b>Discuss how the composers of Spooky Spinney and Euphoria create the mood or image.</b> (See lesson notes). Split children into groups and ask them to write ideas down as they listen; these ideas should then be fed back to the class.		<b>D:</b> Work as a class to explore different moods and feelings in movement. <b>E:</b> Ask children to give a detailed description what they imagine when listening to each piece.	
<b>Plenary</b>	10 – 15 mins	<b>Play Tambourine Talk</b> All children should sit in a circle; choose two children to sit in the middle facing each other and give each a tambourine. The class will choose a mood such as angry and the pair will have to conduct a conversation using tambourines, to reflect this mood.	- Use visual aids of different moods to prompt children and to help them choose. - If there are enough tambourines, split children into smaller circles/groups for this task.	<b>D:</b> Model this task before asking children to do it. <b>E:</b> Ask each pair to choose a mood to reflect, the rest of the class have to guess which mood is being reflected.	

**Lesson Notes:**

*Euphoria*: the beat of the music makes us feel like dancing; the note at the start of each phrase gives it a very happy sound; the melody is very simple and catchy which again makes the music dance like ...

*Spooky Spinney*: the music has a vocal part that sets the scene – walking late through *Spooky Spinney*. The narrator sounds frightened and gets gradually louder to build the sense that something is about to happen. Low notes give a sense of suspense; they move by step which reminds us that the person is walking slowly and something spooky may be following. There is also a howling, spooky wind sound effect.



**Lesson Evaluation** (To be completed by the music teacher at the end of every lesson)

**Objectives of module:**

Were these achieved?

**Cross Curricular related:**

**Lesson Evaluation:** What worked well? What did not work as well?:

**Assessment of children;** behaviour techniques/rewards and sanctions used:

**Strategies for next lesson:**

## Year 5 Unit 5: Unit Overview

In this unit children will develop and demonstrate their ability to take part in a class performance with confidence, expression and control. Children will sing and play a two-part song, play instrumental accompaniments and rehearse and develop musical and performance ideas with understanding of how to achieve a quality class performance.

### Cross Curricular related:

This unit has builds on units studied throughout the year and reinforces and consolidate singing skills and the ability to listen and perform from memory and notations.

### Expectations at the end of this unit:

*All children will:*

sing confidently and expressively, following the shape of the melody.

*Most children will:*

sing confidently and expressively with attention to dynamics and phrasing, with good intonation and a sense of occasion; play the simpler accompaniment parts on glockenspiel, bass drum or cymbal.

*Some children will:*

sing the melody confidently and accurately; play the more complex instrumental parts, e.g. *flute/recorder, violin, cello or clarinet*, with rhythmic and dynamic control.

### Key vocabulary used in this unit

In this unit children will have an opportunity to use words and phrases related to:

- sounds, eg *harmony, rests, timbre, accents*
- processes, eg *arranging a given song*
- context, eg *venue, occasion*

## Medium Term Plan

### Year 5 Unit 5: Performing Together

	<b>Learning Objective(s)</b>	<b>Teaching Activities</b>	<b>Learning Outcomes</b>
1.	All children will learn about the context of the song selected.	<ul style="list-style-type: none"> <li>- Discussion: What is performance?</li> <li>- Listening and Discussion: <i>Let it be</i></li> <li>- Learn to sing <i>Let it be</i>.</li> <li>- Listen to <i>Bohemian Rhapsody</i> and discuss context.</li> </ul>	All children can identify how a mood is created by music and lyrics.
2.	All children will learn how to practise and rehearse individually and as a class; some children will learn how to play instrumental accompaniments.	<ul style="list-style-type: none"> <li>- Listen to <i>Stripsody</i> and discuss.</li> <li>- Perform <i>Let it be</i> and appraise.</li> <li>- Add musical accompaniment to <i>Let it be</i>, working as a whole class.</li> <li>- Discuss the poem <i>the Giant's Garden</i>.</li> </ul>	All children can sing songs written in two parts confidently and from memory; some children can play accompaniments with control and accuracy, using notations as a support.
3.	All children will learn how to practise and rehearse individually and as a class; some children will learn how to play instrumental accompaniments.	<ul style="list-style-type: none"> <li>- Listen and discuss 2 contrasting pieces.</li> <li>- Learn to say first half of <i>the Giant's Garden</i> and add music to enhance the atmosphere.</li> <li>- Gradually build different rhythms using body percussion.</li> </ul>	All children can sing songs written in two parts confidently and from memory; most children can contribute creatively to a group performance; some children can play accompaniments with control and accuracy, using notation as a support.
4.	All children will learn how to practise and rehearse individually and as a class; some children will learn how to play instrumental accompaniments.	<ul style="list-style-type: none"> <li>- Revise arrangement of <i>Oh Happy Day</i></li> <li>- Learn to say second half of <i>the Giant's Garden</i> and add music to enhance the atmosphere.</li> <li>- Perform <i>the Giant's Garden</i> as a class without the musical accompaniment and appraise.</li> </ul>	All children can sing songs written in two parts confidently and from memory; most children can contribute creatively to a group performance; some children can play accompaniments with control and accuracy, using notation as a support.
5	All children will learn how to practise and rehearse individually and as a class; most children will learn about presenting performances to different audiences.	<ul style="list-style-type: none"> <li>- Discuss: What effect do we intend to create during the performance?</li> <li>- Rehearse <i>the Giant's Garden</i> in groups; each group should be given a separate verse to create music to.</li> <li>- Perform <i>the Giant's Garden</i> as a class with the musical accompaniment and appraise.</li> </ul>	All children can children will present performances effectively, with awareness of audience, venue and occasion.
6.	Children will learn how to achieve high performance that creates the intended effect.	<ul style="list-style-type: none"> <li>- Perform vocal warm up sounds as a class.</li> <li>- Rehearse the 2 pieces studied in this module in groups to create a concert.</li> <li>- Children should perform these songs as a concert and appraise.</li> </ul>	All children can contribute to a class performance and help achieve a high quality performance.

<b>Date:</b>	<b>Year 5 Unit 5:</b> Performing together	<b>Resources</b> - CD player - PPA Cover Year 5 Summer term CD 1 - whiteboard and pens
<b>Duration:</b> 45 mins – 1 hour	<b>Lesson no:</b> 1	
<b>Lesson Objective(s):</b> All children will learn about the context of the song selected.		
<b>Learning Outcomes:</b> All children can identify how a mood is created by music and lyrics; some children will learn part of a new song quickly and sing it confidently from memory.		

	Time	Content	Teaching Points	Differentiation/Extension	Evaluation/Notes
<b>Focus Activity</b>	10 – 15 mins	<b>Discussion: What is performance?</b> Ask children to describe a performance, the role of the performers and the role on the audience.	- Talk about performance which the children have seen and their opinions.	<b>D:</b> Use an interactive white board to show children a short music/drama performance (e.g. on youtube).	
<b>Main Content</b>	25 - 30 mins	<b>Listen and talk about the context of <i>Let it Be</i> by the Beatles (TR.1)</b> Listen to <i>Let it be</i> and talk about the context of this song with the children: when it was written etc. Ask children what they think the mood/meaning is of this song?  <b>Learn to sing <i>Let it Be</i> (TR.1, 2)</b> Teach the lyrics to <i>Let it be</i> , using the recording, and backing track as well as the written lyrics.	- Talk about the context of the song, what the lyrics mean and why they might have been written. - Talk about what was happening in the music industry when this piece was written and how the Beatles were iconic. (see lesson notes)  - Teach this song using call and response method. - Encourage children to move to the beat when learning this song in order to gauge the steady pulse.	<b>D:</b> Listen to other examples of similar songs in order to gauge the culture of this piece. <b>E:</b> Ask children to think of examples of songs which create a similar mood.  <b>D:</b> Display the lyrics clearly and hand out extra copies of lyrics if necessary. (See Pg. 3 for lyrics).	
<b>Plenary</b>	10 – 15 mins	<b>Listen to <i>Bohemian Rhapsody</i> by Queen (TR.3)</b> Listen to this song talk about the characteristics of rock music; of Queen as an iconic group in the 1980's.	- Encourage children to relate this music to bands or artists they might hear today. Ask them about the lyrics: was there a story? How is the music different from pop music today?	<b>D:</b> Listen to other examples of rock music.	

### Lesson Notes:

**Let It Be**" is a song by [The Beatles](#), released in March 1970 as a single, and (in an alternate mix) as the title track of their album [Let It Be](#). It was written by [Paul McCartney](#)<sup>[2][3]</sup> and credited to [Lennon/McCartney](#).

The single reached number one in the U.S., Germany, Australia, Italy, [Norway](#) and [Switzerland](#) and number two in the UK. It was the final single released by the Beatles while the band was officially considered an active group. Both the *Let It Be* album and the single, "[The Long and Winding Road](#)", were released after McCartney's announced departure from and subsequent break-up of the group.

**Bohemian Rhapsody**" is a song by the British [rock](#) band [Queen](#). It was written by [Freddie Mercury](#) for the band's 1975 album [A Night at the Opera](#). "Bohemian Rhapsody" is in the style of a [stream-of-consciousness](#) nightmare that has unusual [song structure](#), more akin to a [classical rhapsody](#) than [popular music](#). The song has no [chorus](#), instead consisting of three main parts including an operatic segment, an [a cappella](#) passage, and a heavy rock [solo](#).

When it was released as a single, "Bohemian Rhapsody" became a commercial success, staying at the top of the [UK Singles Chart](#) for nine weeks. It reached number one again in 1991, after Freddie Mercury's death, achieving total sales of 2,176,000 and becoming the UK's third best selling single of all time.<sup>[1]</sup> The single was accompanied by a promotional video; considered groundbreaking, it helped establish the [visual language](#) of the modern [music video](#). Although critical reaction was initially mixed, especially in the United States, "Bohemian Rhapsody" is often considered to be Queen's [magnum opus](#) and one of the greatest rock songs of all time.

*From Wikipedia*

## Let it Be

When I find myself in times of trouble, mother Mary comes to me,  
speaking words of wisdom, let it be.  
And in my hour of darkness she is standing right in front of me,  
speaking words of wisdom, let it be.

Let it be, let it be, let it be, let it be.  
Whisper words of wisdom, let it be.

And when the broken hearted people living in the world agree,  
there will be an answer, let it be.  
For though they may be parted there is still a chance that they will see,  
there will be an answer. let it be.

Let it be, let it be, .....

And when the night is cloudy, there is still a light, that shines on me,  
shine until tomorrow, let it be.  
I wake up to the sound of music, mother Mary comes to me,  
speaking words of wisdom, let it be.

Let it be, let it be, .....

**Lesson Evaluation** (To be completed by the music teacher at the end of every lesson)

**Objectives of module:**

Were these achieved?

**Cross Curricular related:**

**Lesson Evaluation:** What worked well? What did not work as well?:

**Assessment of children;** behaviour techniques/rewards and sanctions used:

**Strategies for next lesson:**

## Year 6 Unit 5: Unit Overview

In this unit children will develop and demonstrate their ability to take part in a class performance with confidence, expression and control. Children will sing and play a two-part song, play instrumental accompaniments and rehearse and develop musical and performance ideas with understanding of how to achieve a quality class performance.

### Cross Curricular related:

This unit has builds on units studied throughout the year and reinforces and consolidate singing skills and the ability to listen and perform from memory and notations.

### Expectations at the end of this unit:

*All children will:*

sing confidently and expressively, following the shape of the melody.

*Most children will:*

sing confidently and expressively with attention to dynamics and phrasing, with good intonation and a sense of occasion; play the simpler accompaniment parts on glockenspiel, bass drum or cymbal.

*Some children will:*

sing the melody confidently and accurately; play the more complex instrumental parts, e.g. *flute/recorder, violin, cello or clarinet*, with rhythmic and dynamic control.

### Key vocabulary used in this unit

In this unit children will have an opportunity to use words and phrases related to:

- sounds, eg *harmony, rests, timbre, accents*
- processes, eg *arranging a given song*
- context, eg *venue, occasion*

## Medium Term Plan

### Year 6 Unit 5: Performing Together

	<b>Learning Objective(s)</b>	<b>Teaching Activities</b>	<b>Learning Outcomes</b>
1.	All children will learn about the context of the song selected.	<ul style="list-style-type: none"> <li>- Discussion: What is performance?</li> <li>- Listening and Discussion: <i>Oh Happy Day</i></li> <li>- Learn to sing <i>Oh Happy Day</i>.</li> <li>- Listen to <i>Stand by Me</i> and discuss context.</li> </ul>	All children can identify how a mood is created by music and lyrics.
2.	All children will learn how to practise and rehearse individually and as a class; some children will learn how to play instrumental accompaniments.	<ul style="list-style-type: none"> <li>- Onomatopoeic words to warm up voice.</li> <li>- Perform <i>Oh Happy Day</i> and appraise.</li> <li>- Add musical accompaniment to <i>Oh Happy Day</i>, working as a whole class.</li> <li>- Discuss the poem <i>Jabberwocky</i></li> </ul>	All children can sing songs written in two parts confidently and from memory; some children can play accompaniments with control and accuracy, using notations as a support.
3.	All children will learn how to practise and rehearse individually and as a class; some children will learn how to play instrumental accompaniments.	<ul style="list-style-type: none"> <li>- Listen and discuss 2 contrasting pieces.</li> <li>- Learn to say first half of <i>Jabberwocky</i> poem and add music to enhance the atmosphere.</li> <li>- Gradually build different rhythms using body percussion.</li> </ul>	All children can sing songs written in two parts confidently and from memory; most children can contribute creatively to a group performance; some children can play accompaniments with control and accuracy, using notation as a support.
4.	All children will learn how to practise and rehearse individually and as a class; some children will learn how to play instrumental accompaniments.	<ul style="list-style-type: none"> <li>- Revise arrangement of <i>Oh Happy Day</i></li> <li>- Learn to say second half of <i>Jabberwocky</i> poem and add music to enhance the atmosphere.</li> <li>- Perform <i>Jabberwocky</i> as a class without the musical accompaniment and appraise.</li> </ul>	All children can sing songs written in two parts confidently and from memory; most children can contribute creatively to a group performance; some children can play accompaniments with control and accuracy, using notation as a support.
5	All children will learn how to practise and rehearse individually and as a class; most children will learn about presenting performances to different audiences.	<ul style="list-style-type: none"> <li>- Discuss: What effect do we intend to create during the performance?</li> <li>- Rehearse <i>Jabberwocky</i> in groups; each group should be given a separate verse to create music to.</li> <li>- Perform <i>Jabberwocky</i> as a class with the musical accompaniment and appraise.</li> </ul>	All children can children will present performances effectively, with awareness of audience, venue and occasion.
6.	Children will learn how to achieve high performance that creates the intended effect.	<ul style="list-style-type: none"> <li>- Perform vocal warm up sounds as a class.</li> <li>- Rehearse the 2 pieces studied in this module in groups to create a concert.</li> <li>- Children should perform these songs as a concert and appraise.</li> </ul>	All children can contribute to a class performance and help achieve a high quality performance.

<b>Date:</b>	<b>Year 6 Unit 5:</b> Performing together	<b>Resources:</b> - CD player - PPA Cover Year 6 Summer term CD - whiteboard and pens
<b>Duration:</b> 45 mins – 1 hour	<b>Lesson no:</b> 1	
<b>Lesson Objective(s):</b> All children will learn about the context of the song selected.		
<b>Learning Outcomes:</b> All children can identify how a mood is created by music and lyrics.		

	Time	Content	Teaching Points	Differentiation/Extension	Evaluation/Notes
<b>Focus Activity</b>	10 – 15 mins	<b>Discussion: What is performance?</b> Ask children to describe a performance, the role of the performers and the role on the audience.	- Talk about performance which the children have seen and their opinions.	<b>D:</b> Use an interactive white board to show children a short music/drama performance (e.g. on youtube).	
<b>Main Content</b>	25 - 30 mins	<b>Listen to and talk about the context of Oh Happy Day from Sister Act 2 (Tr.1)</b> Listen to <i>Oh Happy Day</i> and talk about the context of the song: what is the song about; who was it written for, what is the mood of the song?  <b>Learn to sing Oh Happy day (Tr.1, 2)</b> Teach the lyrics to <i>Oh Happy Day</i> , using the recording as well as the written lyrics. Use the backing track to rehearse the full song if necessary.	- Talk about the context of the song, what the lyrics mean and why they might have been written. - Talk about the story of <i>Sister Act 2</i> and the importance of the song in this movie.  - Teach this song using call and response method. - Encourage children to move to the beat when learning this song in order to gauge the steady pulse.	<b>D:</b> Listen to other examples of similar songs in order to gauge the culture of this piece. <b>E:</b> Ask children to think of examples of songs which create a similar mood.  <b>D:</b> Display the lyrics clearly and hand out extra copies of lyrics if necessary. (See Pg. 3 for lyrics).	
<b>Plenary</b>	10 – 15 mins	<b>Listen to Stand by Me by Ben E. King (Tr.3)</b> What are the characteristics of Gospel music? Where does it come from? - How does the piece make you feel? - What instruments can you hear?	- Talk to children about Gospel music (see lessons notes). - Brainstorm ideas on the board; encourage children to be open minded about the music and to think carefully about how the music makes them feel.	<b>D:</b> Listen to other examples of Gospel music.	

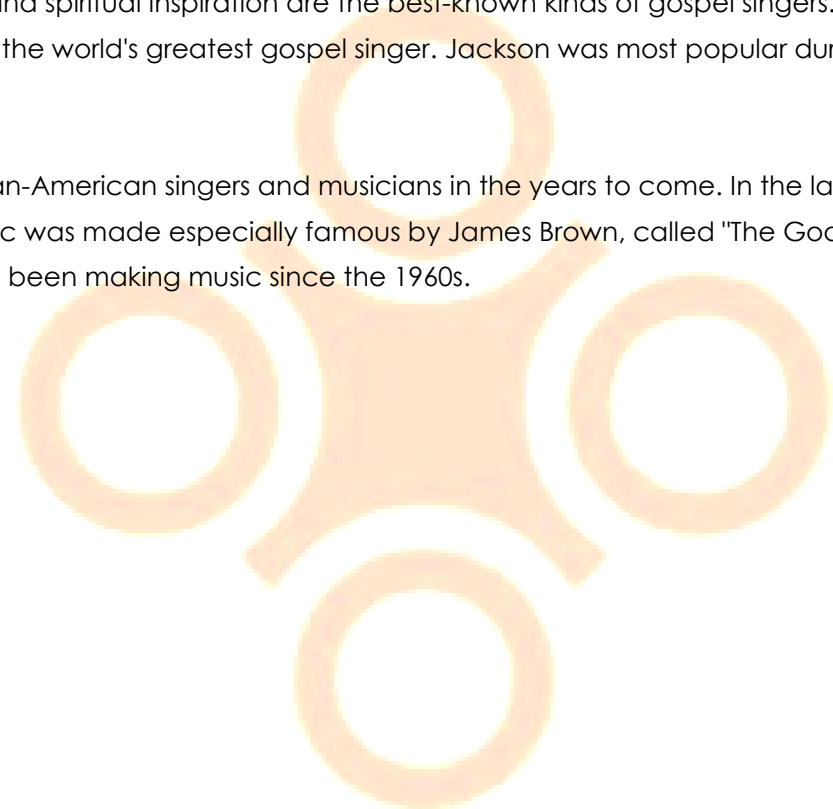
**Lesson notes:**

### **About Gospel Music**

Gospel is a kind of music that developed partly from the songs slaves sang on plantations and partly from Protestant hymns they sang in church. Vocal soloists who sing with enthusiasm and spiritual inspiration are the best-known kinds of gospel singers. Vocal and choral groups also sing gospel. Many people consider Mahalia Jackson the world's greatest gospel singer. Jackson was most popular during the 1950s, though the rise of gospel began in the 1930s.

Gospel music influenced countless African-American singers and musicians in the years to come. In the late 1950s, "soul" music combined gospel and worldly themes. This passionate music was made especially famous by James Brown, called "The Godfather of Soul," and Aretha Franklin, known as the "Queen of Soul." Both have been making music since the 1960s.

(From time for Kids: Black History Month)



## Oh Happy Day

Oh, happy day!  
(Oh, happy day!)  
Oh, happy day!  
(Oh, happy day!)

When Jesus washed,  
(When Jesus washed,)  
When Jesus washed,  
(When Jesus washed,)

When my Jesus washed,  
(When Jesus washed,)  
He washed my sins away.  
(Oh, happy day!)

Oh, it's a happy day!  
(Oh, happy day!)  
He taught me how to watch,  
Watch and pray,  
Happy day!

And live rejoicing every day,  
Happy day!

Oh, happy day!



**Lesson Evaluation** (To be completed by the music teacher at the end of every lesson)

**Objectives of module:**

Were these achieved?

**Cross Curricular related:**

**Lesson Evaluation:** What worked well? What did not work as well?:

**Assessment of children;** behaviour techniques/rewards and sanctions used:

**Strategies for next lesson:**