

# Foundation Subject Medium Term Planning

<b>Subject: Music</b>	<b>Theme: Popular Music since 1960</b>	<b>Year Group: Year 2</b>	<b>Term: Spring 1</b>
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<b>Vocabulary:</b>		<b>End of Unit Milestones:</b>
<b>rhythm</b>	A mixture of long and short notes to make a pattern.	
<b>tempo</b>	How fast or slow the music is.	
<b>copy back</b>	To sing or play back a rhythm or melody.	
<b>rock</b>	A type of music with drums and electric guitar.	
<b>drums</b>	A musical instrument you can hit, shake or scrape.	
<b>electric guitar</b>	A guitar which is heard through a speaker.	
<b>keyboard</b>	An electric piano which can change its sounds.	
<b>compose</b>	To write down your own music.	
<b>bass guitar</b>	A low sounding guitar which supports the tune.	
<b>hook</b>	A repeated catchy phrase in a song.	
		<ul style="list-style-type: none"> <li>• I know the names of some instruments I can hear, such as an electric guitar, drums and bass guitar.</li> <li>• I know that rock music always has electric drums and keyboards, solo electric guitar riffs and a loud, heavy drumbeat.</li> <li>• I can clap a pulse, increasing and decreasing the tempo.</li> <li>• I can play along on a glockenspiel using C and D whilst keeping to a steady pulse.</li> <li>• I can play back my improvisation and change rhythms or melodies that I don't like.</li> <li>• I can compose using a rhythm grid containing crotchets, quavers and the note name (C or D).</li> <li>• I know how to read my notation to help me perform.</li> <li>• I can perform my part in a group, keeping time with others.</li> </ul>

<p><b>Prior Learning: Year 1: Summer Term</b></p> <ul style="list-style-type: none"> <li>• I know when a sound becomes higher or lower.</li> <li>• I know which is the verse and which is the chorus.</li> <li>• I can hear and identify some instruments.</li> <li>• I can find the pulse.</li> <li>• I can discuss the music using the musical vocabulary.</li> <li>• I can play a simple accompaniment on the glockenspiel using two notes.</li> <li>• I can say how a piece of music makes me feel.</li> <li>• I can keep to a steady pulse.</li> <li>• I can use my voice to speak/sing/chant.</li> <li>• I can join in with everybody when we are singing.</li> </ul>	<p><b>Future Learning: Year 2: Spring Term</b></p> <ul style="list-style-type: none"> <li>• I can describe a piece of music using musical vocabulary.</li> <li>• I can sing and follow the melody.</li> <li>• I can perform simple patterns keeping to a steady beat or pulse.</li> <li>• I can create music using different pitches and rhythms.</li> <li>• I can perform to an audience.</li> <li>• I can use a rhythmic pattern in my composition.</li> <li>• I can use grid notation.</li> <li>• I can begin to use western classical rhythm notation.</li> </ul>
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## Week One

**Objective:**

1.Listen and Appraise

I can listen for particular things when listening to recorded music.

**Success Criteria:**

I can hear and identify some instruments.

I can find the pulse.

I can say how the music makes me feel.

I can discuss the music using musical vocabulary.

### Learning And Teaching

**Outcomes**

*(what is in books, any computing/photo/video evidence etc and where it is to be saved)*

This lesson will be used to watch the live performance from the Resonate Music Hub. This date will change each term, and be sent in advance.

Please check emails.

**KMRM:**

What is a riff?

Can you name two types of guitar? (electric, bass, acoustic)

Pupils will need to discuss the performance. You should discuss instruments, high and low sounds, loud and quiet sounds and begin to hear the structure of the music.

**Pupils needing extra support:**

Will need support when listening to the music and focus on various parts.

**Pupils working at greater depth:**

Children should be able to be explaining what they can hear.

## Week Two

<p><b>Objective:</b> Listen and Appraise</p> <p>I can listen for particular things when listening to recorded music.</p>	<p><b>Success Criteria:</b></p> <p>I can hear and identify some instruments. I can find the pulse. I can say how the music makes me feel. I can discuss the music using musical vocabulary.</p>	
<p style="text-align: center;"><b>Learning And Teaching</b></p>		<p style="text-align: center;"><b>Outcomes</b> <i>(what is in books, any computing/photo/video evidence etc and where it is to be saved)</i></p>
<p>KMRM</p> <p>Think of the key questions. The vocal line: how many singers? Male/female? Male and female. ●The backing/accompaniment: how many instruments? Which ones? A rock band: electric guitar, bass, drums, keyboards. ●Which instruments plays the solo? The electric guitar. ●Is there a hook? Yes: the words are "I Wanna Play In A Band" ●The texture: is it thick, thin or inbetween? Are there many layers of sound, or just one/two? Are there many voices singing/instruments playing, or just one/two? The texture is thick and stays the same throughout the song. ●The tempo: is it fast, slow or inbetween? Inbetween. ●The dynamics: is the music loud, quiet or inbetween? Is it the same throughout or does it vary? The song is loud throughout. ●The arrangement: which voices/instruments sing/play in which sections? The instruments build up in number during the</p> <p>Find the pulse to the song whilst children are listening. They may find actions helpful. Can you begin to join in singing?</p> <p>Complete flexible game track.</p> <p><b>Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low).</b> <b>Mark the beat of a listening piece (e.g. Bolero by Ravel) by tapping or clapping and recognising tempo as well as changes in tempo.</b></p>		<p>Find the pulse to the song whilst children are listening. They may find actions helpful. Can you begin to join in singing?</p> <p>Complete flexible game track to familiarise chn with the song.</p> <p><b>Pupils needing extra support:</b> Chn may find it easier to walk to the pulse and begin to join in clapping. Use the pictures to support chn as they may be able to point to what they hear.</p> <p><b>Pupils working at greater depth:</b> Can they identify sounds that change by leaps or</p>

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- **Walk in time to the beat of a piece of music or song (e.g. La Mourisque by Susato). Know the difference between left and right to support coordination and shared movement with others.**
- **Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.**
- **Identify the beat groupings in familiar music that they sing regularly and listen to, e.g. syncopation (off beats)**

steps? Can they describe where in the song they have heard a big leap in pitch or small steps in pitch?

## Week Three

<p><b>Objective:</b> I can play simple patterns on tuned instruments. I can perform with others</p>	<p><b>Success Criteria:</b> I can play a simple accompaniment on the glockenspiel using two notes. I can perform in my group or class.</p>	
<p><b>Learning And Teaching</b></p>		<p><b>Outcomes</b> <i>(what is in books, any computing/photo/video evidence etc and where it is to be saved)</i></p>
<p>Recap: what was the song? What can we remember about its features (instruments, structure etc.) Listen and appraise – aim: build skills in identifying features). Listen to ‘We Will Rock You’. Find the pulse. Compare it to the other song. Are there different instruments? Is it better? Faster/slower?</p> <p>Ideas for listening include:</p> <ul style="list-style-type: none"> <li>●The vocal line: how many singers? Male/female? Male, with some backing vocals.</li> <li>●The backing/accompaniment: how many instruments? Which ones? A rock band: electric guitar, bass, drums, keyboards.</li> <li>●Which instruments plays the solo? The electric guitar plays a solo.</li> <li>●Is there a hook? Yes: it’s in the chorus: “We will, we will rock you”. The well-known drum and clapping riff is also a hook, we remember it, in fact we cannot get it out of our heads!</li> <li>●The texture: is it thick, thin or in between? Are there many layers of sound, or just one/two? Are there many voices singing/instruments playing, or just one/two? The texture is thick all the way through the song, all the instruments play throughout the song.</li> <li>●The tempo: is it fast, slow or in between? In between.</li> <li>●The dynamics: is the music loud, quiet or in between? Is it the same throughout or does it vary? As the texture thickens, more instruments come in, the dynamics get louder.</li> </ul> <p>1. Is it Pop/Rock/Blues/Gospel/Ballad/R&amp;B/Rap/Soul? Rock. 2. What are the style indicators of rock music?</p> <ul style="list-style-type: none"> <li>●Heavily-amplified guitar.</li> <li>●Bass guitar.</li> <li>●Drums.</li> <li>●Keyboard sounds.</li> </ul>		<p>Chn will perform their instrument to the track.</p> <p><b>Pupils needing extra support:</b> Chn may use fewer notes or be supported by an adult.</p> <p><b>Pupils working at greater depth:</b> Chn may be able to play or perform in smaller groups and be less reliant on other chn. Can they keep a pulse and play patterns accurately. <i>Record a video of the class playing and upload to: Google Drive&gt; Curriculum Planning&gt;Music&gt;Lesson Evidence.</i> <i>GD: Can they play confidently and perform to class? Can they keep a steady pulse and play patterns accurately? Take</i></p>

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- Often male vocals with backing vocals from other band members.
  - Frequent solo guitar.
  - Sometimes distortion of the sound.
  - A heavy backbeat.
3. What are the style indicators in this song, ie how do I know this is rock music
- Heavily amplified guitar, bass, drums and keyboard sounds.
  - Plenty of solo work on guitar; sometimes the sound is distorted.
  - A heavy backbeat.

Use the 'Play your instruments' tab.

Chn will need to practice counting the pulse and playing the same note to the pulse.

Practice finding C and D notes. Can chn play these in time. Small groups? Bigger groups?

Demonstrate playing to the track. The notes change and are shown on the backing – karaoke style.

**Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause)**

**Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low).**

- **Recognise dot notation and match it to 3-note tunes played on tuned percussion, for example: (high and low)**

*a video of GD chn and upload to the same folder, naming the video with the names of the chn featured.*

## Week Three

<p><b>Objective:</b> Perform I can perform simple patterns keeping to a steady pulse I can clap a pulse increasing and decreasing the tempo.</p>	<p><b>Success Criteria:</b> I can use body percussion to perform a simple rhythm I can clap a steady pulse as part of my class. I can purposely increase or decrease the tempo of the pulse.</p>
<p><b>Learning And Teaching</b></p>	<p><b>Outcomes</b> <i>(what is in books, any computing/photo/video evidence etc and where it is to be saved)</i></p>
<p>Listen to 'Smoke on the Water' Ask chn to sing the riff/repeated pattern/hook Ideas for listening include:</p> <ul style="list-style-type: none"> <li>●The vocal line: how many singers? Male/female? Male.</li> <li>●The backing/accompaniment: how many instruments? Which ones? A rock band: electric guitar, bass, drums, keyboards.</li> <li>●Which instruments plays the solo? The electric guitar plays a solo after the second verse and chorus.</li> <li>●Is there a hook? Yes: an instrumental hook played on the electric guitar. It is well known.</li> <li>●The texture: is it thick, thin or in between? Are there many layers of sound, or just one/two? Are there many voices singing/instruments playing, or just one/two? It starts with a thin texture – just a few instruments – and builds up to a thicker texture. The guitar plays in the intro and verses with the drums; the bass comes in only in the chorus. This is unusual for a rock song.</li> <li>●The tempo: is it fast, slow or in between? In between.</li> <li>●The dynamics: is the music loud, quiet or in between? Is it the same throughout or does it vary? As the texture thickens, with instruments playing, the dynamics get louder</li> </ul> <p>1. Is it Pop/Rock/Blues/Gospel/Ballad/R&amp;B/Rap/Soul? Rock See above for previous answers on style Use the warm up/games track for children to find the pulse. It may be useful to stand up and 'stomp' to the pulse. Counting the beats may also help. 1 2 3 4 1 2 3 4 etc. Once this is established, use the tool to increase/decrease the tempo.</p>	<p>Chn will perform on the glocks.</p> <p>Record a class performance on iPad Video to be saved on the Google drive.</p> <p><b>Pupils needing extra support:</b> Chn may use fewer notes or b supported by an adult.</p> <p><b>Pupils working at greater depth:</b> Chn may be able to play or perform in smaller groups and be less reliant on other chn. Chn should be able to decrease and increase the pulse.</p>

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Improvise to the song.

Main focus – ARE: performing accurately to the pulse. Not rushing or missing beats etc.

Use glocks

Extension – to use extended improvisation – this will use voice to extend the children.

**Create rhythms using word phrases as a starting point (e.g. Hel-lo Si-mon or Can you come and play?). \* please try to use the consistent words which will be taught later on \* tea, coffee, coca cola, lemonade.**

**Sing short phrases independently within a singing game or short song.**

**Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.**

*GD: allow chn to use their voice to improvise whilst performing with the instruments.*

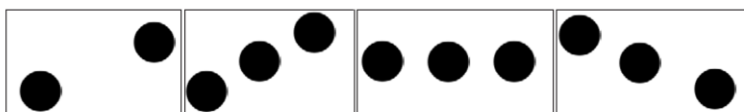
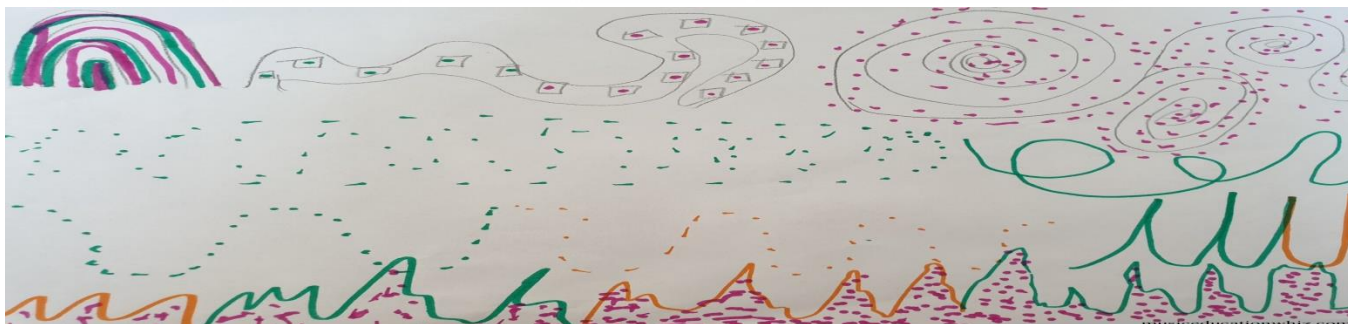
## Week Four

<p><b>Objective:</b> Compose I can improve my own work. I can create music using different pitches and rhythms. I can use symbols to represent sounds.</p>	<p><b>Success Criteria:</b> I can select sounds for a purpose I can use basic notation.</p>
<p><b>Learning And Teaching</b></p>	<p><b>Outcomes</b> <i>(what is in books, any computing/photo/video evidence etc and where it is to be saved)</i></p>
<p>Compose on glocks/using Charanga.</p> <p>Using Chranga – listen to Rocking all over the world (step 4) Again, listen and identify for features to develop understanding of the genre. The vocal line: how many singers? Male/female? 2 Male singers.</p> <ul style="list-style-type: none"> <li>●The backing/accompaniment: how many instruments? Which ones? A rock band: electric guitar, bass, drums, keyboards and some piano.</li> <li>●Which instruments plays the solo? The electric guitar plays a riff all the way through and has a solo after the first chorus. The electric guitar also riffs over the long outro.</li> <li>●Is there a hook? Yes: it's in the chorus. The words are "I like it ,I like it.....Rockin' all over the world.</li> <li>●The texture: is it thick, thin or inbetween? Are there many layers of sound, or just one/two? Are there many voices singing/instruments playing, or just one/two? It is a thick texture with lots of instruments playing all the time. The piano plays on its own at the beginning.</li> <li>●The tempo: is it fast, slow or inbetween? Inbetween.</li> <li>●The dynamics: is the music loud, quiet or inbetween? Is it the same throughout or does it vary? As the texture thickens the dynamics get louder.</li> </ul> <p>See previous lessons for style indicators.</p> <p>Children should create their own hook/riff based on the music learned so far. Encourage them to use notes already used (C and D).</p> <p>Chn should be encouraged to write this down. Notes in correct order.</p>	<p>Chn will compose their own riff or hook. <b>8 beats long at most using notes C / D</b> Composition should be saved as a picture in books or screenshot of iPad work so chn can recreate this. This should be uploaded to Google Classroom so they are able to refer back to this.</p> <p><b>Chn need a written record / hard copy of their composition. (so they can recall their performance)</b></p> <p><b>Pupils needing extra support:</b> Chn will need support to identify the correct beats. This can be done as part of</p>

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GD chn may be able to write theirs in a rhythm grid (as shown on Charanga)  
**Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.**

<b>A</b>		bip bop			bip bip	
<b>B</b>				AAARGHH!!		







(Y3) use:  
 Chn should now recognise high and low, and be able to use dots, with the appropriate sticks for rhythm, to use a high and low dot to compose melody.  
 This could also work as part of a rhythm grid.

a small group. They should be composing a simple rhythm using one instrument/line/sound. Simple picture annotation to support their memory.

**Pupils working at greater depth:**  
 Chn should be thinking about rhythmical and melodic composition and should start to box their ideas into beats or bars.

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 C	 C	 DD	 C

*GD chn: compose their song using a rhythm grid on paper (4x4 box of squares, each box representing 1 beat, each row represent a bar of music, they can add circles to the grid to represent one beat (crotchet), or two smaller circles to represent two quicker sounds for one beat (quavers)). They can add note names to each square so they know which note to play.*



## Week Five

### Objective:

5 Compose/perform

I can improve my own work.

I can create music using different pitches and rhythms.

I can use symbols to represent sounds.

### Success Criteria:

I can select sounds for a purpose

I can use basic notation and read it to perform my own composition.

### Learning And Teaching

### Outcomes

*(what is in books, any computing/photo/video evidence etc and where it is to be saved)*

This lesson should be used to perform either the children's compositions or either performance lesson to another class.

Use time to practise the skills learnt in the last lesson. Do chn want to edit their composition to improve their ideas.

Work through the lesson you have chosen to remind the children

Discuss the importance of being a good performer. Why would we perform to an audience?

If you are performing compositions, these can be recreated on the iPads from saved evidence, and choose one or two to be shown.

*Record the class performing their compositions, following their notation. Upload to: Google Drive> Curriculum Planning>Music>Lesson Evidence.*

Recording of composition on iPad.  
Ensure written composition is visible when child is playing.  
Chn will follow their notes to practice and perform.

Save video to Google drive

### Pupils needing extra support:

Chn may need time to practice and support their thinking.

### Pupils working at greater depth:

Chn should begin to organise their performances.

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