

Subject: Music	
Key Concept/ Theme: <i>Why does change happen?</i> Songs about me. Appraisal, pitch, tempo, dynamics, listening, composing and performing	
Key Music: <i>Head, Shoulders, Knees and Toes, Fossils from 'The Carnival of the Animals', Dem Bones, I wanna be like you, 'Jungle' by the Electric Light Orchestra</i>	
Vocabulary for unit: Core – pitch, tempo, dynamics, song, melody, names of some percussion instruments Aspirational – appraisal, lyrics, rhythm	
Federation/school specific areas to cover: range of percussion instruments	
1.	Prior learning reconnection: pitch, tempo, dynamics Cross-curricular links: parts of the body LO: We are learning to sing with actions. <i>Activity ideas to achieve the LO: Listen to, appraise and perform 'Head, Shoulders, Knees and Toes' adding appropriate actions to it.</i> Vocabulary focus for this lesson: pitch, tempo, dynamics Possible misconceptions to consider: children unable to sing the song
2.	Prior learning reconnection: Talk with the class about ways to hold beaters (shake hands with them) and ways to play the instruments and agree a signal for all instruments 'down'. Cross-curricular links: 'skeleton'-sounding music LO: We are learning to improvise sounds to match an idea. <i>Activity ideas to achieve the LO: Listen to Fossils from 'The Carnival of the Animals' by Saint-Saens. Children to explore how to play the percussion instruments in small groups. Can they make their instrument sound like a skeleton? Can they fit their sound to a pattern or rhythm? Can they layer different sounds and rhythmic patterns together?</i> Vocabulary focus for this lesson: tempo, dynamics, rhythm Possible misconceptions to consider: children unable to play instruments appropriately

3.	<p>Prior learning reconnection: Demonstrate and then ask the class to show ways to represent different actions and emotions (happy/ sad/ running/ sleeping).</p> <p>Cross-curricular links: Funny Bones</p> <p>LO: We are learning to improvise sounds to match a story.</p> <p><i>Activity ideas to achieve the LO: In small groups, children to explore ideas linked to the pages of the book discussed (Funny Bones). Can they make their instrument sound like something found in the book? Can they fit their sound to a rhythmic pattern? Can they layer different sounds and rhythmic patterns together? Can they include different pitch, tempo and dynamics in their work?</i></p> <p>Vocabulary focus for this lesson: pitch, tempo, dynamics</p> <p>Possible misconceptions to consider: children unable to play instruments appropriately</p>
4.	<p>Prior learning reconnection: pitch, tempo, dynamics</p> <p>Cross-curricular links: parts of the body</p> <p>LO: We are learning to sing with dynamics.</p> <p><i>Activity ideas to achieve the LO: Listen to, appraise and perform 'Dem Bones' adding appropriate dynamics to it.</i></p> <p>Vocabulary focus for this lesson: pitch, tempo, dynamics, appraisal</p> <p>Possible misconceptions to consider: children unable to sing the song</p>
5.	<p>Prior learning reconnection: pitch, tempo, dynamics</p> <p>Cross-curricular links: Monkey Puzzle</p> <p>LO: We are learning to sing with expression.</p> <p><i>Activity ideas to achieve the LO: Listen to, appraise and perform 'I wanna be like you' adding appropriate expression to it.</i></p> <p>Vocabulary focus for this lesson: pitch, tempo, dynamics, appraisal, expression</p> <p>Possible misconceptions to consider: children unable to sing the song</p>
6.	<p>Prior learning reconnection: listening to and appraising music</p> <p>Cross-curricular links: Monkey Puzzle</p> <p>LO: We are learning to describe music accurately.</p> <p><i>Activity ideas to achieve the LO: Listen carefully to the music ('Jungle' by the Electric Light Orchestra): How does it make you feel? Can you draw a picture of what the music reminds you of? Can you write or draw the instruments that you hear? Can you describe the music (use tempo and dynamics if you can)?</i></p> <p>Vocabulary focus for this lesson: pitch, tempo, dynamics, names of percussion instruments</p> <p>Possible misconceptions to consider: children unable to draw or write appropriately</p> <p>End of unit quiz: <i>What does pitch, tempo, dynamics and singing with expression mean?</i></p>

End point:

- Appraisal of different genres of music.
- Confidence in performing (voice and instruments).
- Put on a class performance (recorded or live).

Adaptions:

- resources (technology, physical/concrete)
- location of the lesson
- groupings/.staffing support
- SEND/Inclusion