

Music AUTUMN Term

	Learning Objective	Activity	Success Criteria
Unit 1 Lesson 1	To listen to and imitate song phrases	My turn your turn routines for teaching a new song. Teach Copy me – sit in a circle using actions that will move easily with the pulse – tapping; waving; rocking. Ask children to choose actions. Individuals sing and class join in. I, I me oh my – p137 activities	Routines for teaching any new song Routines for starting known songs Building and establishing the Singing Voice.
Unit 2 Lesson 2		Recap songs from last lesson. Teach Rain on the green grass – use fingers for actions. Q:- where does the rain fall? Can it fall on anywhere else? Ask children to create new places the rain will fall. Using rhythm eggs get children to shake the eggs on the first beat of the bar, Use Rainbow Arms to identify learnt phrases.	
Unit 2 Lesson 3	To find the Singing Voice To sing collectively as the same pitch	Have you brought – I see you – activities from p138; using instruments – chime bars or rhythm eggs.	Sing as part of a group Sing as a group at the same pitch Sing as an individual within the group activities.
Unit 2 Lesson 4	To start to sing as individuals	Recap prior songs Teach Hello how are you – play the game hide and seek Change the pitch of the song – can the children match you? Tap pulse on shoulders.	
Unit 2 Lesson 5		Teach Tick Tock, see our clock. Hey hey look at me – choosing a child to select action and lead the song.; class imitates	
Unit 3 Lesson 6	To listen attentively to recorded sound To recognize individual voices	Listening Listen to The Grasshopper (Inside Music) Play the music without any visual stimulus – what might this piece be about? How does it make you feel? Listen to 40 seconds of the piece and stop. Explain that this is about a Grasshopper. Listen again	Are aware that sound can help them identify creatures and humans Can listen accurately when no-visual image is present.

		and have fingers dance as a Grasshopper all around their body. Watch the youtube clip of the piece being played and talk about the instruments.	
Unit 3 Lesson 7		Teach new songs Who has the penny? Doggie, Doggie Jelly on a plate Class remembers rhymes and songs	
Unit 3 Lesson 8		Assess Doggie Doggie Jelly on the Plate	
	SPRING TERM		
Unit 5 Lesson 1	To be able to recognize known song melody	Sing I See You as an echo song. Teacher hum phrase 1 – class echoes; same for phrase 2. Repeat with Rain on the green grass but class repeats humming of phrase.	Can recognise a song from its hummed melody
Unit 5 Lesson 2		Using key songs – Little Sally Saucer; Lots of rosy apples; Tick, tock see our clock – class teacher hum the melody and class answers by singing the words. Repeat with different song melodies.	
Unit 6 Lesson 3	To repeat a song at different pitch level To establish a further routine for a collective song start To repeat a song with changing dynamic levels	Set 1 – Sing I, I, me oh my – sing through and class copies; teacher sing at a higher or lower starting pitch and class copies. Sing Ickle, ockle – you sing phrase 'off you go setting the starting pitch. Set 2 – Engine, engine – using starting phrase which sets the pitch Sing Early in the morning	Can sing to a given starting pitch Can sing at different volume levels
Unit 6 Lesson 4		Set 3 – Sing Bow, wow, wow – Group 1 – sings phrases 1 & 2 = quieter voice Group 2 – sings phrases 3 & 4 with louder voice. Repeat with Engine, engine. Assessment activity on p42.	

Unit 7 Lesson 5	To find the Thinking Voice	Warm up – Have you brought your Chest, chest, knee to – class perform the actions quietly to mark the pulse as you sing. Recall learning from previous session using Engine, engine and moving onto the Thinking Voice. Assessing Activity – Doggie, doggie.	Can use the memory and thinking to hear the inner singing voice, the Thinking Voice Can performs using the Singing Voice and the Thinking Voice
Unit 8 Lesson 6	To be aware of the percussion instruments, how to hold and how to play them.	Gather instruments together and introduce them – play to hear the sound and give them the name. Take the song Who has the penny and give out instruments to several children. Instead of penny ask – Who has the tambourine and those children play that instrument. Repeat with Set 2 and 3 songs.	Know how to hold and play several instruments correctly Know the proper names for each instrument used
Unit 9 Lesson 7	To recognize different voices by sound quality To recognize different instruments by sound alone.	Set 1 – use the songs on p49 and the games found in the Songs section. Set 2 – Where have all the instruments gone?	Have gained an increased awareness of sound differences Increased confidence when identifying and naming the sound
Unit 9 Lesson 8	Clog Dance – Inside Music. Identify how many times you can hear Widow Simone’s clogs. What happens to the instruments when the clogs dance? After listening with no visual watch a performance by Royal Ballet from La Fille Mal Garde.		
Unit 10 Lesson 9	To achieve singing with one breath per song phrase To develop greater quality of singing sound	Teach and sing Blowing bubbles – children blow through hole created by thumb and first finger continuously to the slowish count of 1-2-3-4 Count 1-4 with several repeats. Suo-gan – teach and sing this. Class sings and takes an easy breath before each Suo gan word (each new phrase) Use the rainbow movement to mark the phrase and the class repeats the song adding the rainbow arc movement. Repeat with other songs	Breathing with the phrases gives shape to the singing Tonal quality begins to iprove for performer and listener

Unit 10 Lesson 10		Warm up to quality singing – Standing tall like a string puppet with head string but others etc Sing I see you – hum phrase 1 and class echoes same for phrase 2. Repeat with other songs from Set 2 p52	
Unit 11 Lesson 11	To develop the aural memory for known song melody	Song bag – hum or sing to nah songs learnt and children came them. Teach and sing Hot Song – Glowing Candlelight	Developing and increasing memory recall Securing Thinking Voice
SUMMER TERM			
Unit 12 Lesson 1	To learn to perform song rhythms To perform actions to the feel of pulse To learn to play rhythms on percussion	Set 1 – choose a song from Key Songs – speak its words in tempo – rhythm of the song’s melody – one phrase at a time, class repeat. Set 2 – Key song. Speak its words and tap the word pattern onto palm one phrase at a time and class repeats. Set 3 – sing phrase 1 with Thinking Voice and tap the word pattern.	Can perform song rhythm phrases sometimes using instruments Know performing music gives rise to a feeling of regular pulsation (pulse)
Unit 12 Lesson 2		Perform songs that ask for a repeated or regular action. Perform songs adding a heartbeat action – gently tapping chest. Keep singing songs from the Key Songs speaking the songs and tapping the phrases.	
Unit 13 Lesson 3	To recognize the start and finish of phrases To identify the length of phrases	Sing Pitter Patter – class sings one phrase and teacher conduct using hand gesture Sing Set 2 songs using activities from p60. Sing and tap the rhythm of melody and use the Thinking Voice	Can feel the length of a phrase and understand that song melodies an have different numbers of phrases
Unit 14 Lesson 4	To learn that dynamic levels can be compared as being louder or quieter To learn that pitch levels can be ompared as being higher or lower To learn thaty tempo speeds can	Set 1 Pitch change using your hand to slide the sound and hand up to new level and sustain. On to a new higher level and sustain. Repeat with children joining in. Sing songs using hand levels to show higher or lower.	Are more aware that tempo, pitch and dynamic are changeable in music

	be compared as being faster or slower	Set 2 – dynamics. Using key songs sing quietly then louder.	
Unit 14 Lesson 5		Set 2 p63 Unit 14 – In the Hall of the Mountain King – using ta and te te. Identifying the pitch – rise and fall; tempo & dynamics. Children can tap the rhythm of ta and te te along with the music.	
Unit 15 Lesson 6	To perform internally phrases from known songs and chants To use the Thinking Voice to highlight a particular feature in a melody	Sing Doggie doggie – teacher sings the phrases, class sings the answer phrases. Sing question phrases and answer using Thinking Voice. Sing I have a dog – class sings and draws rainbow phrases mark for each phrase. Set 2 – repeat using Thinking Voice and using rainbow arc for all 4 phrases.	Understand that the Thinking Voice is a useful tool for learning about music Are secure in using the Thinking Voice
Unit 16 Lesson 7	To teach the basic principles of simple tome rhythm To teach and use spoken rhythm names for simple time	Sing I, I me oh my – tapping the rhythm Touch your shoulders with activity from p69 Set 2 – Class speaks the word tah and taps once per pulse for four pulses. Repeat speaking the-the Repeat with other rhythm phrases speaking ta and teh-teh	Are able to perform song rhythms and use spoken rhythm names
Unit 16 Lesson 8		Set 3 – songs and activities on p70 so children can practise rhythm sounds.	
Unit 17 Lesson 9	To listen to pitch changes in a song phrases and to show its melodic line through hand-movement	Set 1 – activities p72 Set 2 and activities.	Are beginning to understand the basic concept of pitch, the relationship of pitch levels and how melody has a pitch-shape.
Unit 17 Lesson 10	To identify and show pitch changes more precisely	Set 3 – Using tuned percussion	