

Stanningley Primary School Medium Term Planning Spring 1 2023/24

Listen and Appraise – at the beginning of each lesson (taken from/similar genre ideas from the MMC):

Week 1	Week 2	Week 3	Week 4	Week 5
<p><b>'Love is Here to Stay' – Frank Sinatra 1956</b> <b><u>EYFS</u></b> Keep the beat, copy and tap body parts to the music.</p> <p><b><u>Y1 and 2</u></b> Tap the pulse. Copy body percussion patterns to the music. Show pictures of trumpets, trombones and saxophones. Demonstrate how to mime to the music.</p> <p><b><u>Y3 and 4</u></b> As above, but don't lead the instrument miming and see if they can listen and work out which instrument is playing.</p> <p><b><u>Y5 and 6</u></b> Can the chn work out the instruments by listening? Give a brief history of Swing Music (Y6 covered this last term).</p>	<p><b>'La Vida es un Carnaval' – Celia Cruz 1998</b> <b><u>EYFS</u></b> Keep the beat, copy and tap body parts to the music.</p> <p><b><u>Y1 and 2</u></b> Tap the pulse. Copy body percussion patterns to the music. Show Brazilian carnival pictures. Q: What instruments can they hear?</p> <p><b><u>Y3 and 4</u></b> As above, but don't lead the instrument miming and see if they can listen and work out which instrument is playing. Talk about the fusion of African-European styles</p> <p><b><u>Y5 and 6</u></b> As above</p>	<p><b>'You Really Got Me' The Kinks 1964</b> <b><u>EYFS</u></b> Keep the beat, use a tambourine to tap.</p> <p><b><u>Y1 and 2</u></b> Tap the pulse. Can they name the instruments</p> <p><b><u>Y3 and 4</u></b> As above. Can they pick out and copy the ostinato pattern in the tambourine?</p> <p><b><u>Y5 and 6</u></b> As above. Split the class into two, one tapping the pulse and the other the ostinato. Can we write out the rhythm pattern of the tambourine?</p>	<p><b>Horn Concerto No 4, 3<sup>rd</sup> Movement by Mozart 1783</b> <b><u>EYFS</u></b> Keep the beat, copy and tap body parts to the music.</p> <p><b><u>Y1 and 2</u></b> Tap the pulse. Show the pattern of 2 beats in a bar, which is a faster-feeling pace than 4. Tap knees and shoulders.</p> <p><b><u>Y3 and 4</u></b> Talk about the French Horn/some history of Mozart such as dates/him as a prodigy. Show a recording of a live performance of the piece.</p> <p><b><u>Y5 and 6</u></b> As above</p>	<p><b>'He's the greatest Dancer' Sister Sledge 1979</b> <b><u>EYFS</u></b> Keep the beat and dance to the music.</p> <p><b><u>Y1 and 2</u></b> As above. Teach a simple dance in the disco style to copy. Can they name any instruments? What was this music written for?</p> <p><b><u>Y3 and 4</u></b> As above. Can they spot the verses and the chorus? What is the difference?</p> <p><b><u>Y5 and 6</u></b> As above. Improvise in the chorus section/work with a partner.</p>

Year Group	Week 1 Wk beg 8.1.24.	Week 2 Wk beg 15.1.24.	Week 3 Wk beg 22.1.24.	Week 4 Wk beg 29.1.24.	Week 5 Wk beg 5.2.24.
Nursery	<ul style="list-style-type: none"> <li>-Music Time Song</li> <li>-Up the Ladder</li> <li>-Listen to a new song (Sparkyard) – ‘It’s a New Year’</li> <li>-Sleeping Bunnies</li> <li>-Walking Song</li> <li>-Elevator</li> <li>-Old Macdonald (with animals)</li> </ul>	<ul style="list-style-type: none"> <li>-Music Time Song</li> <li>-I get out of bed in the morning</li> <li>-Sing along to ‘It’s a New Year’ and play egg shakers</li> <li>-Up the Ladder song</li> <li>-It’s a New Year</li> <li>-Pass the drum (and tap your name)</li> <li>-Walking song</li> <li>-Teddy Bear</li>   <li>-Use scarves to move to music</li> </ul>	<ul style="list-style-type: none"> <li>-Say Hello Song</li> <li>-Up the Ladder</li> <li>-Learn the Family Song from Sing Up</li>   <li>-Learn Cobbler Cobbler and tap the first beat of 4 – tap on your shoe</li>   <li>-Throw the Beanbag song</li>   <li>-Introduce ‘Silly Song’ from Sparkyard</li> </ul>	<ul style="list-style-type: none"> <li>-Say Hello Song</li> <li>-Revisit ‘Silly Song’</li> </ul> <p>Listen to traditional Chinese music and tap the beat.</p> <p>Watch and move the performance of a fire dragon which was recorded during the Covid pandemic, by professional performers:  <a href="https://www.youtube.com/watch?v=PLj858iWdZk">https://www.youtube.com/watch?v=PLj858iWdZk</a></p> <p>Lunar New Year (will be on 10<sup>th</sup> Feb this year)– Move around the room with scarves to the song ‘Dragon Dance’ from Sparkyard. Leave a copy of the song for the teachers to play to the children this week.</p>	<ul style="list-style-type: none"> <li>-Say Hello Song</li> <li>-I get out of Bed in the Morning</li> </ul> <p>Revisit the Lunar New Year song ‘Dragon Dance’. Move around the room with scarves to the song ‘Dragon Dance’ from Sparkyard.</p> <p>Watch the Dragon Dance performance on Sing Up</p>

Recep	<p>-Say Hello Song -Up the Ladder song</p> <p>-Show the signs for Ta/Titi and Sh. Can the children clap and say patterns with those rhythms?</p> <p>- Play a simple singing game based on the two-note 'cuckoo call'. Sharpen the children's listening skills with a game of bird spotting: listening out for the 'cuckoo call' in Johann Strauss II's lively <i>Cuckoo polka</i>.</p> <p>-Learn the 'New Year Song' from Sparkyard. Add Makaton signs for some of the words, such as 'Welcome'.</p> <p>-Play Doggy Doggy</p>	<p>-Say Hello Song -Up the Ladder Song</p> <p>-Teach the Cobbler Cobbler song and show hand signs for mi-so</p> <p>-Revisit Ta/titi/sh – clapping easy rhythm patterns</p> <p>-Play the Cuckoo Polka -see if the chn can remember where the Cuckoo comes in.</p>	<p>-Say Hello Song -Learn the song 'Charlie over the Ocean' and use a big space (the hall) to play the game.</p> <p>-Listen to 'Cuckoo' from Saint Saens' Carnival of the Animals. Can the children recognise the cuckoo call? Show it as mi-so with hand actions.</p> <p>-Play Doggy Doggy</p>	<p>Listen to traditional Chinese music and tap the beat.</p> <p>Lunar New Year (will be on 10<sup>th</sup> Feb this year)– Move around the room with scarves to the song 'Dragon Dance' from Sparkyard.</p> <p>-Play 'Doggy Doggy.</p>	<p>In the Hall:</p> <p>Revisit the Lunar New Year song 'Dragon Dance'. Move around the room with scarves to the song 'Dragon Dance' from Sparkyard. Sing the song.</p> <p>-Make up a scarf dance to the backing track of the song Mo Li Hua.</p> <p>Play 'Charlie over the Ocean'</p>
Year 1	<p>-Say Hello Song -Up the Ladder</p>	<p>-Say Hello Song -Up the Ladder</p>	<p>-Hello Song</p>	<p>Watch the 2-minute video with visuals</p>	<p>Listen to the 'Superhero Song' on Youtube:</p>

	<p>-Revisit Ta/titi/sh – clap and say a series of patterns</p> <p>Warm up pulse activity. Listen to ‘In the Groove’ which means ‘feeling the beat’ from Charanga (original scheme). Section 1 is the Blues version. Make up an action for ‘in the groove’.</p> <p>Begin to learn the song called ‘Yes I Can!’ from Sing Up, about being a Superhero/anything they want.</p>	<p>-Ta/titi/sh – invite chn to make up their own patterns</p> <p>-Give out simple non-tuned percussion instruments for all. Perform ‘In the Groove’ with the middle section as an improvisation. If time, add C and D notes from the chime bars. Show the pattern on a Jamboard to show the rests.</p> <p>Revisit ‘Yes I can’ and make up some words together as a class together to replace a verse of the song. Perform.</p> <p>Listen to the ‘Superhero Song’ on Youtube:  <a href="https://www.youtube.com/watch?v=Dx59hSyY2ds">https://www.youtube.com/watch?v=Dx59hSyY2ds</a> and dance to the beat.</p>	<p>-Perform ‘In the Groove’ with chime bar notes C and D (Baroque style)</p> <p>Work in pairs so that all can play, using the Jamboard as a guide.</p> <p>In the Groove Step 3 – Latin Style. Chime bar accompaniment is the same as before. Can we add untuned percussion to give it a Latin feel?</p> <p>-Go to the section ‘perform the song’ which has space for the untuned percussion to perform on their own. Improvise.</p> <p>-Revisit ‘Yes I can!’</p>	<p>about Chinese/Lunar New Year:  <a href="https://www.youtube.com/watch?v=Mm9LJC5g2o">https://www.youtube.com/watch?v=Mm9LJC5g2o</a></p> <p>Listen to the song ‘Dragon Dance’ from Sparkyard. Tap out the first beat of 4 (tap head for beat 1, shoulders for 2,3 and 4). Put chn in pairs and give one from each pair a triangle or Indian bells. Sing the song ‘Dragon Dance’ and play on the first beat of 4. Swap.</p>	<p><a href="https://www.youtube.com/watch?v=Dx59hSyY2ds">https://www.youtube.com/watch?v=Dx59hSyY2ds</a> and dance to the beat. Learn to sing it with guitar accompaniment. Make up words to suit the class.</p> <p>Perform ‘Dragon Dance’ with untuned percussion. Keep the beat while singing the song.</p> <p>Go to Step 5 ‘In the Groove’ and improvise on C and D with the old version of the song.</p>
Year 2	<p>-Up the Ladder</p> <p>-Review ta/titi/sh</p>	<p>-Up the Ladder</p>	<p>-Up the Ladder</p> <p>-Revise Ta-2</p>	<p>Watch the 2-minute video with visuals</p>	<p>-Revisit Hi lo Chika lo and work with a partner to practise the pitch actions.</p>

	<p>-Teach the 'New Year Song' from Sparkyard and add Makaton actions where appropriate</p> <p>-Teach 'Hi Lo Chika Lo' (from Sing Up)– tap the pulse of the song, with body actions to show the pitch (head, knees, waist).</p> <p>-Sing 'Who stole my Chickens and my hens' and clap in the correct place.</p>	<p>-Practise Ta/titi and sh. Add Ta-2 and show the symbol.</p> <p>-Revisit 'Hi Lo Chika Lo'. Use pitch pencils to show the pitch of the song in the air. Can the chn remember the actions? This time, add a clap with a partner for the middle pitch.</p> <p>-Listen to 'Hens and Cocks' from Carnival of the Animals and guess the animal. Use the other side of the chime bar beater to tap like the birds.</p> <p>-Play Doggy Doggy</p>	<p>-Applying rhythm knowledge: Learn to play 'Dance Chimp' on Mr Gray's website, after reviewing ta, titi, sh and ta-2  <a href="https://www.youtube.com/watch?v=lyJi3uevnY0">https://www.youtube.com/watch?v=lyJi3uevnY0</a>  This uses only the notes C and D on the chime bars.</p> <p>-Listen to 'Aquarium' from Carnival of the Animals. Can the chn guess what it is about?</p> <p>-Using simple percussion, can the children create their own 'Aquarium' sound?</p>	<p>about Chinese/Lunar New Year:  <a href="https://www.youtube.com/watch?v=Mm9LJC_5g2o">https://www.youtube.com/watch?v=Mm9LJC_5g2o</a></p> <p>Listen to the song 'Dragon Dance' from Sparkyard. Tap out the first beat of 4 (tap head for beat 1, shoulders for 2,3 and 4). Put chn in pairs and give one from each pair a triangle or Indian bells. Sing the song 'Dragon Dance' and play on the first beat of 4. Swap.</p>	<p>-Play along to 'Cats and Dogs' on Mr Gray's website, using C and D again:  <a href="https://www.youtube.com/watch?v=FxOPPbcpu_M">https://www.youtube.com/watch?v=FxOPPbcpu_M</a></p> <p>-Sing the Song Dragon Dance from last week – can the children remember the words?</p>
Year 3	<p>-Rhythm practice: Ta/titi/sh/ta-2</p> <p>Listen to 'Home is where the Heart is' (Charanga MMc Y3 Unit 1). What style of music is it? Is there a</p>	<p>-Rhythm practice: Ta/titi/sh/ta-2/ ta-2-3/ta-2-3-4</p> <p>-Watch 'Butterflies' - Katy Musgrave live in Tokyo (don't show the music video)  <a href="https://www.youtube.com/watch?v=Mm9LJC_5g2o">https://www.youtube.com/watch?v=Mm9LJC_5g2o</a></p>	<p>-Rhythm practice: Ta/titi/sh/ta-2/ ta-2-3/ta-2-3-4</p> <p>-Watch Hank Williams on YouTube singing 'Hey, Good Lookin'</p>	<p>-Watch the late Charley Pride, singing 'Is anybody goin to San Antone?'  <a href="https://www.youtube.com/watch?v=ohWe9v3KsQQ">https://www.youtube.com/watch?v=ohWe9v3KsQQ</a></p>	<p>-Watch the 2 -minute video with visuals about Chinese/Lunar New Year:  <a href="https://www.youtube.com/watch?v=Mm9LJC_5g2o">https://www.youtube.com/watch?v=Mm9LJC_5g2o</a></p> <p>Learn the song 'Chinese New Year' (Mrs Durrant</p>

	<p>chorus and where is it?</p> <p>Show a clip of Dolly Parton on YouTube, singing 'Silver and Gold' and give some background about her life (see Jamboard). Can you hear the pedal steel guitar?  <a href="https://www.youtube.com/watch?v=FYro45kIRlw">https://www.youtube.com/watch?v=FYro45kIRlw</a></p> <p>Start to learn to sing along to verse 1 and the chorus.</p> <p>Talk about Country music/where it comes from. Show a clip which demonstrates the pedal steel guitar, which is a distinctive instrument in country music:  <a href="https://www.youtube.com/watch?v=5YdHqxTcBfl">https://www.youtube.com/watch?v=5YdHqxTcBfl</a></p>	<p><a href="https://www.youtube.com/watch?v=tbFQmZBQBWQ">e.com/watch?v=tbFQmZBQBWQ</a>  - another example of an American country singer.</p> <p>Learn to play the chime bar accompaniments to 'Home is Where the Heart is' (notes on the Jamboard). The accompaniments are graded from easy to difficult and will take a couple of weeks to master.</p>	<p><a href="https://www.youtube.com/watch?v=bjCokslQOEe">https://www.youtube.com/watch?v=bjCokslQOEe</a></p> <p>Practise and perform the chime bar accompaniments. Now put together the song with the playing section.</p>	<p>Home is Where the Heart is, Part 2: In pairs, have a go at the improvisation section, where you improvise to a backing track, using the notes CDEFG</p>	<p>rhymes with currant website) and sing along. Talk about the pentatonic scale and show it on the chime bars.  <a href="https://www.youtube.com/watch?v=li4jS5jrS2A">https://www.youtube.com/watch?v=li4jS5jrS2A</a></p> <p>-Chn Make up their own pentatonic tune, using CDEGA notes – see 'Dragon Scales' from Music Express, Bk 3</p>
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<p>Year 4</p>	<p>-Warm up: H.E.L.L.O.</p> <p>-Rhythm practice: Ta/titi/sh/ta-2</p> <p>-Quick brainstorm to start – what do we know about the watercycle?</p> <p>-Watch a 1-minute BBC Bitesize video about the water cycle: <a href="https://www.bbc.co.uk/bitesize/topics/z6p6gp3/articles/z3wp39">https://www.bbc.co.uk/bitesize/topics/z6p6gp3/articles/z3wp39</a></p> <p>-Show some vocabulary from the song we are about to learn which might be tricky and go over the meanings.</p> <p>Listen to the song and then break it down into sections (chorus/verse/middle 8 section).</p> <p>Start to learn the song.</p>	<p>-Revisit H.E.L.L.O.</p> <p>-Rhythm practice: Ta/titi/sh/ta-2/ ta-2-3/ta-2-3-4</p> <p>Play along with chime bars to the 12 bar blues demo on YouTube, using the notes C F and G <a href="https://www.youtube.com/watch?v=vx3N6tlz9N8">https://www.youtube.com/watch?v=vx3N6tlz9N8</a></p> <p>Improvise on given notes C, D, F, G, A and Bflat (if using glockenspiel) along to a 12 bar blues backing.</p> <p>Sing the Watercycle song again.</p>	<p>-Add untuned percussion to H.E.L.L.O</p> <p>-Make up rhythm patterns using the rhythms we know</p> <p>-Explore the 'Listening Focus-Blues' on Charanga.</p> <p>Play 'Edie's Blues' on chime bars.</p> <p>Sing 'The Water Cycle Song' again and think about how to add instruments.</p> <p>Show the written-out melody on the xylophone which accompanies the Water Cycle Song.</p> <p>Give out solo sections for some groups to sing.</p>	<p>Practise The Water Cycle Song ensemble and make sure everyone knows their parts.</p> <p>Write notes on the lyrics as a record.</p> <p>Film the class performing the song.</p> <p>Listen to the 'Water' song from Sing Up and have a go at joining in with the chorus.</p>	<p>Watch the 2-minute video with visuals about Chinese New Year: <a href="https://www.youtube.com/watch?v=Mm9LJC_5g2o">https://www.youtube.com/watch?v=Mm9LJC_5g2o</a></p> <p>Chinese New Year (will be on 10<sup>th</sup> Feb this year)– Learn the song 'Chinese New Year' and sing along. Talk about the pentatonic scale and try it out on the chime bars. <a href="https://www.youtube.com/watch?v=li4jS5jrS2A">https://www.youtube.com/watch?v=li4jS5jrS2A</a></p>
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<p>Year 5</p>	<p>-Rhythm practice: Ta/titi/sh/ta-2/ ta-2-3/ta-2-3-4</p> <p>Play an excerpt from 'In the Hall of the Mountain King' first. What pictures are in their heads when they hear the music?</p> <p>Tell the quick story of Peer Gynt using Keynote slides.</p> <p>Watch the short introduction video about the music on BBC Ten Pieces.</p> <p>Watch the orchestra playing the piece on BBC Ten Pieces.</p> <p>As a class, write out the rhythm pattern for the main theme.</p> <p>Play ITHOTMK - recap the sections of the orchestra and freeze the video of the performance to show the different instruments</p>	<p>Show more information about Edvard Grieg on the Jamboard. Talk about the period of Music around the time of his life (Romantic Period). Give examples of this type of music (some programme, some overly thick in texture).</p> <p>Listen to ITHOTMK and discuss the changes in tempo, dynamics and pitch as we did last week. Talk about how the dramatic effects relate to the story of Peer Gynt.</p>	<p>-Rhythm practice: Ta/titi/sh/ta-2/ ta-2-3/ta-2-3-4/tiki tiki</p> <p>Listen to excerpts of different genres of music, which use the theme motif from ITHOTMK.</p> <p>Discuss each excerpt, using the vocabulary of the interrelated dimensions of music.</p> <p>Practise humming the theme to ITHOTMK.</p> <p>On tuned percussion, practise playing this theme which is similar to the original one:</p> <p>DEFG AFA GEG AFA DEFG AFA GGGG A ----</p>	<p>Compose a short motif, based on the rhythm pattern of the ITHOTMK theme, using notes DEFGA on chime bars.</p> <p>Share work and record rehearsal/final piece.</p>	<p>Watch the 2-minute video with visuals about Chinese/Lunar New Year: <a href="https://www.youtube.com/watch?v=Mm9LJC_5g2o">https://www.youtube.com/watch?v=Mm9LJC_5g2o</a></p> <p>Chinese/Lunar New Year (will be on 10<sup>th</sup> Feb this year)– Learn the song 'Chinese New Year' (Mrs Durrant rhymes with Currant) and sing along. Talk about the pentatonic scale and try it out on the chime bars. <a href="https://www.youtube.com/watch?v=li4jS5jrS2A">https://www.youtube.com/watch?v=li4jS5jrS2A</a></p> <p>Perform the simple pentatonic ostinati from the video.</p> <p>Make up their own pentatonic tune, using CDEGA notes. see 'Dragon Scales' from Music Express, Bk 3</p>
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	<p>Teach the body percussion which accompanies the repeated motif:</p> <p>'Knees right, knees left, knees cross over, knees out Knees, clap, clap, clap, click, click, click, click'</p>				
Year 6	<p>-Rhythm practice: Ta/titi/sh/ta-2/ ta-2-3/ta-2-3-4/tiki tiki</p> <p>Introduce the term 'film composer' and discuss what it might mean. Talk about John Williams, who they may have heard of and give examples of some film music he has written that they may recognise (Spotify list).</p> <p>Appraise different musical features in a variety of film contexts. Listen to Mission Impossible from James Bond and</p>	<p>Start by showing the beginning of the film 'Wallace &amp; Gromit: A Close Shave'.</p> <p>Pause the film at 1 minute 40 seconds (after Gromit discovers the wool has been chewed). Ask the children how they think the music creates tension. You may need to watch it again, pausing as the children identify the musical elements.</p> <p>Point out that the music (soundtrack) is different from the sound effects. Sound effects include</p>	<p>-Introduce ti-tiki and practice with rhythm pattern examples.</p> <p>Look at pictures of graphic scores. Children match the sounds to the graphic score which best illustrate the music they hear.</p> <p>Children work in groups to produce their own music to accompany one of the graphic scores (can the class guess which one they are playing?).</p>	<p>In pairs or groups, children compose music to illustrate a selection of descriptions: tension, preparing for action, love story, danger, sadness, a chase</p> <p>Use clips from the film 'Wallace and Gromit: a close shave' which match each scenario (these are found in the first 20 mins of the film).</p>	<p>Watch the 2-minute video with visuals about Chinese/Lunar New Year: <a href="https://www.youtube.com/watch?v=Mm9LJC_5g2o">https://www.youtube.com/watch?v=Mm9LJC_5g2o</a></p> <p>Chinese/Lunar New Year (will be on 10<sup>th</sup> Feb this year)– Learn the song 'Chinese New Year' (Mrs Durrant rhymes with Currant) and sing along. Talk about the pentatonic scale and try it out on the chime bars. <a href="https://www.youtube.com/watch?v=li4jS5jrS2A">https://www.youtube.com/watch?v=li4jS5jrS2A</a></p> <p>Perform the simple pentatonic ostinati from the video.</p> <p>Make up their own pentatonic tune, using</p>

	<p>discuss as a starting point. Listen to a variety of contrasting excerpts and talk about how the composer has written the music to match the theme.</p> <p>Discuss the style of music that may accompany a scene that is: tense, purposeful, romantic or dangerous</p>	<p>snoring and the sound of a knife hitting the floor, but the soundtrack is the music played by orchestral instruments.</p> <p>Discuss, using the interrelated dimensions of Music, how tension is created (high strings, low drums and brass, minor chords, use of dynamics, unpredictable intervals). Look at other scenes from the film, discussing the emotions evoked by the music, instrumentation and composition style.</p>			<p>CDEGA notes. see 'Dragon Scales' from Music Express, Bk 3</p>
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