

Pentecost 1: "The lion sleeps tonight"

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| Prior Knowledge | Pupils can: Sing collectively at the same pitch. 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 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. | | | | | |
| New knowledge | Pupils will: Begin to understand basic harmony – what a chord is and how it is used in music. Compose a longer rhythm to play on tuned instruments using at least 2 notes. | | | | | |
| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| Medium term knowledge | Pupils will know the style of "South African music" through <u>listening</u> . Pupils will know how to sing the song through <u>listening</u> . Pupils will know how to describe music with musical vocabulary. | Pupils will know the style of "Funk" through <u>listening</u> . Pupils will know what chords/triads are, and how they are constructed through <u>listening</u> and <u>performing</u> . Pupils will know how to play a chord as part of a group through <u>listening</u> and reading letter notation. Pupils will know how to play the chord accompaniment on tuned percussion, reading from letter notation. | Pupils will know the style of music "Jazz" through <u>listening</u> . Pupils will know how to create and <u>perform</u> an 8 bar improvised question and answer phrase through <u>listening</u> and using at least 2 different notes, basic dynamics and tuned percussion. They will know how to perform this in pairs, whilst their peers are performing the chordal accompaniment. Pupils will know how to perform the chordal accompaniment on tuned percussion. | Pupils will know the style of music "Rock" through <u>listening</u> . Pupils will know how to <u>compose</u> an 8 bar composition using rhythm notation. Pupils will know how to <u>perform</u> their composition along to the backing track, keeping in time to the beat. | Pupils will know the style of music "Pop punk" through <u>listening</u> . Pupils will know how to perform the chord accompaniment and the melody in 2 groups through <u>listening</u> and reading from letter notation. Pupils will know how to perform with the backing track, keeping in time to the beat through <u>listening</u> . | Pupils will know how to rehearse, <u>perform</u> , and appraise the full piece, implementing their <u>compositions/improvisation</u> and reading from simple stave notation. Pupils will perform with <u>musicianship</u> . |
| Vocabulary | South African Music | Chord | Call and Response | Composition | Performance | Assess |

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| Individual Lesson Plan | <ul style="list-style-type: none"> Listen to the rhythm and blue version of the South African song "The lion Sleeps tonight", how does the music make you feel? Can you describe the music with musical vocabulary? Pupils to move to the music and copy back actions to the beat. Using the notes C F G A Bb and C from the Boomwhackers, pupils to learn how to play the melody to Lion Sleeps tonight using the BW play along video. Add Glockenspiels if not enough BW. Slow down track here if required: https://www.youtube.com/watch?v=kvnxdHq6HEg&t=102s or use the basic melody sheet in resources. Plenary: Put the whole melody together with the backing. | <ul style="list-style-type: none"> Listen to the song "Jungle Boogie" Kool and the gang. How does the music make you feel? Can you describe the music with musical vocabulary? Pupils to move to the music and copy back actions to the beat. Recall musical vocabulary and sing "Lion sleeps tonight" Recall playing the melody of the song along to the boomwhacker video. Using boomwhackers, teach pupils how to play the chord progression, using the colour chord chart. Plenary: Play the chord progression along with the backing track. | <ul style="list-style-type: none"> Listen to the song "Bare necessities". How does the music make you feel? Can you describe the music with musical vocabulary? Pupils to move to the music and copy back actions to the beat. Recall musical vocabulary and sing the song. In pairs on glockenspiels, pupils to make up improvised C and R phrases. Pupils to demonstrate their question and answer phrases. Plenary: Using the backing track, each pair to play their improvised C and R phrase. GIVE SCHOOL THE CUT AND STICK COMPOSITION SHEET FOR NEXT WEEK. | <ul style="list-style-type: none"> Listen to the song "Welcome to the jungle" Guns and roses. How does the music make you feel? Can you describe the music with musical vocabulary? Pupils to move to the music and copy back actions to the beat. Recall musical vocabulary. Using the cut and stick composition sheet, pupils to work in groups of 2 to compose one four beat rhythms. Work on one with pupils on the board first as example. Pupils to demonstrate their rhythm through clapping. As a class, choose 8 rhythms and put together to form one 8 bar class composition. Use one different note per bar. Plenary: Pupils to clap/play composition on glocks along to the backing track. | <ul style="list-style-type: none"> Listen to the song "George of the Jungle". How does the music make you feel? Can you describe the music with musical vocabulary? Pupils to move to the music and copy back actions to the beat. Recall musical vocabulary. Recall playing the chord progression and melody on Boomwhackers using the play along track and chord sheet. Plenary: Put the chords and the melody together in 2 groups along to the backing track. | <ul style="list-style-type: none"> Recall all musical vocabulary from this topic. Sing the song "Lion sleeps tonight" Revise and rehearse all sections of the piece and decide as a class on the structure. Perform and record "The Lion Sleeps tonight" as structured by pupils (singing/ chords/ melody/ composition/ improvisation) Plenary: Watch and appraise performance. |
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Pentecost 2: "Summer sun"

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| Prior Knowledge | Pupils can: Sing collectively at the same pitch. 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 together, following instructions that combine the musical elements. Compose music as a class and then perform that music (basic rhythms – not necessarily with notation). Compose and play their own music using rhythm notation. | | | | | |
| New knowledge | Pupils will: Perform a piece of music with confidence. Be able to appraise their own performance and say what could be improved on. | | | | | |
| | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
| Medium term knowledge | Pupils will know how to sing the new song through <u>listening</u> , <u>recall</u> and <u>repetition</u> with actions. Pupils will walk and clap to the beat by <u>listening</u> to the backing track. Pupils will know the genre Reggae through <u>listening</u> . | Pupils will know how to clap and read the rhythms, reading from stick notation. Pupils will know how to <u>perform</u> part 1 of the melody on a tuned instrument. | Pupils will know how to <u>perform</u> part 2 with confidence and the extended harmony part 1. Pupils will <u>sing</u> and <u>perform</u> on their instruments along to the backing track. | Pupils will know how to <u>improvise</u> within the piece using 3 notes. Pupils will perform the middle section of the piece. | Pupils will <u>compose</u> question and answer phrases using basic stick notation (crotchet, paired quaver, and crotchet rest). | Pupils will know basic <u>performance</u> techniques. Pupils will know the structure of the piece. Pupils will <u>perform</u> , record, and appraise their <u>performance</u> . |
| Vocabulary | Rhythm | Notation | Harmony | Improvise | Performance | Assess |

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| Individual Lesson Plan | <ul style="list-style-type: none"> • Starter: Walking on sunshine body percussion. How does the music make you feel? Can you describe it using musical vocabulary? • Listen to “Walking in the summer sun” performance track. Display the lyrics sheet on board. What instruments can pupils hear on the track? • Using the lyrics, pupils to internalise the rhythms to the melody through saying and clapping the lyrics. • Learn the “la la” section in 2 parts. • Plenary: Perform the song walking in the summer sun. | <ul style="list-style-type: none"> • Starter: Sunshine by One Republic body percussion. How does the music make you feel? Can you describe it using musical vocabulary? • Recall singing Walking in the summer sun, clapping the internalised rhythms from last lesson. • Display the flute 2 part on board. Pupils to say the note names on the sheet along to the backing track, clapping the rhythms. • Using glockenspiels, pupils to learn to play the F2 part. • Plenary: Play the melody along to the backing track. | <ul style="list-style-type: none"> • Starter: Listen to “Summer time” Will Smith/ DJ Jazzy Jeff. Pupils to move to the beat. How does the music make you feel? Can you describe it using musical vocabulary? • Recall singing song, clapping the internalised rhythms. • Display F1 part on board. Pupils to say the note names on the sheet along to the backing track. • Use glockenspiels to learn to play the F1 part. • Plenary: Play F1 part along to the backing. Extension; split class to play both parts together. | <ul style="list-style-type: none"> • Starter: Listen to “Here comes the sun” Beatles. Pupils to move to the beat. How does the music make you feel? Can you describe it using musical vocabulary? • Recall singing and playing the song on glockenspiels. • Demonstrate improvising in middle section. • With backing track on, pupils to take turns at improvising using D, B and G. • Plenary: Sing the song, using improvisation in the middle section (Structure on lyric sheet) | <ul style="list-style-type: none"> • Starter: Listen to Club Tropicana, Wham! Pupils to move to the beat. How does the music make you feel? Can you describe it using musical vocabulary? • Recall singing and playing the song/Improvising on glockenspiels. • Pupils to work in pairs to extend improvising skills to composing question and answer phrases. • Pairs to demonstrate their Q and A phrases. • Plenary: Put the whole song together as per structure along to the backing track. | <ul style="list-style-type: none"> • Starter: Listen to Summer holiday, Cliff Richard. Pupils to move to the beat. How does the music make you feel? Can you describe it using musical vocabulary? • Recall all musical vocabulary from the unit. • Recall and rehearse all sections of the piece. • Perform and record. • Plenary: Watch and appraise performance. |
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