

RECEPTION Pentecost 1: "Big Bear Funk"						
Prior Knowledge	<b>Pupils can:</b> Clap along to a steady Beat Sing in unison. Be able to play a part on tuned instruments. Improvise on an instrument – either untuned rhythms or on one note.					
New Knowledge	<b>Pupils will:</b> Extend their improvisation skills with more notes.					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Medium term knowledge	Pupils will <u>improvise</u> their own ways to move to the beat through <u>listening</u> and <u>appraising</u> . Pupils will copy back rhythms on tuned percussion using one note through <u>listening</u> . Pupils will know how to sing their new song through <u>repetition</u> and <u>recall</u> .	Pupils will know how to play their tuned percussion along to their new song on one note <u>using repetition</u> and <u>recall</u> . (Call and response) Pupils will know how to <u>improvise</u> rhythms in the middle section of their song using one note- C	Pupils will copy back rhythms on tuned percussion using two notes through <u>listening</u> . Pupils will know how to <u>improvise</u> rhythms in the middle section of their song using one note- D	Pupils will know how to follow the rhythms in the middle section of their song using two notes C and D.	Pupils will know how to create a class composition to use in the middle of their song using graphic notation for two notes: C and D.	Pupils will know how to <u>perform</u> their chosen songs to other year groups or in a school assembly.
Vocabulary	<b>Beat</b>	<b>Rhythm</b>	<b>Improvise</b>	<b>Improvise</b>	<b>Compose</b>	<b>Assess</b>

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<b>Individual Lesson Plan</b>	<p>Charanga "Big Bear Funk"</p> <ul style="list-style-type: none"> <li>Listen and move to Big Bear Funk. Ask pupils to find interesting ways to move to the beat and class to copy. What instruments can you hear, how does the music make you feel?</li> <li>Listen again and sing along to the simple lyrics.</li> <li>Using the backing track and glockenspiels, play call and response games on C (Not C and D at this time)</li> <li>Using "Copy Back" option in song sections, copy back the rhythms on C.</li> <li>Plenary: Using activity option 2, sing song and play the copy back rhythms on C.</li> </ul>	<ul style="list-style-type: none"> <li>Listen and move to I feel good by James Brown. Ask pupils to find interesting ways to move to the beat and class to copy. What instruments can you hear, how does the music make you feel?</li> <li>Recall and repeat call and response from last lesson.</li> <li>Using the music backing, demonstrate making up your own rhythm (Improv) to pupils. Each pupil to make up a rhythm of their own on C.</li> <li>Plenary: Using activity option 2, sing song and improvise on C.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to Don't you worry 'bout a thing by Incognito. Ask pupils to find interesting ways to move to the beat and class to copy. What instruments can you hear, how does the music make you feel?</li> <li>Recall prior knowledge of copy back and improv.</li> <li>Using the backing, pupils to copy back, this time using C and D.</li> <li>Using the backing, demonstrate improve on C and D. Each pupil to make up their own rhythm (Improv) on C and D</li> <li>Plenary: Using activity option 2, sing song and improvise on C and D.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to My Promise by Earth, Wind and Fire. Ask pupils to find interesting ways to move to the beat and class to copy. What instruments can you hear, how does the music make you feel?</li> <li>Recall prior knowledge of C and R and improv. Pupil lead C and R on C and D.</li> <li>Watch Activity option 2- playing along with the music. Help pupils identify where to play their notes and internalise the rhythms.</li> <li>Plenary: Pupils to play their notes C and</li> </ul>	<ul style="list-style-type: none"> <li>Listen to Superstition by Stevie Wonder. Ask pupils to find interesting ways to move to the beat and class to copy. What instruments can you hear, how does the music make you feel?</li> <li>Using "Rhythm grids" in "My lessons" set to blobs, compose a class composition with pupils deciding on which blobs they want to use for their rhythms. Either use C or D or a combination to try out their rhythms.</li> <li>Plenary: Using the backing, perform the class composition.</li> </ul>	<ul style="list-style-type: none"> <li>Listen and move to Big Bear Funk. Ask pupils to find interesting ways to move to the beat and class to copy. What instruments can you hear, how does the music make you feel?</li> <li>Recall and repeat call and response, improvisation and the class composition.</li> <li>Record their performance of Big Bear Funk.</li> </ul>
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RECEPTION Pentecost 2: “Carnival of the Animals”						
Prior Knowledge	<b>Pupils can:</b> Clap along to a steady Beat Sing in unison. Be able to play a part on tuned instruments. Compose music					
New Knowledge	<b>Pupils will:</b> Compose music as a class using a graphic score and play that music.					
	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Medium term knowledge	Pupils will know how tempo effects the music and the way we feel by <u>listening</u> and <u>appraising</u> .	Pupils with know how dynamics are used within music by <u>listening</u> and <u>appraising</u> .	Pupils with know the difference between high and low sounds by <u>listening</u> and <u>appraising</u> .	Pupils with know how to <u>compose</u> using graphic score, making a visual representation in response to a stimuli.	Pupils with know how to perform their <u>composition</u> from a graphic score.	Pupils with know how to sing their new song through <u>listening</u> , <u>recall</u> and repetition.
Vocabulary	Fast/Slow	Loud/Quiet	High/Low	Composing	Composing	Assess
Individual Lesson Plan	Carnival of the animals. Tempo. <ul style="list-style-type: none"> <li>Listen to Wild Asses. What instruments can you hear? How does the music make you feel? Can you describe the music? Can they suggest an animal to go</li> </ul>	Carnival of the animals. Dynamics. <ul style="list-style-type: none"> <li>Recall fast and slow from last lesson. What animals did we move to last week?</li> <li>Listen to the lion. What instruments can you hear?</li> </ul>	Carnival of the animals. High and low pitch. <ul style="list-style-type: none"> <li>Recall fast/slow/loud/quiet from last lessons. What animals did we move to last week?</li> <li>Listen to the aquarium. What instruments can you hear? How</li> </ul>	Carnival of the animals. Composition. <ul style="list-style-type: none"> <li>Recall vocabulary from last lessons. What animals did we move to last week?</li> <li>Listen to flight of the bumble bee (Not from C of A) What instruments can you hear? How does the</li> </ul>	Carnival of the animals. Composition. <ul style="list-style-type: none"> <li>Recall vocabulary.</li> <li>Listen and appraise again flight of the bumble bee.</li> <li>Using the graphic score made last lesson, can pupils suggest which instruments we could use to represent their graphic score?</li> </ul>	<ul style="list-style-type: none"> <li>Recall all musical vocabulary from this unit.</li> <li>Listen to the animal fair. (Song saved in “my lessons” on Charanga workspace) How many different animal names do you hear? Can you describe the music? Is it fast</li> </ul>

	<p>with the music?</p> <ul style="list-style-type: none"> <li>• Play the music again and ask pupils to move around to the music as the animal that have chosen.</li> <li>• Listen to the tortoise, following the same steps as for the wild asses.</li> <li>• Plenary: Recall vocabulary; fast and slow. Recall instruments heard in the music today.</li> </ul>	<p>How does the music make you feel? Can you describe the music? Can they suggest an animal to go with the music?</p> <ul style="list-style-type: none"> <li>• Play the music again, pupils to play an untuned percussion instrument along to the beat.</li> <li>• Can pupils tell you the opposite of loud? What animal can they suggest for an opposite to the lion?</li> <li>• Listen to the swan and follow the same steps, but instead of marching around, ask pupils how they would</li> </ul>	<p>does the music make you feel? Can you describe the music? Can they suggest an animal to go with the music?</p> <ul style="list-style-type: none"> <li>• Ask pupils which of the instruments we have could we use to play for the aquarium?</li> <li>• Using glockenspiels, ask pupils to play along with the music in the way they feel represents the fish.</li> <li>• Can pupils tell you the opposite of high? What animal can they suggest for the opposite?</li> <li>• Listen to the elephant. Can pupils tell you what animal the music represents?</li> <li>• What instrument would you use to</li> </ul>	<p>music make you feel? Can you describe the music? Can they suggest an animal to go with the music?</p> <ul style="list-style-type: none"> <li>• Using a roll of lining paper if space allows, or large piece of paper on table, ask pupils to draw a visual representation of the music; for example, wiggly lines going up and down to represent the pitch/ different colours to represent fast and slow, loud and quiet.</li> <li>• Plenary: Recall vocabulary of musical elements.</li> </ul>	<ul style="list-style-type: none"> <li>• Try out various instruments with the pupils for them to decide which ones work better and why.</li> <li>• Play their bumble bee composition on classroom instruments.</li> <li>• Plenary: Recall all musical vocabulary or musical elements learnt this half term.</li> </ul>	<p>or slow? Loud or quiet? High or low?</p> <ul style="list-style-type: none"> <li>• Learn the lyrics to the new song, asking pupils for ideas for actions.</li> <li>• Plenary: Record animal fair.</li> </ul>
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		<p>play their instruments to the swan?</p> <ul style="list-style-type: none"> <li>• Plenary: Recall vocabulary; loud and quiet. Recall instruments heard in the music today.</li> </ul>	<p>represent the elephant?</p> <ul style="list-style-type: none"> <li>• Listen to the elephant again, pupils moving around the hall playing their chosen instruments to the beat.</li> <li>• Plenary: Recall vocabulary; High and low. Recall instruments heard in the music today.</li> </ul>			
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