



# *Maestro*

## An Educational Music Programme for Early Years Foundation Stage, Key Stage 1 and Key Stage 2

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ENGLAND**





# *An Introduction to Maestro*

Welcome to Maestro. An educational music programme for Sefton Music Hub. The intention is that children will be engaged in music, feeling the music and being immersed in music.

This progressive scheme of work has been developed to meet the Early Years Foundation Stage, National Curriculum and the Model Music Curriculum objectives which include Singing, Listening, Composing and Performing.

Maestro is an accessible scheme which is inclusive and adaptive. Music should be a safe space for children to explore and develop skills. Each lesson plan has been written to ensure children with EAL and SEND can access the scheme.

There are opportunities for assessment including summative, formative and peer assessment built into the lesson plans. We also encourage children to appraise and evaluate their own work and that of others, ensuring a positive environment.



# *Maestro for Key Stage 1*

There are three units for Year 1 and three units for Year 2. These should be used in conjunction with your music curriculum and give space for whole class singing, Christmas and Easter, to be built around the units.

The units build on a spiral learning curriculum approach and on giving lots of opportunities for children to engage in music activities. The intention is they will be engaged in 'doing music', feeling the music and being immersed in music. The children will gain from revisiting lessons and in doing so developing a deeper understanding of skills, knowledge and concepts involved.

The lessons will vary depending on the group of children you are working with, as well as the learning environment. The plans are suitable for whole classes and mixed year ½ classes and small groups.

The plans will also work well if you're working with EAL, non-verbal children and can be adapted for those with additional needs; music is a really safe place for all children to be creative in.

Collect all the musical things you've explored, revisit activities, and listen to the pieces of music again.

Use the Ipad to keep a record of progress and enable peer assessment. Give yourself the permission to be creative, to be musical and to have fun. Use the lesson plans which include hyperlinks to the Maestro Youtube Channel and also an instructional video for each unit to guide you.



# *KS1 Instructional Videos*

Supporting instructional videos with information on how to teach each unit for Maestro for Key Stage 1 are available on the Maestro Youtube channel (set to private and only available through these links)

KS1 Introduction

<https://youtu.be/2ZS1-0OHPGg>

KS1 Year 1 - Animals

<https://youtu.be/sSozRq8jeq4>

KS1 Year 1 – Toys

<https://youtu.be/ho0JWRrtwhE>

KS1 Year 1 – Minibeasts

<https://youtu.be/GX4WwTh57go>

KS1 Year 2 – Class Band

<https://youtu.be/YwedGyh9WE4>

KS1 Year 2 – Weather

<https://youtu.be/JlxaVOc4P0A>

KS1 – Year 2 – Animals And Their Environments

<https://youtu.be/mgVjETB7XnU>



# *Disclaimer*

## *Content*

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“3 Little Pigs (pub. A&C Black) has been purchased and is provided as a supporting resource to this scheme of work.”

## *Curriculum Plan*

Music teachers must consider the use of this resource in the context of the overall curriculum plan for their school.

## *Eternal Links*

External youtube links used may be changed or removed without notice. Please consider alternative musical examples as per each lesson plan.

## *Extracts*

The extracts referred to in this resource have been chosen as they display examples of good practice in musical elements of popular music. Popular music often contains references to challenging subject matter, euphemism and innuendo. An effort has been made to avoid using inappropriate examples. Although the excerpts used have been deemed appropriate, some may find other parts of a song, or, for example, it's broader media such as a music video or use and meaning in popular culture, offensive. It is recommended that teachers consider their institution's safeguarding policy before using this resource to ensure no excerpt used may be considered inappropriate. Teachers may wish to find alternative extracts.



## KS1 Year 2 – Class Bands

## Lesson 1

Learning Objective/Intent <b>LO:</b>	Introduction/ Main Activity	Resources & Vocabulary	Plenary	Success Criteria
<p>To experiment with and create sounds. To use singing voices with expression in class singing.</p> <p><b>MMC Objectives:</b> Listen to and perform a simple rhythm pattern. To follow instructions about performing – when to stop, start following conductor sign when making sounds.</p>	<p><b>Starter</b> Hello Song <a href="https://youtu.be/7dIZIJRt67o">https://youtu.be/7dIZIJRt67o</a></p> <ul style="list-style-type: none"> <li>Sing a song about stopping and starting an example you could use is in the following link. <b>Yolandas Band Jam Animal Bop</b> <a href="https://www.youtube.com/watch?v=EvGzvXSN4tY">https://www.youtube.com/watch?v=EvGzvXSN4tY</a></li> </ul> <p><b>Teaching Sequence</b></p> <ul style="list-style-type: none"> <li>1.Using body percussion sounds such as tapping knees, clicking tongues use the red/green - stop/start conductor spot to conduct children.</li> <li>2.Discuss how expression on our faces shows how we are feeling. Get children to show happy, sad, grumpy, worried expressions. Learn a song about different emotions that helps children develop the use of facial expressions an example can be found in the following link: <b>Teddy Bear Rock 'n' Roll</b> <a href="https://www.youtube.com/watch?v=hIK8MC_y6AY">https://www.youtube.com/watch?v=hIK8MC_y6AY</a></li> <li>3.Sing 'I Can' song adding a sequence of sounds using body percussion, try to get to five different sounds in the sequence! <a href="https://youtu.be/wOeLkZRQAJM">https://youtu.be/wOeLkZRQAJM</a></li> </ul>	<p>Selection of instruments as available such as egg shakers, claves, chime bars.</p> <p><b>Vocabulary</b> Rhythm, Instruments, Percussion, Drum Stop, start, conductor</p>	<p>Sing song - If You're Happy and You Know it, clap your hands</p> <p>Repeat singing different emotions each time - angry, sad, tired, worried.</p> <p>Focus on using lots of facial expression during the songs!</p>	<p>Can children -demonstrate features of good singing posture: shoulders down, relaxed arms by their sides, long 'giraffe' necks? - use facial expression to enhance singing?</p> <p><b>Challenge:</b> Offer some children opportunity to sing alone (solo!), being careful to match the starting pitch accurately.</p>



## KS1 Year 2 – Class Bands

## Lesson 1

				<p><b>SEN/EAL:</b> Demonstrate all songs first using actions for when it is time for you to sing – pointing to yourself and pointing at the children when it is their turn.</p>
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## KS1 Year 2 – Class Bands

## Lesson 2

Learning Objective/Intent <b>LO:</b>	Introduction/ Main Activity	Resources & Vocabulary	Plenary	Success Criteria
<p>To make connections between notations and musical sounds.</p> <p>To follow instructions about when to start/stop playing instruments.</p> <p><b>MMC Objectives:</b></p> <p>To perform with others songs and simple rhythmic patterns on an instrument.</p> <p>To give opportunity for children to lead class band.</p>	<p><b>Starter</b></p> <p>Hello Song  <a href="https://youtu.be/7dIZIJRt67o">https://youtu.be/7dIZIJRt67o</a>            Watch two minutes of clip of Six Marimbas by Steve Reich;  <a href="https://www.youtube.com/watch?v=RaYvMwQd3cs">https://www.youtube.com/watch?v=RaYvMwQd3cs</a></p> <p>Encourage the children to identify that the musicians wait for their turn to play and while doing this they are listening to each other.            Play the first two minutes again and ask children to join in tapping the steady beat on their hands when to two players at the front begin to play.</p> <p><b>Teaching Sequence</b></p> <ul style="list-style-type: none"> <li>Revisit class band activity using a variety of instruments: children play sounds on the green conductor spot and stop on the red spot. Teacher demonstrates leading as conductor, repeat selecting one of the children to be a 'conductor'.            Extend asking groups of instruments and instruct the groups of instruments such as 'just the 'maracas'/ 'claves' to play'. This helps children have the opportunity to hold instruments still while listening and watching conductor.</li> <li>Use music to play musical stop/start (statues) game. An example of a piece of music can be found following the link below:  <a href="https://www.youtube.com/watch?v=xCQHo5CuCoM&amp;list=PLff9wYQdEudgSnER-5pWWiVE7gCMhjrPM&amp;index=3">https://www.youtube.com/watch?v=xCQHo5CuCoM&amp;list=PLff9wYQdEudgSnER-5pWWiVE7gCMhjrPM&amp;index=3</a></li> </ul>	<p>Selection of percussion instruments such as maracas, egg shakers, claves.            Conductor spot</p> <p><b>Vocabulary</b></p> <p>Conductor,            Beat,            tempo            Instruments,            Pulse            Steady beat            Percussion</p>	<p>Sing a song using expression to tell the story!            An example of a song can be found using the following link –            Teddy Bear Rock 'n' Roll  <a href="https://www.youtube.com/watch?v=hIK8MC_y6AY">https://www.youtube.com/watch?v=hIK8MC_y6AY</a></p>	<p>Can the children use the instruments in different ways tapping, shaking, scraping?</p> <p>Can they start and stop straight away when the conductor spot changes?</p> <p><b>Challenge:</b>            Encourage children to use vocabulary when making suggestions to improve their work –            conductor,            stop, start,</p>





## KS1 Year 2 – Class Bands

## Lesson 2

- Collect the instruments back with Tidy Up song.

<https://youtu.be/4FOE00x66NQ>

Put the instruments away in the instrument boxes. Children return instruments to the box quietly and sit with musical threes – 1-sitting up straight, 2-hands on knees, 3 - showing listening eyes!

<https://youtu.be/g0RCEgrUjoM>

steady beat,  
quiet, loud

### **SEN/EAL:**

Demonstrate at the beginning of the activity with one child holding instrument and responding to the stop and start signal by playing and stopping appropriately.



## KS1 Year 2 – Class Bands

## Lesson 3

Learning Objective/Intent	Introduction/ Main Activity	Resources & Vocabulary	Plenary	Success Criteria
<p><b>LO:</b> To explore different ways sounds can be made and changed loud/quiet, high/low. Respond to musical cues and follow instructions.</p> <p><b>MMC Objectives:</b> To offer comments about work identifying good features and suggest improvements. Listen and recognise elements of music: eg. dynamics- loud and quiet.</p>	<p><b>Starter</b> Hello Song <a href="https://youtu.be/7dIZIJRt67o">https://youtu.be/7dIZIJRt67o</a></p> <p>Sing song I Hear The Band Far Away <a href="https://youtu.be/T-qDzRiHwJE">https://youtu.be/T-qDzRiHwJE</a></p> <p><b>Teaching Sequence</b></p> <ul style="list-style-type: none"> <li>Recap 'conductor game' from lesson 2, selecting two children to 'watch class band' and be 'listening detectives' spotting the good points –</li> </ul> <p>Did we stop/start quickly? Did everyone play sounds and stop at the right time? Can we think about ways to improve our work Can we hold the instruments still and quiet?</p> <ul style="list-style-type: none"> <li>Magic Music Beater, focusing on changes in dynamics; making quiet and loud sounds by following conductor. Class to sit with instruments. Teacher leads as conductor first before selecting children to conduct. Conductor sits with beater in hands with hands together (could use pencil, paintbrush). Stop – the beater held close in conductors hand instructing 'class band' to keep instruments silent. Start - when conductor moves hands apart with beater to the side the class band play sounds. Quietly – conductor moves beater a little.</li> </ul>	<p>Beater for conductor to use. Selection of percussion instruments such as maracas, egg shakers, claves. Conductor spot</p> <p><b>Vocabulary</b> Conductor, Dynamics loud/quiet, Instruments, Percussion, Pulse</p>	<p>Listen to Haydn 2<sup>nd</sup> Movement of Surprise Symphony No. 94 in G Major, (approximately first three minutes).</p> <p><a href="https://www.youtube.com/watch?v=ILjwka mp3ll">https://www.youtube.com/watch?v=ILjwka mp3ll</a> Children tap knees with fingertips to keep the beat. Can the children identify the sudden</p>	<p>Can children - make sounds quieter and louder? - show control when handling instruments - make sounds on instruments in different ways eg. shaking, tapping?</p> <p><b>Challenge:</b> What suggestions can the children make to improve their work – encourage comments about stopping quickly, keeping instruments silent and</p>



## KS1 Year 2 – Class Bands

## Lesson 3

Loudly – moves the beater far away!

- Class band sings Marching Band song I Hear The Band Far Away  
<https://youtu.be/T-qDzRiHwJE>

Playing instruments loudly and quietly as dynamics relate to song.

'surprise'  
loud  
sound?

everyone working together.  
**SEN/EAL:**  
Playing instruments quietly needs good control and handling of the instruments. Children will usually find it very easy to play loudly! Therefore it will be helpful to spend more time on making quiet sounds. We are aiming to develop controlled sounds when using the instruments. The instruments need to be handled safely



## KS1 Year 2 – Class Bands

## Lesson 3

				and carefully, discourage children from waving instruments above heads or banging on the floor.
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## KS1 Year 2 – Class Bands

## Lesson 4

Learning Objective/Intent <b>LO:</b>	Introduction/ Main Activity	Resources & Vocabulary	Plenary	Success Criteria
<p>To create and repeat short rhythmic patterns. To perform simple patterns. Sing songs matching pitch accurately.</p> <p><b>MMC Objectives:</b> Identifying changes in pitch in the song. To extend concentration when listening to music, responding and moving to different sounds.</p>	<p><b>Starter</b> Hello Song <a href="https://youtu.be/7dIZIJRt67o">https://youtu.be/7dIZIJRt67o</a></p> <p>Have You Got Your Musical Threes <a href="https://youtu.be/g0RCEgrUjoM">https://youtu.be/g0RCEgrUjoM</a></p> <p><b>Teaching Sequence</b></p> <ul style="list-style-type: none"> <li>○ Sing -Doggy, Doggy <a href="https://youtu.be/CL0Nigvsm2E">https://youtu.be/CL0Nigvsm2E</a></li> </ul> <p>Teach song a phrase at a time copy cat style. Identify the changes in pitch by showing high and low hand movements as class sings. Ask children can they identify the word with the highest level of pitch.</p> <ul style="list-style-type: none"> <li>○ Identify and copy rhythm patterns from the song Doggy, doggy, where's your bone?</li> <li>○ Copy cat patterns - Sing and clap the pattern of the words in phrase 1: Doggy, doggy, where's your bone? (tey-tey, tey-tey, tey-tey, ta). Repeat using whispering voices, then thinking (head) voice, to internalise the phrase.</li> <li>○ Music challenge - select one of the children to stand at the front and clap the rhythm pattern to the class, without singing the words out loud.</li> <li>○ Sing and clap phrase 2 – 'Someone took it from my home'. (tey-tey, tey-tey, tey-tey, ta). Ask children:               <ul style="list-style-type: none"> <li>- Do they recognise the rhythm pattern? - It is the same as phrase 1!</li> </ul> </li> </ul>	<p>Selection of percussion instruments such as maracas, egg shakers, claves. Conductor spot Rhythm Cards</p> <p><b>Vocabulary</b> Pitch-High/ Low Rhythm Conductor, Instruments, Percussion,</p>	<p>Listen and move to Mozart Clarinet 2<sup>nd</sup> movement from Concerto in A Major <a href="https://www.youtube.com/watch?v=S8DOWRP3PnM">https://www.youtube.com/watch?v=S8DOWRP3PnM</a> Ask children to describe how this music makes them feel.</p>	<p>Can children -recognise rhythm patterns and copy them with accuracy?</p> <p>-copy a variety of vocal and body percussion sounds?</p> <p>-recognise changes in high and low pitch and show this with movements?</p> <p><b>Challenge:</b> Using thinking (head) voice helps the children hear the rhythm</p>



## KS1 Year 2 – Class Bands

## Lesson 4

- 3. Using instruments copy the rhythm patterns.
- Sing song Doggy, doggy where's your Bone? While singing play rhythm of the words on instruments. Now teacher sings the question phrases 1 and 3, and children answer singing phrases 2 and 4, use instruments to tap rhythms while singing.
- Music challenge – can we use our thinking voices and just play the instruments tapping the rhythm pattern of the song?
- Gold Challenge - can children clap/play a given rhythm phrase that is written down as notation, like these phrases below?
- The rhythm names that we would use for these phrases are -
- Phrase 1: - *tey-tey, ta, ta, tey-tey*
- Phrase 2: *ta, tey-tey, tey-tey, ta*



pattern and to internalise the rhythm.

### **SEN/EAL:**

Use hand movements to identify the changes in pitch. Stretching up high on the words 'your' in phrases 3 and 4.



## KS1 Year 2 – Class Bands

## Lesson 5

Learning Objective/Intent <b>LO:</b>	Introduction/ Main Activity	Resources & Vocabulary	Plenary	Success Criteria
<p>Create music from different starting points. Listen to and recognise particular elements of music – dynamics, timbre.</p> <p><b>MMC Objectives:</b> Choose sounds and using instruments in response to a stimulus. To select and play sounds using, voices, instruments, found sounds, to create music from different starting points. Create a sequence of sounds.</p>	<p><b>Starter</b> Hello Song <a href="https://youtu.be/7dIZIJRt67o">https://youtu.be/7dIZIJRt67o</a> Watch short video about different instruments and playing together in a band there is an example following the link below: <a href="https://www.bbc.co.uk/teach/bring-the-noise/found-sounds/znx62sg">https://www.bbc.co.uk/teach/bring-the-noise/found-sounds/znx62sg</a></p> <p><b>Teaching Sequence</b></p> <ul style="list-style-type: none"> <li>○ 1. Who Can You Hear Making Music Singing game reinforcing the different ways of making sounds on instruments. <a href="https://youtu.be/t9w6nMrdZ3s">https://youtu.be/t9w6nMrdZ3s</a></li> <li>○ 2. Autumn leaves are falling – select and use some autumn pictures as stimulus for creative instrumental work. Class in three groups, each group having one picture card. Children select and play instruments making a ‘sound’ picture to match the real picture. Combine vocal sounds eg. ‘swishing of wind’, and instrumental sounds. Teacher leads then selects child to be the conductor showing red and green conductor spot as the groups play/stop.</li> <li>○ 3. The children can now play their sounds as they listen to some music. An example you could use can be found in the following link: William Grant Still 1<sup>st</sup> movement of the Afro American Symphony <a href="https://www.youtube.com/watch?v=9S-g-qYnqQQ">https://www.youtube.com/watch?v=9S-g-qYnqQQ</a></li> </ul>	<p>Youtube Selection of instruments making tapping, scraping and shaking sounds. Try to include a pitched instrument such as a glockenspiel or chime bars. Conductor card. A selection of two or three picture cards of trees and colourful autumn leaves. <b>Vocabulary</b> Tempo – Slow/ fast</p>	<p>Listen to and move to Mozarts Ah! Vour dirais-je, Maman <a href="https://www.youtube.com/watch?v=hCKBI-TpRzc">https://www.youtube.com/watch?v=hCKBI-TpRzc</a> Movement activity, move arms in swirling motion, if possible use silk scarves or ribbons in movement work to represent the leaves falling</p>	<p>Can children: make sounds in different ways – tapping, scraping, shaking?</p> <p>Do the movements convey the mood of the music?</p> <p><b>Challenge:</b> Encourage some children to choose the same instrument but make sounds in a different way.</p> <p><b>SEN/EAL:</b></p>



## KS1 Year 2 – Class Bands

## Lesson 5

	<ul style="list-style-type: none"><li>○ Listen to the dynamics and build in the elements of playing sounds quietly and loudly with the music.</li></ul>	Dynamics Loud/forte quiet/piano Conductor, Instruments, Percussion	gently to the ground.	Children can move to the music, encourage them to move arms in swirling motion. Could use light fabric scarves in movement work to represent the leaves falling gently to the ground.
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## KS1 Year 2 – Class Bands

## Lesson 6

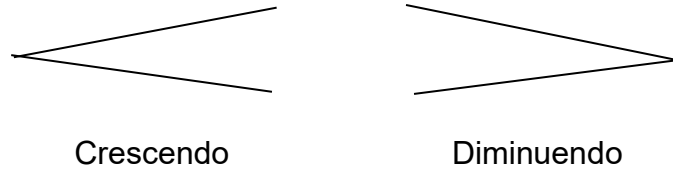
Learning Objective/Intent <b>LO:</b>	Introduction/ Main Activity	Resources & Vocabulary	Plenary	Success Criteria
<p>To experiment with, create and combine sounds using dynamics and tempo.</p> <p>To listen to music and recognise different dynamics of music loud/quiet.</p> <p><b>MMC Objectives:</b> To play instruments changing dynamics. To demonstrate changes in dynamics responding to leaders directions and visual symbols eg crescendo, diminuendo.</p>	<p><b>Starter</b> Hello Song <a href="https://youtu.be/7dIZIJRt67o">https://youtu.be/7dIZIJRt67o</a></p> <p>Have You Got Your Musical Threes <a href="https://youtu.be/g0RCEgrUjoM">https://youtu.be/g0RCEgrUjoM</a> Make a short sequence of body percussion sounds: eg. clapping hands, tapping knees, clicking fingers, stamping feet. Practice, trying to memorise the invented sequence. Repeat sequence four times, this forms four 'phrases' of a musical piece!</p> <p><b>Teaching Sequence</b></p> <ul style="list-style-type: none"> <li>○ Watch short film about using body percussion sounds – <a href="https://www.bbc.co.uk/teach/bring-the-noise/thunder-jam-this-is-me/zf9d47h">https://www.bbc.co.uk/teach/bring-the-noise/thunder-jam-this-is-me/zf9d47h</a></li> <li>○ Watch and learn a song about changing environments, seasons or weather - an example can be found in the following link My Ship Rolls Over the Ocean – BBC <a href="https://www.bbc.co.uk/teach/school-radio/primary-school-songs-my-ship-rolls-over-the-ocean/z4fmqp3">https://www.bbc.co.uk/teach/school-radio/primary-school-songs-my-ship-rolls-over-the-ocean/z4fmqp3</a></li> <li>○ Follow conductor signals for changes in dynamics – when conductor has hands close together: play quietly, when has far apart: play loudly. The conductor can then move hands slowly between these positions to create a crescendo (getting louder) or diminuendo (getting quieter) of the sounds.</li> </ul>	<p>Selection of percussion instruments. Ideas for sounds using body percussion – tapping hands, rubbing hands together for quiet sound, stamping feet for loud thunder sounds.</p> <p>A variety of tuned and untuned percussion instruments. Eg. sound for the sunshine scrape beater</p>	<p>Recap song I Hear the Band Far Away <a href="https://youtu.be/T-gDzRiHwJE">https://youtu.be/T-gDzRiHwJE</a></p> <p>playing instruments quietly and loudly.</p>	<p>Can the children -play with changes of loud and quiet sounds?</p> <p>-use a variety of instrumental, vocal and body percussion sounds to represent events of songs suitably?</p> <p>-give reasons for the choice of sound maker/instruments?</p> <p><b>Challenge:</b></p>



## KS1 Year 2 – Class Bands

## Lesson 6

- Can children make dynamics of sounds change following symbols for crescendo and diminuendo?



- Join in with a song, an example could be the song linked above: 'My Ship Rolls Over the Ocean'. Using selected instrumental and body percussion sounds the 'class band' follow the conductors directions to change dynamics throughout the performance. Teacher can lead first as conductor, then select one of the children to be conductor.

across the glockenspiel.

### Vocabulary

Dynamics  
Loud (forte)  
Quiet (Piano)  
Crescendo  
(getting louder)  
Diminuendo  
(getting quieter)  
Conductor,  
Instruments,  
Percussion,

Using vocabulary for loud – forte and quiet – piano will help to familiarise children with musical terms. **SEN/EAL:** Use hand movements to identify the changes in dynamics.



## KS1 Year 2 – Weather

## Lesson 1

Learning Objective/Intent	Introduction/ Main Activity	Resources & Vocabulary	Plenary	Success Criteria
<p><b>LO:</b> To listen to and recognise elements of music eg. dynamics/timbre. To order sounds into a structure.</p> <p><b>MMC Objectives:</b> To create music in response to a non-musical stimulus. To sing songs in a small pitch range, pitching accurately.</p>	<p><b>Starter</b> Hello Song <a href="https://youtu.be/7dIZIJRt67o">https://youtu.be/7dIZIJRt67o</a></p> <p>Rain, Rain Go Away <a href="https://youtu.be/04mBJb-cNgU">https://youtu.be/04mBJb-cNgU</a> The first part of the song the children sing and show changes in the levels of pitch with their hands. Song is mostly 2 pitches, a third higher pitch is on the consonant ‘a’ in “another”.</p> <p>Talking Voice</p> <ul style="list-style-type: none"> <li>Have you brought your whispering voice? Change to different voices eg. talking, quiet, humming. <a href="https://youtu.be/cUzOXN4ITeQ">https://youtu.be/cUzOXN4ITeQ</a></li> </ul> <p><b>Teaching Sequence</b></p> <ul style="list-style-type: none"> <li>Watch the first 2 minutes of the beginning of the clip <a href="https://www.youtube.com/watch?v=yjbpwlqp5Qw">https://www.youtube.com/watch?v=yjbpwlqp5Qw</a></li> </ul> <p>or google “Perpetuum Jazzile – Africa”.</p> <ul style="list-style-type: none"> <li>Create a body percussion “storm”. Children select and demonstrate some of the sounds seen in the storm video clip.</li> </ul> <p>Can they think of any other examples of body percussion that would be good to use in a storm or vocal sounds that could be used?</p>	<p>Red /green conductor card. Chime bars. Weather picture cards from resources pack.</p> <p><b>Vocabulary</b> Tempo – Slow/ fast Dynamics loud/quiet Timbre Structure notation Conductor,</p>	<p>Chime bars EGA - to play first part of ‘Rain, Rain Go Away’.</p> <p>Ask the children which chime bar has the lowest, highest, and in the middle sound?</p>	<p>Can the children</p> <p>-show the levels of pitches with their hands.</p> <p>- think of different ways to make sounds using body percussion?</p> <p>- follow the conductor’s signals for quiet and loud effectively?</p> <p>-sing the song “Rain, rain, go away” with accurate pitch?</p>



## KS1 Year 2 – Weather

## Lesson 1

- Using some of the sounds the children have made and suggested conduct a performance of a storm.

Children in a circle, conductor moves around the edge of the circle signalling the children to start making the sound that the conductor wants (e.g. start with rubbing hands). As conductor moves around the circle, more and more children join in creating a dynamic in the sound and getting louder and louder. When the first child is reached again, the sound is changed (e.g. gentle raindrops by clicking and then tapping fingers on hands). Once the storm is at its peak the conductor then gradually introduces quieter and quieter sound effects until the storm comes to an end

- Choose children to “conduct” a class storm performance. Ensure children stay quiet whilst being conducted right until the very end so that there is a silence at the end of the storm for added effect.

- Use symbols to create a graphic notation score, and then use it to follow a score of the class ‘storm’ music:

Write down sequences of symbols for the different weather sounds, or use weather picture cards (see resource pack) to form a sequence of the sounds.

### **Challenge:**

Can the children work out the first part of the tune of “Rain, rain, go away” on the chime bars?

### **SEN/EAL:**

Can there be a special sound for the thunder/lightning eg. a thunder drum or maraca? Select a child to do this sound on a given cue.



# KS1 Year 2 – Weather

# Lesson 2

Learning Objective/Intent	Introduction/ Main Activity	Resources & Vocabulary	Plenary	Success Criteria
<p><b>LO:</b> Listen with concentration and understanding to recorded music. To play tuned and untuned instruments musically.</p> <p><b>MMC Objectives:</b> To create music in response to different stimuli. Listen to music and understanding the musical elements such as dynamics and tempo used to express the story of the music.</p>	<p><b>Starter</b> Hello Song <a href="https://youtu.be/7dIZIJRt67o">https://youtu.be/7dIZIJRt67o</a></p> <p>Song Pitter Patter <a href="https://youtu.be/kQqVI0-S0Hw">https://youtu.be/kQqVI0-S0Hw</a></p> <ul style="list-style-type: none"> <li>Children sing tapping the pulse of the song on their knees or tapping their right hand on the left side of their chest over their heart to emphasise that the pulse is the heartbeat of the music.</li> <li>Then sing tapping the rhythm, which is the pattern of the words.</li> </ul> <p><b>Teaching Sequence</b></p> <ul style="list-style-type: none"> <li>Listen to Anna Clyne Night Ferry an example can be found on the following link, discussing with children the effects of dynamics - loud and quiet, and tempo – fast/slow sounds creating the drama in the music. <a href="https://www.bbc.co.uk/teach/ten-pieces/anna-clyne-night-ferry-extract/zn3v6v4">https://www.bbc.co.uk/teach/ten-pieces/anna-clyne-night-ferry-extract/zn3v6v4</a></li> <li>Show the children some pictures of different kinds of weather. • Sun • Gentle rain • Heavy rain and hailstones • Thunder and Lightning • Wind Children to discuss and choose from a selection of instruments, which sounds would be appropriate for different kinds of weather.</li> <li>Assign different mixed ability groups of children to each weather picture. Giving them a short time to create music for weather pictures.</li> <li>Ask them to consider:               <ul style="list-style-type: none"> <li>- how they will play each sound?</li> <li>- will they play all at the same time, or build up gradually?</li> <li>- how will they start and stop?</li> </ul> </li> </ul>	<p>Weather picture cards A wide range of tuned and untuned percussion instruments. E.g. drums, chime bars, triangles, shakers, wood blocks, glockenspiels, Indian bells, cymbals, rain makers, wooden agogos , castanets etc.</p> <p><b>Vocabulary</b> Tempo – Slow/ fast Timbre Dynamics loud/quiet, Conductor, Instruments, Percussion</p>	<p>Revisit the Rain Rain Go Away</p> <p><a href="https://youtu.be/04mBJb-cNgU">https://youtu.be/04mBJb-cNgU</a></p> <p>Children can join in with a range of untuned instrument sounds while singing.</p>	<p>Can children:</p> <ul style="list-style-type: none"> <li>-tap rhythms accurately using the words of simple songs to help them?</li> <li>-identify and play instruments representing different weather pictures?</li> </ul> <p><b>Challenge:</b> Can the children tap out the rhythm of the song whilst using their thinking voice? Choose a child to demonstrate</p>



## KS1 Year 2 – Weather

## Lesson 2

how will they use dynamics (loud and quiet), tempo (fast and slow)?

- Perform each groups section. Use iPad to take pictures of selected instruments and to record each groups performance.

tapping the rhythm (the pattern of the words) of the first phrase, then another to demonstrate the second phrase.


**SEN/EAL:**

Begin by standing up and marching to the pulse in the starter activity.



## KS1 Year 2 – Weather

## Lesson 3

Learning Objective/Intent	Introduction/ Main Activity	Resources & Vocabulary	Plenary	Success Criteria
<p><b>LO:</b> To use voices to sing and speak chants and rhymes. To play tuned and untuned instruments musically.</p> <p><b>MMC Objectives:</b> To order and select sounds to create a structured musical composition. Listen to and evaluate their composition.</p>	<p><b>Starter</b> Hello Song <a href="https://youtu.be/7dIZIJRt67o">https://youtu.be/7dIZIJRt67o</a></p> <p>Song - I Hear Thunder. An example of this song can be found in BBC Teach using the link here; <a href="https://www.youtube.com/watch?v=hmhhEkse370">https://www.youtube.com/watch?v=hmhhEkse370</a></p> <p>Once the children are familiar with this song they could try singing the song as a round in two parts: split class into two groups, the first group starts singing the song. When they have sung the first part, up to the phrase 'pitter,patter' group 1 keeps going and the second group, who have been waiting, will start the song from the beginning.</p> <p><b>Teaching Sequence</b></p> <ul style="list-style-type: none"> <li>○  Composing activity, using ideas from lesson 2.           <ol style="list-style-type: none"> <li>1. Sequence some of the weather pictures. Class discuss how they should make a “weather story”. Decide sequence of the storm by putting the different weather symbols in an order, this forming the structure of the whole class composition. For example, an idea could be as follows: Starting quietly with sunshine, followed by gentle rain falling and a rainbow. Rain then gets harder, louder and faster, until the storm produces a sequence of thunder and lightning, then the storm subsides and the sun comes out again.</li> <li>2. Rehearse and appraise a performance of the composition.</li> </ol> </li> </ul>	<p>Red /green conductor card. Camera/Ipad. Tuned and untuned percussion instruments. E.g. drums, chime bars, triangles, shakers, wood blocks, glockenspiels, Indian bells, cymbals, rain makers, wooden agogos , castanets etc. Pictures of weather symbols as used in previous weeks. <b>Vocabulary</b> Tempo – Slow/ fast</p>	<p>Revisit the Pitter Patter song  <a href="https://youtu.be/kQqVIO-S0Hw">https://youtu.be/kQqVIO-S0Hw</a></p>	<p>Can children -tap out the rhythm of the ‘Pitter patter’ song whilst using their thinking voice?</p> <p>-create a sequence to structure their composition?</p> <p>-make suggestions about what they liked about the performance and why it was effective?</p> <p><b>Challenge:</b> Can the children add any tuned or un-tuned percussion</p>



## KS1 Year 2 – Weather

## Lesson 3

- 3. Children select symbols to show for each sound and write down their piece of music using graphic notation by drawing pictures or symbols to represent the music and sounds that they have made.
- 4. Record performance and watch it, appraise performance consider some of the following:

What did they like about their performance?

What about the different sections?

Could they change instruments, dynamics, tempo and so on?

Did they like the order of the sections?

Did the dynamics gradually get louder and quieter or did it happen a bit too suddenly?

- 5. Children practise again changing and improving those aspects they have noticed. They could then perform their piece to another class or in an assembly.

Pitch high/low  
Dynamics  
loud/quiet,  
Conductor,  
Instruments,  
Percussion,  
Dynamics,  
Sequence,  
Notation,  
Tempo.

instruments, to add sound effects to song 'Pitter, patter'?  
**SEN/EAL:**  
Topic could be included with cross curricular work, such as in Geography or in Literacy (writing poems about the weather).





## KS1 Year 2 – Weather

## Lesson 4

Learning Objective/Intent <b>LO:</b>	Introduction/ Main Activity	Resources & Vocabulary	Plenary	Success Criteria
<p>To experiment with, create, select and combine sounds. To keep a steady pulse when performing simple patterns.</p> <p><b>MMC Objectives:</b> To use graphic notation for weather composition. To sing songs and rhymes and develop confidence singing in a group and on their own.</p>	<p><b>Starter</b> Hello Song <a href="https://youtu.be/7dIZIJRt67o">https://youtu.be/7dIZIJRt67o</a> Watch film about using graphic notation when creating a composition, an example can be found following the link: <a href="https://www.bbc.co.uk/teach/bring-the-noise/thunder-jam-weather/zk6pxyc">https://www.bbc.co.uk/teach/bring-the-noise/thunder-jam-weather/zk6pxyc</a></p> <p><b>Teaching Sequence</b></p> <ul style="list-style-type: none"> <li>1.Revisit class composition making a sequence using weather picture cards. This time be sure to include a pitched instrument, eg. you could possibly use chime bars C, E, G, and invent a short four beat melody, there is an example of this below in dot notation.</li> </ul> <p>Select instruments, sounds sources, vocal and body percussion for each and distribute instruments to class. Make sequence of sounds representing weather/storm. Play sounds as conductor (teacher) points to each weather picture card.</p> <p>Identify simple symbols for each sound eg. ▲ for triangle, ★ for tambourine Make a sequence of graphic notation.</p> <p>For the <u>pitched notation</u> use dot notation to show levels of pitch used. For example:</p> <div data-bbox="398 1198 1496 1385" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> </div>	<p>Red /green conductor card. Selection of tuned musical instruments and percussion instruments; and sound sources - collection of metal items, hanging frame or rack, string. Weather cards from resources pack.</p> <p><b>Vocabulary</b> Tempo – Slow/ fast Structure sequence Conductor,</p>	<p>Use instruments to accompany song 'Rain, rain go Away'. An example can be found using the following link: <a href="https://www.youtube.com/watch?v=VL9BnAjCcEM">https://www.youtube.com/watch?v=VL9BnAjCcEM</a></p> <p>Using instruments join in with song. Chime bars and glockenspi</p>	<p>Can children: -make their sounds to the pulse or beat? -listen carefully for the longer sounds? -follow the dot notation to play the short tunes in their class composition? <b>Challenge:</b> Could: - the sequence be changed? - children identify a good ending for the weather sequence? <b>SEN/EAL:</b> Make an area where the children are</p>



## KS1 Year 2 – Weather

## Lesson 4

	<ul style="list-style-type: none"><li>○ Perform following conductor leading by pointing to notation.</li></ul>	Instruments, Percussion	els can use G and E notes. Can children use dynamics, ending their music with quiet sounds as the song ends.	able to explore sounds and practice making sounds representing weather picture cards.
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## KS1 Year 2 – Weather

## Lesson 5

Learning Objective/Intent <b>LO:</b>	Introduction/ Main Activity	Resources & Vocabulary	Plenary	Success Criteria
<p>To experiment with, create, select and combine sounds. To move rhythmically to music.</p> <p><b>MMC Objectives:</b> Listen and focus responding appropriately to recorded music, making statements about the music through movement and creative responses. Understand duration of sounds - some sounds are long and some short.</p>	<p><b>Starter</b> Hello Song <a href="https://youtu.be/7dIZIJRt67o">https://youtu.be/7dIZIJRt67o</a></p> <p>Listen to some Chinese music that uses gongs and drums. Can the children hear the gongs and drums? Try watching films of the Chinese New Year Dragon dance on the internet. Talk about what the children can hear and see. An example can be found here; <a href="https://www.youtube.com/watch?v=Ep6FJmh3jJ4">https://www.youtube.com/watch?v=Ep6FJmh3jJ4</a></p> <p><b>Teaching Sequence</b></p> <ul style="list-style-type: none"> <li>1.Spring cleaning dance. Put a pile of cleaning tools such as dusters, scourers, cloths, brushes and dustpans in the middle of the circle. Ask the children what they think they are for - before Chinese New Year families clean their homes and traditionally sweep away any bad luck. Invite them to mime using them in different ways. Develop the movements into simple rhythmical dance steps – large circular wiping movements with arms; quick flicks of dusters; sweep and step with brooms and brushes; fast scrubbing moves and so on. Add some suitable Spring music an example such as ‘Spring’ from Vivaldi’s Four Seasons can be found here: <a href="https://www.youtube.com/watch?v=GRxofEmo3HA">https://www.youtube.com/watch?v=GRxofEmo3HA</a> or choose a song such as the song ‘Oh what a beautiful Morning’.</li> <li>2.Spring cleaning song <a href="https://youtu.be/MeAC0-SDN4M">https://youtu.be/MeAC0-SDN4M</a></li> </ul>	<p>Red /green conductor card. Dusters, scourers and other cleaning tools; a selection of tuned musical instruments; a collection of metal items, hanging frame or rack, string; a selection of drums; a large space. Collection of metal kitchen utensils such as saucepans and lids, graters, whisks, colanders.</p>	<p>‘The Hand Band’ - Fireworks are important during Chinese New Year. Children work with partner. Explain that first one person uses hands to demonstrate firework movement and their partner makes firework sounds with their</p>	<p>Can children: -make their actions move to the pulse or beat? -listen carefully to the long sound of the cymbals? - can children show hands lifted and put them on knee when they no longer hear the cymbal sound?</p> <p><b>Challenge:</b> Explain that metal instruments can often make longer sounds.</p>



## KS1 Year 2 – Weather

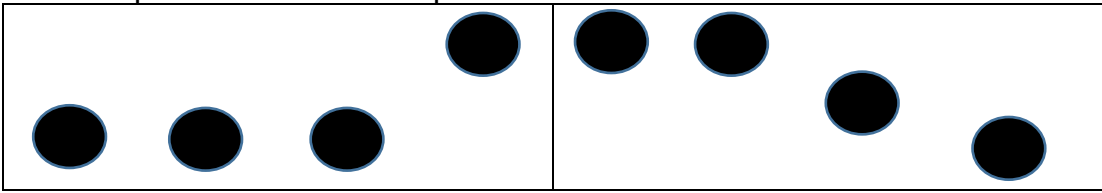
## Lesson 5

	<p>Try singing this song to the tune of ‘Oh I do like to be beside the seaside’: Oh we do like to sing as we are cleaning Oh we do like to sing the dust away Oh we do like to clean as we sing, sing, sing, Make our houses shine, for the Spring, Spring, Spring! Use some of the resources from the previous activity to use whilst performing rhythmic cleaning actions to the pulse or the pattern of the words.</p> <ul style="list-style-type: none"><li>○ 3. Gongs and drums: Explore range of sounds made using variety of resources listed in ‘resources’ section on this page - tap with drum sticks or wooden spoons, try clashing two lids together like cymbals.</li><li>○ 4. Play a cymbal and get the children to make a rainbow shape with their hands for the length of the sound.</li></ul>	<p>Hang on a frame such as a clothes rack. Smaller metal spoons to tap the instruments and create clanging and ringing sounds, homemade biscuit tins and lids.</p> <p><b><u>Vocabulary</u></b> Tempo – Slow/ fast, long/short, Conductor, Instruments, Percussion</p>	<p>voice. e.g. close fist, then flick it open into a star shape. Most children will automatically make an explosive sound. Repeat making hands move up and down. Children experiment with movements and sounds. Repeat so both get a turn playing each role.</p>	<p>Ask the children if they can find some instruments that make short sounds. Can they make the cymbals make a short sound?</p> <p><b><u>SEN/EAL:</u></b> Make an area where the children are able to make plenty of noise e.g. take the clothes rack outside at playtime so children can explore during free play time.</p>
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# KS1 Year 2 – Weather

# Lesson 6

	Learning Objective/Intent	Introduction/ Main Activity	Resources & Vocabulary	Plenary	Success Criteria
1	<p><b>LO:</b> To experiment with, create, select and combine sounds using the interrelated dimension of music.</p> <p><b>MMC</b> <b>Objectives:</b> Listen and focus responding appropriately to recorded music, making statements about the music. To play, change and combine sounds. To use graphic notation and dot notation.</p>	<p><b>Starter</b> Hello Song <a href="https://youtu.be/7dIZIJRt67o">https://youtu.be/7dIZIJRt67o</a></p> <p>Spring Cleaning Song <a href="https://youtu.be/MeAC0-SDN4M">https://youtu.be/MeAC0-SDN4M</a></p> <p><b>Teaching Sequence</b></p> <ul style="list-style-type: none"> <li>1 - Listen to some Chinese music that uses gongs and drums. Watch films of the Chinese New Year Dragon dance on the internet.</li> <li>2 - Experiment with “Chinese” sounds using five-notes ‘pentatonic scale’ of C D E G A, the basic scale used in Chinese music creating familiar Chinese sound. Show the children how to produce a simple melody going up and down the xylophone/ glockenspiel. Children experiment in pairs using these notes on glockenspiels, chime bars, xylophones the children improvise tunes on the spot.</li> <li>3. Notate work for the <u>pitched notation</u> use dot notation to show levels of pitch used. For example:</li> </ul> 	<p>Red /green conductor card. Camera/Ipad. Selection of pitched instrument such as a glockenspiel or chime bars using 5 of the notes - ‘CDEGA’. Selection of gongs, drums, bells.</p> <p><b>Vocabulary</b> Tempo – Slow/ fast Long/ short Dynamics Loud /quiet Conductor,</p>	<p>Record the performances of dragon dances with groups of children accompanying the dance with their music.</p> <p>Children watch their performances and discuss them.</p>	<p>Can the children: -play the chime bars and glockenspiels with correct technique? -notate tunes using dot notation?</p> <p><b>Challenge:</b> Can the children make a score using graphic notation to represent their sandwich composition?</p> <p><b>SEN/EAL:</b> Show children how to hold the beater</p>



## KS1 Year 2 – Weather

## Lesson 6

		<ul style="list-style-type: none"><li>○ 3. Create a “sandwich” piece of music with – beginning, middle and end.</li></ul> <p>Suggestions :A gong may signal the start, then a pentatonic melody going up the scale from low to high(first slice of bread), followed by some percussion sounds (the filling), and ending with a pentatonic melody that goes down the scale from high to low (the second piece of bread). A gong or cymbal could signal the end of the piece.</p> <p>The music may be improvised.</p> <p>Challenge activity - allow a short time of inventing patterns on pitched instruments, the children write down the note names or draw pattern using colours of the bars to ‘make a note’ of their tunes.</p> <p>Extension activity - children could create a graphic notation score of the music.</p> <p>Record the performances using iPad.</p>	Instruments, Percussion		correctly and bounce the beater in the middle of the bar. Demonstrate the difference in sound. The “bouncy” sound should ring out and make a long sound. The alternative sound will be shorter and much duller.
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Learning Objective/Intent	Introduction/ Main Activity	Resources & Vocabulary	Plenary	Success Criteria
<p><b>LO:</b> Copy melody accurately when singing. Develop an understanding of pitch using movement, voices and instruments. <b>MMC Objectives:</b> To sing songs with increasing vocal control. To sing short phrases independently within a singing game or short song. To play singing games based on the so/mi interval matching accurately.</p>	<p><b>Starter</b> Sing Hello Song <a href="https://youtu.be/7dIZIJRt67o">https://youtu.be/7dIZIJRt67o</a></p> <p>Listen to Elvis Presley Hound Dog <a href="https://www.youtube.com/watch?v=cYwDUonrGFQ">https://www.youtube.com/watch?v=cYwDUonrGFQ</a></p> <p><b>Teaching Sequence</b></p> <ol style="list-style-type: none"> <li>Singing Doggy, doggy <a href="https://youtu.be/CL0Nigvsm2E">https://youtu.be/CL0Nigvsm2E</a> Child who is “selected” sings “<b>someone stole it from my home</b>” The child who is “on” then turns around and shuts their eyes whilst the class sing “<b>Who stole your bone?</b>” Teacher then picks a child to sing “<b>I stole your bone</b>”. The child who is ‘on’ has to then guess who sang the answer.</li> <li>Children to sing animal names using so/ mi interval. Using two levels of pitch (G and E) sing names of animals: ‘Kitt-en’, ‘Doggy’, ‘Mon-key’. Have they heard sounds like this before? (yes in the “hello” song / they are the same as the fire engine “nee naw “sound etc -) Get small groups and then individual children to sing animal names to the class and the rest of the class to copy.</li> <li>Children to play so/mi interval on chime bars. Class sings the animal name, or an animal sound eg.me-ow, whilst teacher leads playing the glockenspiel or chime bar notes G and E, then the children copy.</li> </ol>	<p>Red /green conductor card. Variety of percussion instruments, such as woodblock, glockenspiel, egg shakers, claves. Camera/Ipad. Pitched instrument such as a glockenspiel or chime bars notes G and E. <b>Vocabulary</b> Tempo – Slow/ fast Conductor, Instruments, Percussion, Pitch high/low Posture Breathing</p>	<p>Song: Funky Elephant Walk <a href="https://www.youtube.com/watch?v=EpXd7SDtYdQ">https://www.youtube.com/watch?v=EpXd7SDtYdQ</a></p>	<p>Can children -show high and low pitches using your hands? - join in showing the high and low pitches with their hands? <b>Challenge:</b> Children to think of different pets and how they could sing the noises they make. Half class lead song, other half echo, then swap. <b>SEN/EAL:</b> If using glockenspiels in this activity</p>



# KS1 Year 2 - Animals And Their Environments

# Lesson 1

		Expression		use stickers on notes.
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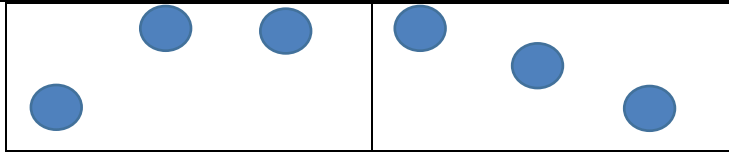


Learning Objective/Intent	Introduction/ Main Activity	Resources & Vocabulary	Plenary	Success Criteria
<p><b>LO:</b> To develop an understanding of pitch through using movement, voices and instruments. To identify contrasts of high and low pitches.</p> <p><b>MMC objectives:</b> To sing an echo song with accurate pitching. To sing the soh/mi interval accurately. To take turns leading and echoing individually when singing the song. Recognise dot notation and match it to 3-note tunes played on pitched percussion.</p>	<p><b>Starter</b> Sing the Hello Song <a href="https://youtu.be/7dIZIJRt67o">https://youtu.be/7dIZIJRt67o</a></p> <p>Class Greeting - As a class have a go singing to individual children, those individuals then sing back a reply. e.g. "Hello Sophie, how are you?" Reply - "I'm feeling - good/ sad/ cross/ happy - today". Use two levels of pitch in the song. You can use two chime bars G and E. Start on the higher pitch G (so), lower E (mi). In pairs children can sing the song to each other.</p> <p><b>Teaching Sequence</b></p> <ul style="list-style-type: none"> <li>○ 1. Listen to a join in song about different sounds in the band an example can be found below: Yolandas Band Jam song <a href="https://www.youtube.com/watch?v=EvGzvXSN4tY&amp;list=PLKuO_geSK8_tfurkf_eKCMSTGzZhkOiMS&amp;index=3">https://www.youtube.com/watch?v=EvGzvXSN4tY&amp;list=PLKuO_geSK8_tfurkf_eKCMSTGzZhkOiMS&amp;index=3</a></li> <li>○ 2. Children copy simple so/ mi interval patterns. Teacher sings then plays on glockenspiel "Can you sing this pattern for me, just like this, just like this" and then plays/sings a 4 beat pattern of soh/mi intervals, children sing back the pattern. To extend this activity use hand signals for so and mi.</li> <li>○ 3. Children to play rising and falling pitch patterns on glockenspiel, or chime bars with three levels of pitch following the dot notation, eg:</li> </ul>	<p>Red /green conductor card. Pitched instrument - glockenspiel or chime bars.</p> <p><b>Vocabulary</b> Tempo – Slow/ fast Pitch high and low Echo posture Conductor, Instruments, Percussion</p>	<p>Watch Rodeo – Hoe-Down by Aaron Copland  <a href="https://www.bbc.co.uk/programmes/article/sgN1Tp31Zdc6Ws1/odeo-hoe-down-by-aaron-copland">https://www.bbc.co.uk/programmes/article/sgN1Tp31Zdc6Ws1/odeo-hoe-down-by-aaron-copland</a></p>	<p>Can the children:</p> <ul style="list-style-type: none"> <li>- sing a soh/ me interval on own.</li> <li>- show the high and low pitches with their hands.</li> <li>- follow the dot notation to play a short melody on the pitched instrument.</li> </ul> <p><b>Challenge:</b> Are the children who are singing individually, singing the song</p>



# KS1 Year 2 – Animals And Their Environments

# Lesson 2



Demonstrate going up and down the glockenspiel in steps and leaps. Using the three notes CEG (do/mi/so)/ GEC (so/mi/do).

The story below, told with sound effects, helps to reinforce the concept of going up and down the scale of notes:

*“A pet kitten called Bubbles saw a tree and decided to climb up it. It leapt up the branches until it got to the top. Uh oh, Bubbles was stuck. He mewed and mewed until a little boy called Jo walked past and noticed. Jo got a ladder and climbed up the ladder step by step. He grabbed Bubbles and carefully carried him down the ladder”.*

accurately?  
Point out any particularly good examples  
**SEN/EAL:**  
Use hand movements and standing and sitting actions to reinforce changes in pitch.



# KS1 Year 2 – Animals And Their environments

# Lesson 3

Learning Objective/Intent <b>LO:</b>	Introduction/ Main Activity	Resources & Vocabulary	Plenary	Success Criteria
<p>Develop an understanding of pitch using movement, voices and instruments. Identify contrasts of high and low pitches.</p> <p>To make short phrases of so/ mi interval patterns with voices and on tuned instruments</p> <p><b>MMC Objectives:</b> To use dot notation and follow it to play sequence of pitched sounds.</p> <p>Create so/ mi phrases using tuned instruments.</p> <p>Perform their own so/mi melodies to the rest of the class, or in an assembly.</p>	<p><b>Starter</b> Sing an action song to consolidate the key words in music an example can be found with the following songs: Funky Elephant walk <a href="https://www.youtube.com/watch?v=EpXd7SDtYdQ">https://www.youtube.com/watch?v=EpXd7SDtYdQ</a> or Animal Bop <a href="https://www.youtube.com/watch?v=EvGzvXSN4tY&amp;list=PLKuO_geSK8_tfurkf_eKCMSTGzZhkOiMS&amp;index=3">https://www.youtube.com/watch?v=EvGzvXSN4tY&amp;list=PLKuO_geSK8_tfurkf_eKCMSTGzZhkOiMS&amp;index=3</a></p> <p><b>Teaching Sequence</b> Hello Song <a href="https://youtu.be/7dIZIJRt67o">https://youtu.be/7dIZIJRt67o</a></p> <ul style="list-style-type: none"> <li>o 1.Revisit intervals of so/mi. Use chime bars or glockenspiel. Children identify high and low using hands: above heads/on knees, or sitting and standing: “so”(high) children stand up/ “mi” (low) sit down. Repeat pattern and then change to play same sound twice in a row seeing if the children identify it and stay still.</li> <li>o 2. Working in mixed ability pairs children make a short 4 beat so/ mi pattern that they can sing or play on instrument. The children could sing words “high” and “low” to match changes in pitch or the note names, or “so” and “mi”. On whiteboards use dot notation, as introduced in lesson 2, to show the patterns</li> <li>o 3. Using phrases from last activity children add words about an animal or pet to fit the phrase, repeating melodic phrase if they want to include more words.</li> </ul>	<p>Recording device eg Ipad. Tuned instruments with so/ mi intervals marked or alternatively chime bars in pairs - so/mi intervals e.g C' &amp; A, G&amp;E whiteboards and pens</p> <p><b>Vocabulary</b> Tempo – Slow/ fast Pitch - high/low Notation, Instruments, Percussion</p>	<p>Children to copy simple pitch patterns. “Can you sing this pattern for me, just like this, just like this” <a href="https://youtu.be/lnXULN8GXfw">https://youtu.be/lnXULN8GXfw</a> Children sing the pattern back, when confident possibly add a challenge and also try using the hand</p>	<p>Can children</p> <p>- show hand signs when singing the “so/ mi”?</p> <p>-identify the high and low pitches with their hands when they have their eyes closed?</p> <p>-follow dot notation?</p> <p><b>Challenge:</b> So-mi patterns: The children could write these down on paper with four hearts at the</p>



## KS1 Year 2 – Animals And Their environments

## Lesson 3

	<p>Write down words on their whiteboards under the notation. Perform and using iPad record some of the so/mi interval patterns.</p>		<p>signals for the pitch! See attached resources pack.</p>	<p>top to show the steady beat.</p> <p><b>SEN/EAL:</b> Use the chime bars to help support the children identify and keep to the accurate pitch.</p>
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Learning Objective/Intent <b>LO:</b>	Introduction/ Main Activity	Resources & Vocabulary	Plenary	Success Criteria
<p>To practise keeping a steady beat. To play short rhythm patterns from a rhyme. To make connections between notations and musical sounds.</p> <p><b>MMC Objectives:</b> To mark the beat of a song. To read and respond to rhythm patterns and represent them with stick notation. To listen carefully to and identify rhythms and patterns. To play copycat rhythms.</p>	<p><b>Starter</b> Hello Song <a href="https://youtu.be/7dIZIJRt67o">https://youtu.be/7dIZIJRt67o</a></p> <p>Teach I Have A Dog song. <a href="https://youtu.be/VByynDWEwHI">https://youtu.be/VByynDWEwHI</a> <i>"I have a dog and his name is Rover. He is the one I love the best. When he is good he is good all over. When he is bad he is just a pest".</i> After the children are confident, select one child who sings the first two phrases, they could sing about their own pet or a pet they have made up. The rest of the class finish the song by singing the last two lines.</p> <p><b>Teaching Sequence</b> Soft Kitty <a href="https://youtu.be/LXINDWu7Vro">https://youtu.be/LXINDWu7Vro</a></p> <ul style="list-style-type: none"> <li>1. Learn rhyme: <b>"Soft kitty, warm kitty Little ball of fur. Lazy kitty, pretty kitty purr, purr, purr"</b> Teacher leads, children to copy back, one phrase at a time. When chant is memorised one half of the class chants first two phrases, second half chant the last two phrases, repeat swapping over.</li> <li>2. Tap the pulse and the rhythm of the rhyme: Recite rhyme first tap pulse with their right hand over the left side of their chest, to remind them that "the pulse is the heartbeat of the music".</li> </ul>	<p>Claves or tapping instruments that can produce a clear rhythmical</p> <p>Whiteboards and pens</p> <p><b>Vocabulary</b> Tempo – Slow/ fast Rhythm Pulse Conductor, Instruments, Percussion, phrase, Structure</p>	<p>Singing game "Bow wow wow". <a href="https://youtu.be/xXJjrOjigB8">https://youtu.be/xXJjrOjigB8</a></p> <p>Two circles one outer and the inner circle facing outwards. Children face and clap partners hands throughout song. On last phrase inner circle moves to</p>	<p>Can children -tap the pulse / rhythm accurately? - identify difference between the rhythm and the pulse? -identify the correct phrase of the rhyme when clapped?</p> <p><b>Challenge:</b> On rhyme activity 1 select individual children to alternate</p>



## KS1 Year 2 – Animals And Their Environments

## Lesson 4

Repeat children tapping rhythm of the words as they say the rhyme, this is pattern of the words.

Put rhythm names to the rhythm pattern by asking children to repeat the rhythm of the rhyme using “ta” and “tete” –

I | I- | I | I- | ta tete ta tete  
I- | I- | I | Z tete tete ta (rest)  
I- | I- | I- | I- | tete tete tete tete  
I | I | Z ta ta ta (rest)

Repeat using claves or tapping instruments.  
Show the stick notation as above on a whiteboard.

- 3. Identify the phrases in the rhyme, and then play some rhythm recognition games.

Tap one of the phrases of the rhyme, ask children to identify which one it is.  
Repeat with different phrase.

Write rhythms phrases on the board and show children it has an ABCD phrase structure because each phrase has a different rhythm.

- Play Can You Sing This Pattern  
<https://youtu.be/lnXULN8GXFw>

just like this, just like this, \_ \_ \_ \_” Use a variety of four beat rhythms using “te-te” and “ta” combinations for the children to copy.

the right stepping to new partner.

saying one phrase each.

**SEN/EAL:**  
Some children may find it easier to tap the rhythm with their hands, rather than on percussion instruments.



## KS1 Year 2 – Animals And Their Environments Lesson 5

Learning Objective/Intent <b>LO:</b>	Introduction/ Main Activity	Resources & Vocabulary	Plenary	Success Criteria
<p>To practise keeping a steady pulse. To tap out the pattern of the words of a known song to make a rhythm. To know the difference between a pulse and a rhythm.</p> <p><b>MMC Objectives:</b> To move to and tap the pulse of the rhyme.</p> <p>To tap the rhythm of the rhyme, identifying the rests.</p> <p>To feel the pulse of the rhyme. Perform rhythm patterns following stick notation.</p>	<p><b>Starter</b> Hello Song <a href="https://youtu.be/7dIZIJRt67o">https://youtu.be/7dIZIJRt67o</a> Sing song I Have A Dog <a href="https://youtu.be/VBynDWEwHI">https://youtu.be/VBynDWEwHI</a> tapping knees to the pulse as they sing. Encourage the children to sing about their pet or imagined pet individually.</p> <p><b>Teaching Sequence</b></p> <ul style="list-style-type: none"> <li>Learn the rhyme children to copy back, one phrase at a time, then two phrases at a time, building up until the chant is memorised.: <i>Mice, mice, Eating all the rice, Nibble nibble nibble nibble, Nice nice nice!</i></li> </ul> <p>Split class into two groups - one chants first two phrases, second chants last two phrases, repeat groups swap over, this could be done with the children alternating with just one phrase at a time as well.</p> <p><i>(The <a href="http://www.hmdt.org.uk/assets/musicbox/123_mice.pdf">www.hmdt.org.uk/assets/musicbox/123_mice.pdf</a> - web page has a variety of enjoyable, creative activities with this rhyme).</i></p> <ul style="list-style-type: none"> <li>2. Recite rhyme feeling pulse by tapping the pulse with right hand over the left side of their chest, to remind them that “the pulse is the heartbeat of the music”.</li> </ul> <p>Explain to the children the rhythm is the pattern of the words ask children to tap out the rhythm of the words as they say the rhyme.</p>	<p>Claves or tapping instruments that can produce a clear rhythmical sound Whiteboards and pens <b>Vocabulary</b> Tempo – Slow/ fast Rhythm Pulse Steady beat Structure, Percussion</p>	<p>Watch BBC Ten Pieces Mason Bates Anthology of Fantastic Zoology Sprite; A Bao A Qu</p> <p><a href="https://www.bbc.co.uk/teach/ten-pieces/mason-bates-anthology-of-fantastic-zoology-sprite/zbf7nb">https://www.bbc.co.uk/teach/ten-pieces/mason-bates-anthology-of-fantastic-zoology-sprite/zbf7nb</a></p>	<p>Can children</p> <p>-show the rests in the rhyme when tapping the rhythm</p> <p>-tap pulse / rhythm accurately</p> <p>-transfer their rhythm skills to percussion instruments</p> <p>-tap the rhythm of the rhyme using their thinking voice</p> <p><b>Challenge:</b> Can any of the more confident children lead</p>



## KS1 Year 2 – Animals And Their Environments Lesson 5

Repeat the rhythm of the rhyme using “ta” and “tete”

I Z I Z ta (rest) ta (rest)  
I-I I-I I Z tete tete ta (rest)  
I-I I-I I-I I-I tete tete tete tete  
I I I Z ta ta ta (rest)

Repeat using claves or tapping instruments.

- 3. Play rhythm recognition game:

Tap one of the phrases of the rhyme and see if the children can identify which one it is.

Repeat with different phrases, all the phrases are different.

- 4. Write rhythms on the board showing that it has an ABCD structure, because each phrase has a different rhythm.

- Extension activity –

Compare the rhyme to the one learnt last week.

How is it different? The words are different! The first phrase has a different pattern.

How is it similar? - The last three phrases are the same, it also has an ABCD structure.

the rhythm recognition activity?

**SEN/EAL:**

Use tapping instruments such as claves to play rhythms or clap rhythms.







# KS1 Year 2 – Animals And Their Environments Lesson 5

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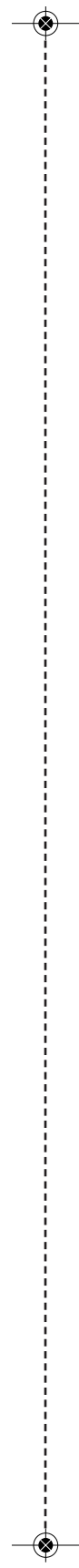
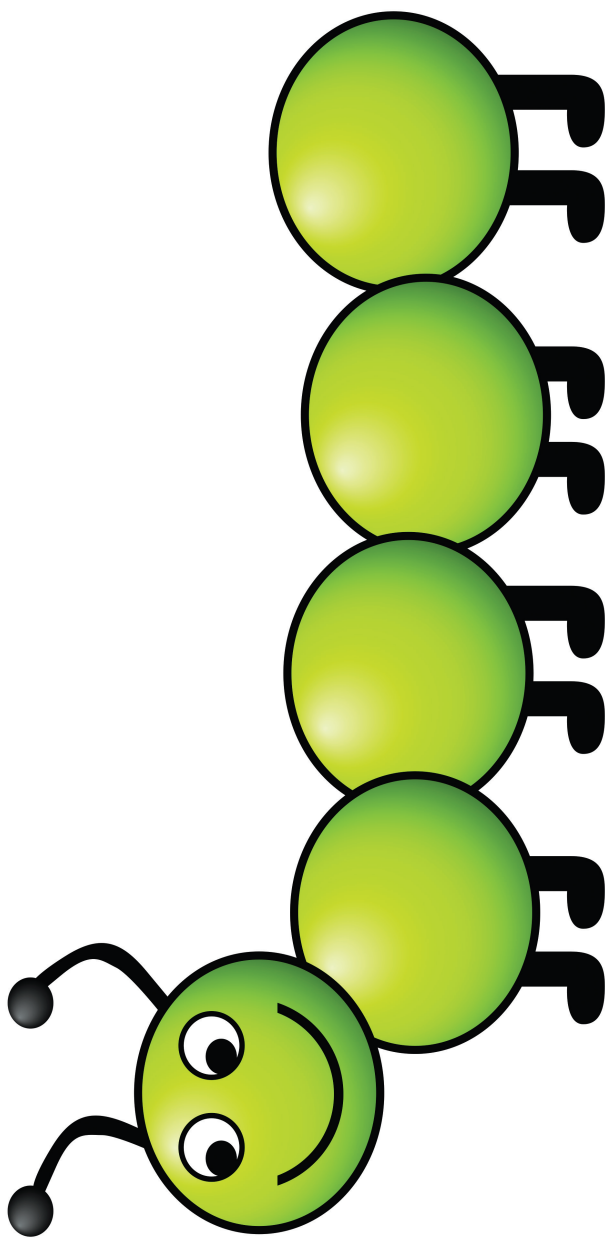
Learning Objective/Intent <b>LO:</b>	Introduction/ Main Activity	Resources & Vocabulary	Plenary	Success Criteria
<p>To use graphic notation. To perform keeping the beat whilst showing changes in musical dimensions such as tempo and dynamics.</p> <p><b>MMC Objectives:</b> To create music from different starting points.</p> <p>To use graphic appropriate symbols to represent sounds and keep record of compositions.</p>	<p><b>Starter</b> Hello Song <a href="https://youtu.be/7dIZIJRt67o">https://youtu.be/7dIZIJRt67o</a> Watch video about rainforest sounds <a href="https://www.bbc.co.uk/teach/bring-the-noise/ks1-music-thunder-jam-rainforests-dame-evelyn-glennie/zrbtwty">https://www.bbc.co.uk/teach/bring-the-noise/ks1-music-thunder-jam-rainforests-dame-evelyn-glennie/zrbtwty</a></p> <p><b>Teaching Sequence</b> Use a variety of animal pictures. Select from a genre you may want to link with a topic such as rainforest animals, minibeasts, jungle, pets.</p> <ul style="list-style-type: none"> <li>Select instruments that best match the animals in the pictures. Some examples -</li> </ul> <p>Horse - glockenspiel high and low sounds for jumping and fast beating claves for galloping.</p> <p>Rabbit - shaker for fur, woodblock for hopping.</p> <p>Snake – rainshaker, shhhh.... vocal sound.</p> <ul style="list-style-type: none"> <li>Working in groups use instruments and vocal sounds, each group representing an animal.</li> <li>Now select a symbol to represent animal sound – Snake -  rabbit - </li> </ul>	<p>Variety of percussion instruments Claves or tapping instruments that can produce a clear rhythmical sound</p> <p><b>Vocabulary</b> Tempo – Slow/ fast Dynamics loud/quiet notation Pulse Steady beat Structure</p>	<p>Play Can You Sing This Pattern For Me</p> <p><a href="https://youtu.be/lnXULN8GXFw">https://youtu.be/lnXULN8GXFw</a></p> <p>Children can sing and also try clapping the rhythm.</p> <p>Gold challenge! Pause the track at the response phrase. Singing</p>	<p>Can children</p> <p>-show the rests in the rhyme tapping the rhythm</p> <p>-tap pulse / rhythm accurately</p> <p>-tap the rhythm of the rhyme using their thinking voice</p> <p>-identify the correct phrase of the rhyme when clapped</p> <p><b>Challenge:</b> Can children create their own sounds and graphic</p>

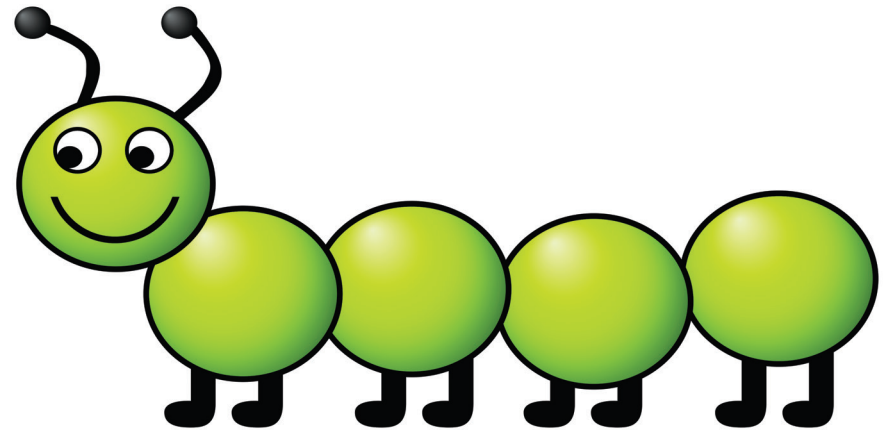
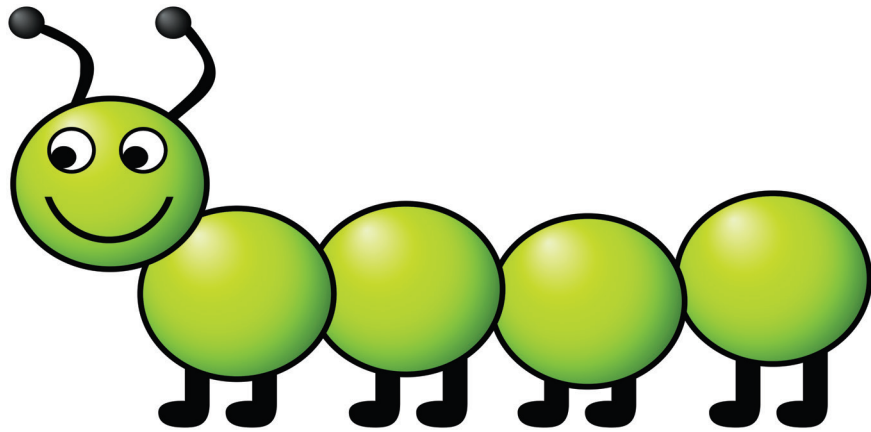
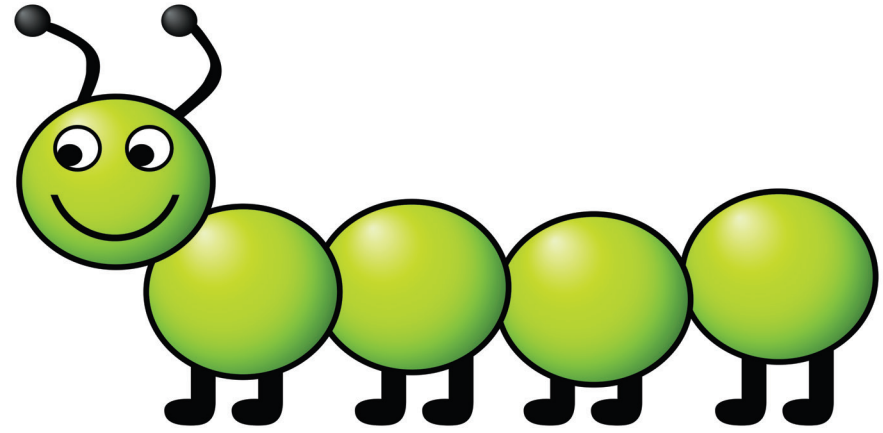
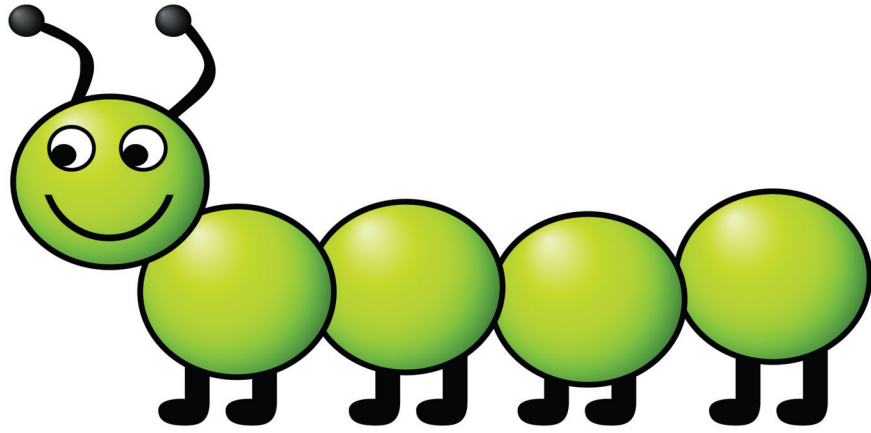


## KS1 Year 2 - Animals And Their Environments

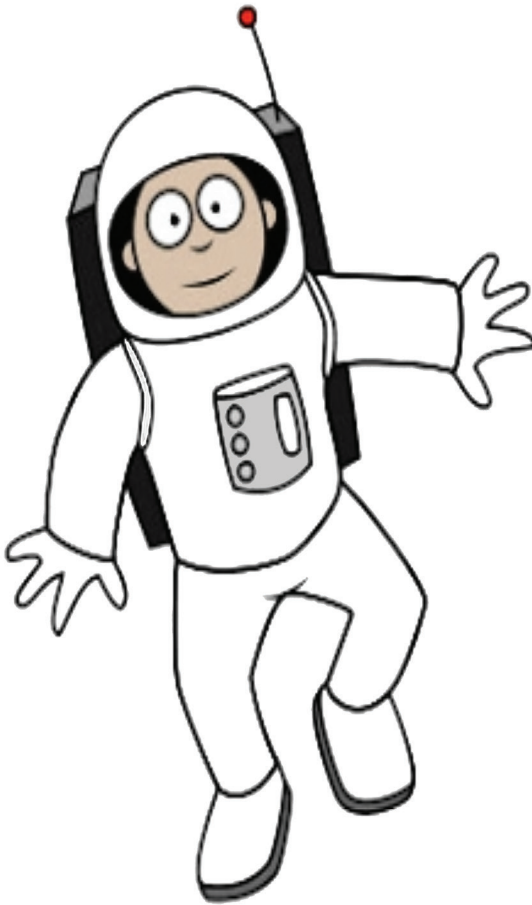
## Lesson 6

	<p>Draw symbols on whiteboard as the conductor points to them children play corresponding sounds.</p> <ul style="list-style-type: none"><li>○ Extend activity by using musical dimensions and key vocabulary – <b>Dynamics</b> - loud and quiet for the sounds as the animals are near the sound is louder as they move further away the sounds will be quieter. <b>Tempo</b> - slow long sounds for a snake, fast short sounds for a rabbit.</li><li>○ Record compositions on iPad and watch back, discuss good points about class eg. music selection of sounds, sequence of sounds, following graphic notation etc.</li></ul>		<p>and clapping back slowly can the children say the rhythm names - “te-te” and “ta”, rather than the pitch names?</p>	<p>notation symbols and sequence of sounds on a whiteboard. <b>SEN/EAL:</b> Encourage children to talk about their specific favourite animal or pet and explore sounds to represent them. They can follow the symbol for their animal on the sound story.</p>
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sunny



cloudy

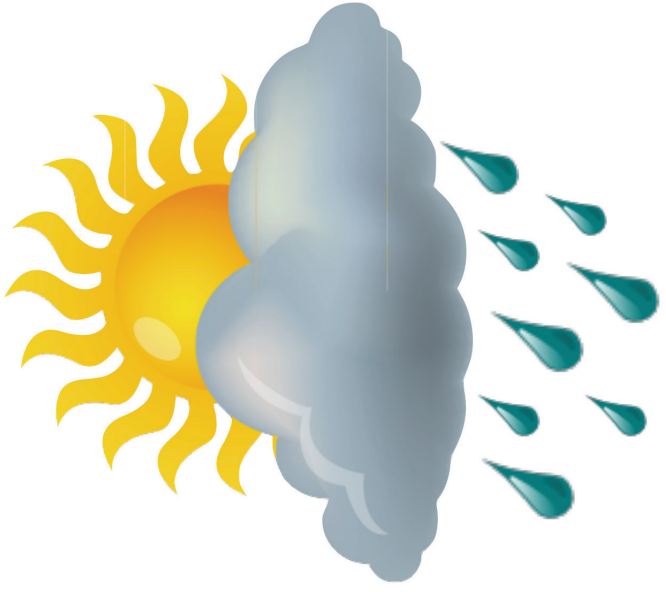


stormy



windy





rainy



snowy



rainbow



warm



hot



foggy



cold

Draw your jungle animal

How does your jungle animal move?





**do'**



**ti**



**la**



**so**



**fa**



**mi**



**re**



**do**





