

**Our Lady of Lourdes Music Service**

**ADVENT 1: "I Wanna Play in a Band"**

<b>Prior Knowledge</b>	<p><b>Pupils can:</b>          Sing collectively at the same pitch.          Respond to simple visual instructions.          Listen, review, and evaluate music from a range of historical periods, cultures, and traditions.          Walk, move, and clap a steady beat.          Begin to understand basic rhythm notation.          Perform short, repeated patterns, keeping in time with a steady beat.          Perform together, following instructions that combine the musical elements.          Compose music as a class and then perform that music (basic rhythms – not necessarily with notation).          Begin to compose and play their own music.</p>					
<b>New Knowledge</b>	<p><b>Pupils will:</b>          Extend their notation reading skills.</p>					
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<b>Medium term knowledge</b>	<p>Pupils will know the style of Rock through <u>Listening</u>.          Pupils will know how to <u>sing</u> the song.          Pupils will know how to read and play the rhythms of the new song through <u>listening</u> and <u>repetition</u>.</p>	<p>Pupils will know how to <u>perform</u> the tuned percussion part, reading from notation.          Pupils will <u>perform</u> their part within the structure of the piece.</p>	<p>Pupils will know how to <u>improvise</u> within the piece clapping and using tuned instruments.</p>	<p>Pupils will know how to lead call and response with the middle section of the piece through <u>listening</u>, clapping and using a tuned instrument.</p>	<p>Pupils will know how to <u>compose</u> a short rhythmic phrase using crotchets, paired quavers, and crotchet rests.</p>	<p>Pupils will know how to rehearse, <u>perform</u>, record, and appraise the full piece, implementing their improvisation, call and response and composition reading from letter notation.          Pupils will <u>perform</u> with <u>musicianship</u>.</p>
<b>Vocabulary</b>	<b>Rock</b>	<b>Notation</b>	<b>Improvisation</b>	<b>Call and Response</b>	<b>Composition</b>	<b>Assess</b>
<b>Individual Lesson Plan</b>	<ul style="list-style-type: none"> <li>Starter: Listen to Rockin' all over the world- Status Quo. Pupils to move to the beat. How does the</li> </ul>	<ul style="list-style-type: none"> <li>Starter: Listen to and do body percussion another one bites the dust- Queen. How does the music make you feel? Can you</li> </ul>	<ul style="list-style-type: none"> <li>Starter: Listen and do 3_Rock music body percussion. How does the music make you feel? Can</li> </ul>	<ul style="list-style-type: none"> <li>Starter: Listen to and do body percussion we will rock you- Queen. How does the music make you feel? Can you</li> </ul>	<ul style="list-style-type: none"> <li>Starter: Listen to Beck in black ACDC. How does the music make you feel? Can you describe it using musical vocabulary?</li> </ul>	<ul style="list-style-type: none"> <li>Starter: Listen to livin' on a prayer, Bon Jovi. How does the music make you feel? Can you</li> </ul>

	<p>music make you feel? Can you describe it using musical vocabulary?</p> <ul style="list-style-type: none"> <li>• Listen and learn to sing the new song “I wanna Play in a band”</li> <li>• Using the Un-tuned percussion part, pupils to recall rhythm reading from past units and clap the part to the track and transfer onto un-tuned percussion instruments.</li> <li>• Plenary: Perform the song, playing the un-tuned percussion part, reading from rhythm notation.</li> </ul>	<p>describe it using musical vocabulary?</p> <ul style="list-style-type: none"> <li>• Recall the song from last lesson singing to the backing track.</li> <li>• Using the Glockenspiel easy part, pupils to recall minims from past units. Show pupils C and D on the stave.</li> <li>• Pupils to play the glockenspiel part in the middle section of the music, reading from the C/D notation.</li> <li>• Plenary: Perform the song, singing, and playing their part in the middle section of the piece.</li> </ul>	<p>you describe it using musical vocabulary?</p> <ul style="list-style-type: none"> <li>• Recall pupil knowledge from past units on improvisation.</li> <li>• Using the backing track, demonstrate improvised clapping rhythms in the middle section of the piece.</li> <li>• Pupils to improvise clapping.</li> <li>• Using the backing track, demonstrate improvising on either C or D.</li> <li>• Pupils to improvise on C or D (Or both)</li> <li>• Plenary: Perform the song, singing, and improvising in the middle section of the piece. (8 pupils, 8 beats each)</li> </ul>	<p>describe it using musical vocabulary?</p> <ul style="list-style-type: none"> <li>• Recall musical vocabulary.</li> <li>• Using glockenspiels, lead C and R on C and D using the backing track.</li> <li>• Pupils to take it in turns to lead the C and R</li> <li>• Work in pairs to practice C and R and create question and answer improvised phrases.</li> <li>• Plenary: Perform the song, singing, and implementing C and R/ Question and answer phrases in the middle section of the piece.</li> </ul>	<ul style="list-style-type: none"> <li>• Recall musical vocabulary.</li> <li>• Recall knowledge of note values from previous units. On the board, compose a 4 beat rhythm using crotchets and paired quavers with pupils. Pupils to clap/play this back. Clap/ play this with the backing track.</li> <li>• In pairs, pupils to compose a 4 beat rhythm using crotchets and paired quavers using notes from the composition cut out notes sheet. (Extend note values depending on knowledge)</li> <li>• Using the backing track, pupils to demonstrate their rhythm.</li> <li>• Plenary: Perform the song, singing and performing their composed rhythm in the middle section. (Space for 4 rhythms</li> </ul>	<p>describe it using musical vocabulary?</p> <ul style="list-style-type: none"> <li>• Recall all musical vocabulary from the unit.</li> <li>• Decide on a structure for the performance recording.</li> <li>• Rehearse the piece, implementing the chosen middle section (C and R/ Improv or composition)</li> <li>• Perform and record the whole piece.</li> <li>• Plenary: Watch and appraise performance.</li> </ul>
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					with a 4 beat rest between each or 8 with no gap)	
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**ADVENT 2: "Christmas rap"**

<b>Prior Knowledge</b>	<p><b>Pupils can:</b>                  Sing collectively at the same pitch.                  Respond to simple visual instructions.                  Listen, review, and evaluate music from a range of historical periods, cultures, and traditions.                  Walk, move, and clap a steady beat.                  Understand basic rhythm notation.                  Perform short, repeated patterns, keeping in time with a steady beat.                  Perform together, following instructions that combine the musical elements.                  Compose music as a class and then perform that music (basic rhythms – not necessarily with notation).                  Begin to compose and play their own music.</p>					
<b>New Knowledge</b>	<p><b>Pupils will:</b>                  Extend their Call and Response skills.</p>					
	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>	<b>Week 11</b>	<b>Week 12</b>
<b>Medium term knowledge</b>	Pupils will know the style of Hip Hop through <u>Listening</u> . Pupils will know how to <u>sing</u> and rap the new song.	Pupils will know how to <u>perform</u> part 1 of the tuned percussion part, reading from letter notation. Pupils will <u>perform</u> their part within the structure of the piece.	Pupils will know how to <u>perform</u> the extended melody part on tuned instruments, reading from letter notation.	Pupils will know how to lead call and response with the middle section of the piece by clapping or using a tuned instrument.	Pupils will know how to improvise question and answer phrases by clapping or using a tuned instrument.	Pupils will know how to rehearse, <u>perform</u> , record, and appraise the full piece, implementing their call and response, and reading from letter notation. Pupils will <u>perform</u> with <u>musicianship</u> .
<b>Vocabulary</b>	<b>Hip Hop</b>	<b>Rap</b>	<b>Notation</b>	<b>Call and Response</b>	<b>Question and Answer</b>	<b>Assess</b>
<b>Individual Lesson Plan</b>	<ul style="list-style-type: none"> <li>Starter: Listen to You can't touch this MC Hammer. Pupils to move to</li> </ul>	<ul style="list-style-type: none"> <li>Starter: Listen to Jump on it Sugar Hill Gang. Pupils to move to the beat. How does the</li> </ul>	<ul style="list-style-type: none"> <li>Starter: Listen to Summer time Will Smith. Pupils to move to the beat. How does the</li> </ul>	<ul style="list-style-type: none"> <li>Starter: Listen to Ice Ice Baby Vanilla Ice. Pupils to move to the beat. How</li> </ul>	<ul style="list-style-type: none"> <li>Starter: Listen to Rappers Delight Sugar Hill Gang. Pupils to move to</li> </ul>	<ul style="list-style-type: none"> <li>Starter: Listen to Boom shake the room Will Smith. Pupils to move to</li> </ul>

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	<p>the beat. How does the music make you feel? Can you describe it using musical vocabulary?</p> <ul style="list-style-type: none"> <li>• Listen and appraise “Ho, Ho, Ho” discussing the difference between singing and rap.</li> <li>• Learn the rap section of the song and rap to the music (Slow down track if necessary)</li> <li>• Learn the 4 verses.</li> <li>• Plenary: Sing and rap the song to the backing track.</li> </ul>	<p>music make you feel? Can you describe it using musical vocabulary?</p> <ul style="list-style-type: none"> <li>• Recall the song from last lesson.</li> <li>• Pupils to find B, A and G on their Glockenspiels. Watch the play along video (Easy part) Pupils to read out the note names with the track.</li> <li>• Pupils play their notes along to the track.</li> <li>• Plenary: Perform the Glockenspiel part to the play along video.</li> </ul>	<p>music make you feel? Can you describe it using musical vocabulary?</p> <ul style="list-style-type: none"> <li>• Recall musical vocabulary and sing the song.</li> <li>• Pupils to find G, B, D and C on their Glockenspiels. Watch the play along video (Medium part) Pupils to read out the note names with the track.</li> <li>• Pupils play their notes along to the track.</li> <li>• Plenary: Perform the medium Glockenspiel part to the play along video.</li> </ul>	<p>does the music make you feel? Can you describe it using musical vocabulary?</p> <ul style="list-style-type: none"> <li>• Recall musical vocabulary and sing the song.</li> <li>• Lead call and response on the notes used so far within the piece.</li> <li>• Pupil lead call and response on the notes used so far within the piece.</li> <li>• Plenary: Perform the piece, implementing the C and R into the middle section. (“Play your instruments with the piece”)</li> </ul>	<p>the beat. How does the music make you feel? Can you describe it using musical vocabulary?</p> <ul style="list-style-type: none"> <li>• Recall musical vocabulary and sing the song.</li> <li>• Recall C and R from last lesson and discuss question and answer phrases. Staff to demonstrate Q and A phrase.</li> <li>• In pairs, pupils to compose their own question and answer phrases, using words as rhythms as a starting point. (eg: “Do you like beans on toast?” ....”Yes, only with cheese” !!)</li> <li>• Plenary: Pupils to demonstrate their Q and A phrases along to the backing track.</li> </ul>	<p>the beat. How does the music make you feel? Can you describe it using musical vocabulary?</p> <ul style="list-style-type: none"> <li>• Recall all musical vocabulary from the unit.</li> <li>• Rehearse the song, implementing one of the skills from the unit.</li> <li>• Perform and record the song.</li> <li>• Plenary: Watch and appraise performance.</li> </ul>
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