

RECEPTION ADVENT 1: "Tanka Tanka Skunk"						
Prior Knowledge	<p>Pupils can: Recognise the sounds of different instruments (even if they can't name them). Follow simple instructions like "Repeat after me" and "Clap this back".</p>					
New Knowledge	<p>Pupils will: Learn the meaning of the word Beat in music. Clap along to a steady beat. Play untuned percussion instruments.</p>					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Medium term knowledge	Pupils will know how to clap along to a steady beat through <u>listening</u> , <u>recall</u> and <u>repetition</u> .	Pupils will know how to play a steady beat on a drum/sticks along to the story through <u>listening</u> , <u>recall</u> and <u>repetition</u> .	Pupils will know how to <u>recall</u> the animal beats. Pupils will know how to extend beats to longer words through <u>listening</u> , <u>recall</u> and <u>repetition</u> , reinforcing their knowledge of syllables.	Pupils will know how to extend their beat playing using their own words, through <u>listening</u> , <u>recall</u> and <u>repetition</u> . Pupils will know how to play loud and quiet through <u>listening</u> , <u>recall</u> and <u>repetition</u> .	Pupils will know how to play all the beats for the full story from the beginning to the end through <u>listening</u> , <u>recall</u> and <u>repetition</u> . Pupils will know how to play fast and slow through <u>listening</u> , <u>recall</u> and <u>repetition</u> .	Pupils will know how to <u>perform</u> their story, saying the words and playing the beats on drums/sticks.
Vocabulary	Beat	Beat	Drum	Drum	Fast and slow	Assess
Individual Lesson Plan	<ul style="list-style-type: none"> Tanka Skunk 1-6. Introduce the characters of the story. (Use PP or Video) SIX PAGES PER WEEK. Who are Tanka and skunk and have you seen these animals before? What instrument are they using (p1/2)? Show the pupils a drum and beater like the characters are using. Have the pupils clap along to a steady beat. Read p3/4 to pupils then through C and R pupils to say the 	<ul style="list-style-type: none"> Tanka Skunk pages 7-12 Recall prior knowledge from last lesson. Can pupils remember the names of the characters and clap the beat of the names? Give all pupils drums/sticks and ask them to join in playing the beat with you. Read the first 6 pages from plenary last lesson, pupils to play the beat of the names along on drums/sticks Introduce the next characters: Tiger, 	<ul style="list-style-type: none"> Tanka Skunk pages 13-18 Recall prior knowledge from previous pages. Can pupils remember the names of the characters and clap the beat of their names? Introduce the characters on p15-16 have they seen these animals before and what can they tell you about them? Read and demonstrate playing the beat of these animals. Repeat and pupils to join in. Introduce the animals on p17-18 (Alligator, Armadillo 4 beats) Have they seen these animals before and what can they tell you about them? Read and 	<ul style="list-style-type: none"> Tanka Skunk pages 19-26 Recall prior knowledge from previous pages. Can pupils remember some of the characters and clap the beat of their names? Introduce the characters on p21-22 have they seen these animals before and what can they tell you about them? Read and demonstrate playing the beat of these animals. Repeat and pupils to join in. Introduce the animals on p23-24 have they seen these animals before and what can they tell you about them? Read and demonstrate playing the beat of these 	<ul style="list-style-type: none"> Tanka skunk pages 27- 30 Recall prior knowledge from pages 25-26 (Quiet) Read p17-28 to pupils, should we read this loud or quiet? (Loud) Recall pages 25-28, demonstrating the quiet/ loud difference between the pages. Repeat and pupils to join in. Read p29-30 to pupils. Do they think they can play the beats to the animals faster? Pick a page from the book and demonstrate saying/ playing fast then slow. Repeat and pupils to join in. 	<ul style="list-style-type: none"> Recall prior knowledge from plenary last lesson. Read the whole story from the beginning, pupils recalling the story and playing the beats to the words. Plenary: Repeat, perform/ record.

	<p>names in beats, progressing to clapping the names as they say them. "Skunka Tanka, Skunka Tanka" etc</p> <ul style="list-style-type: none"> • Read pages 5/6 and introduce Kangaroo and Caterpillar. Can pupils say and clap the beats in their names? • Plenary: Read the first 6 pages again, pupils saying the animal names and clapping their beats as you read. 	<p>Panda, Cheetah and Polar bear. Have they seen these animals before and what can they tell you about them?</p> <ul style="list-style-type: none"> • Read and demonstrate playing the beat of the animals on these pages. Repeat, and pupils to join in. • Introduce the animals on the next 2 pages (Lemur, llama etc) and continue as for the previous 2 pages. • Plenary: Read pages 7-12 again, pupils saying the animal names and playing their beats as you read. 	<p>demonstrate/ repeat and pupils join in.</p> <ul style="list-style-type: none"> • Plenary: Read pages 13-18 again, pupils saying the animal names and playing the beats as you read. 	<p>animals. Repeat and pupils to join in.</p> <ul style="list-style-type: none"> • Introduce the animals on p25-26, have they seen these animals before and what can they tell you about them? • Read these 2 pages to them quietly. Ask pupils why you are reading quietly? Demonstrate playing the beats quietly. Repeat and pupils to join in. • Plenary: Read pages 19-26 again, pupils saying the animal names and playing the beats with you are you read. 	<ul style="list-style-type: none"> • Plenary: Read the whole story from the beginning, pupils playing the beats on drums/ sticks. 	
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RECEPTION ADVENT 2: "Me"						
Prior Knowledge	<p>Pupils can: Recognise the sounds of different instruments (even if they can't name them). Follow simple instructions like "Repeat after me" and "Clap this back". Clap along to a steady Beat</p>					
New Knowledge	<p>Pupils will: Know the meaning of the word Rhythm. Be able to clap rhythms by repeating. Begin to make up their own rhythms using words. Begin singing in unison.</p>					
	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Medium term knowledge	Pupils will know how to move to the beat of the music through <u>listening</u> . Pupils will know how to clap along to a steady <u>beat</u> . Pupils will know how to copy simple rhythms through <u>listening</u> . Pupils will know how to sing a simple song through <u>recall</u> and <u>repetition</u> .	Pupils will know how to move to the beat of the music through <u>listening</u> . Pupils will know how to copy simple rhythms through <u>listening & recall</u> . Pupils will know how to sing the new song through <u>recall</u> and <u>repetition</u> .	Pupils will know how to move to the beat of the music through <u>listening</u> . Pupils will know how to copy simple rhythms through <u>listening & Recall</u> on classroom percussion. Pupils will know how to sing the new song through <u>recall</u> and <u>repetition</u> and actions.	Pupils will know how to move to the beat of the music through <u>listening</u> . Pupils will know how to copy simple rhythms through <u>listening & Recall</u> on classroom percussion. Pupils will know how to sing the new song through <u>recall</u> and <u>repetition</u> and actions.	Pupils will know how to move to the beat of the music through <u>listening</u> . Pupils will know how to copy simple rhythms through <u>listening & Recall</u> on classroom percussion. Pupils will know how to sing the new song through <u>recall</u> and <u>repetition</u> and actions.	Pupils will know how to <u>perform</u> their chosen songs from Advent 2.
Vocabulary	Beat	Rhythm	Rhythm	Percussion	Percussion	<i>Assess</i>
Individual Lesson Plan	(Charanga Autumn: "ME") <ul style="list-style-type: none"> Listen to and move to of Celebration- Cool and the gang. What instruments can they hear? How does the music make them feel? Using the games track, clap simple rhythms for pupils to copy back- refer to them as long and short sounds. Teach pupils the rap lyrics to Pat-a-cake through C and R, clapping to the beat. Personalise the song with the pupils' names. Explore how 	<ul style="list-style-type: none"> Listen and move to Happy by Pharrell Williams. What instruments can they hear? How does the music make them feel? Using the 1,2,3,4,5 games track, clap simple rhythms for pupils to copy back. Ask pupils to clap a pattern for the class to copy. Teach pupils the lyrics to 1,2,3,4,5 by counting out your fingers. Repeat, 	<ul style="list-style-type: none"> Listen and move to Our house by Madness (Step 6 listening song) What instruments can they hear, how does the music make them feel? Using this old man games track, clap rhythms for pupils to copy back. Introduce "Don't clap this one back" Ask pupils to clap a pattern for the class to copy. Teach pupils the lyrics to This old man, recalling how 	<ul style="list-style-type: none"> Listen and move to I can sing a rainbow by Peggy Lee. What instruments can they hear, how does the music make you feel? Using the 5 little ducks games track, clap rhythms for pupils to copy back on classroom percussion. Ask pupils to clap a pattern for the class to copy. Teach pupils the lyrics and actions to 5 little ducks, recalling how to count to 5. 	<ul style="list-style-type: none"> Listen and move to Happy Birthday by Stevie Wonder. What instruments can they hear, how does the music make you feel? Using one of the games tracks from previous songs, clap/ play rhythms for pupils to copy back on classroom percussion. Pupils to play rhythms for the class to copy back. Revisit Pat-a cake, 1,2,3,4,5, This old man and 5 little ducks ahead of the 	<ul style="list-style-type: none"> Listen and move to Happy by Pharrell Williams from previous lesson. Recall and repeat the songs from last lesson for a performance/ recording. Plenary: Perform/ record songs from this half term using classroom

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	<p>many syllables they have in their names, referring to Tanka Skunk animals.</p> <ul style="list-style-type: none"> Plenary: Rap the song pat-a-cake clapping the beat. 	<p>pupils to copy back, counting their own fingers.</p> <ul style="list-style-type: none"> Plenary: Put together the whole song 1,2,3,4,5 with actions. 	<p>to count to 10 first, counting out fingers. Use drum for 1 instead so pupils can play along.</p> <ul style="list-style-type: none"> Plenary: Put together the whole song with actions. 	<ul style="list-style-type: none"> Plenary: Put together the whole song with actions. 	<p>final week performance/ recording.</p> <ul style="list-style-type: none"> Plenary: pupils to play their favourite chosen song. 	<p>percussion where appropriate.</p>
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