Stanningley Primary School Medium Term Planning Spring 2 2023/24

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

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| Week 1 , WB 19.2.24. | Week 2, WB 26.2.24. | Week 3, WB 4.3.24. | Week 4, WB 11.3.24. | Week 5, WB 18.3.24. | Week 6, WB 25.3.24. |
| **‘Signed, Sealed, Delivered’ – Stevie Wonder 1970**  **EYFS**  Keep the beat, copy and tap body parts to the music.  **Y1 and 2**  Tap the pulse. Copy body percussion patterns to the music. Demonstrate how to mime to instruments.  **Y3 and 4**  As above, but don’t lead the instrument miming and see if they can listen and work out which instrument is playing.  **Y5 and 6**  Can the chn work out the instruments by listening? Talk about the fusion of **R&B, pop, soul, gospel, funk, and jazz**.  and their origins. | **Cello Concerto in E Minor, Op 85 (Adagio) – Edward Elgar 1919**  **EYFS**  Move to the slow music using scarves.  **Y1 and 2**  Tap the very slow pulse. Listen for the instruments.  **Y3 and 4**  Show paintings of the English countryside which were painted around the time the piece was written. Show pictures of the First World War, which influenced his music.  **Y5 and 6**  As above. | **‘When the Saints go Marching in’ Steelasophical 1998**  **EYFS**  Keep the beat, use egg shakers to dance to the music.  **Y1 and 2**  Dance to the music using egg shakers. Can they name the instrument (steel pans). Show pictures related to the music.  **Y3 and 4**  Move to the music and make up body percussion patterns to go with the music. Can they name the instruments? Do they recognise the song? Do Y3 recognise the song from our lesson in week 1? How do they think the song links to this genre of music?  **Y5 and 6**  As above. Talk about the history of steel pans/where they originated. | **Sonata No.11 in A Major – Mozart 1784**  **EYFS**  Keep the beat, copy and tap body parts to the music.  **Y1 and 2**  Tap the pulse. Show the pattern of 4 beats in a bar.  **Y3 and 4**  As above. Teach two patterns and alternate them/call ‘change’! Talk about the piano/some history of Mozart such as dates/him as a prodigy. Watch a short recording or someone playing the piece live.  **Y5 and 6**  As above, but chn make up their own patterns (more than 2?) or work in pairs. | **‘Sit Down’ James 1989**  **EYFS**  Keep the beat and dance to the music.  **Y1 and 2**  Dance to the music and make up body percussion patterns. Guess how many years old the music is.  **Y3 and 4**  As above. Can they describe the music? Does it remind them of any other music. Show pictures of James.  **Y5 and 6**  As above. Talk about other artists who they may have heard of from the time of James. | **‘O Euchari in Leta Via’ Saint Hildegard of Bingen (1098-1179)**  **EYFS**  Listen sitting down and wave scarves gently to the music.  **Y1 and 2**  Listen and discuss what the music makes them think about. Ask how many years old they think the music is (about 1000 years old, so we don’t really know when exactly it was written).  **Y3 and 4**  As above. Can they guess what the music was written for.  **Y5 and 6**  As above. Show how the music was written down. |

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| Year Group | Week 1  Wk beg 19.2.24. | Week 2  Wk beg 26.2.24. | Week 3  Wk beg 4.3.24. | Week 4  Wk beg 11.3.24. | Week 5  Wk beg 18.3.24. | Week 6  Wk beg 25.3.24. |
| Nursery | -Music Time  -Up the Ladder song (sing your name)  -Sleeping Bunnies  -I love the Flowers (Sing Up) with actions.  -Old Macdonald- pick an animal for the song. Move the animal up and down to change the pitch.  -Shake Sillies out – move around the room  -Walking Song | -Hello, Hello are you ready to Play (Oak Academy Song)  -Sleeping Bunnies  -Look at pictures of rabbits and act out how they move  -Song ‘Boing!’ from Charanga. Make up actions to go with the song, moving round the room.  -See Saw with partners/Tap your Nose/Row the Boat.  -‘This is me, I am three!’ from Sing Up. | -Hello Hello song  -Walk and Stop (Sing Up)  -Swing-a-long (Sing Up) – moving to 3 and 2 time  -Cup drumming  -Sing and move to Boing!  -Lycra song | -Music Time – Can you think of an instrument to play?  -Using shakers, sing and play ‘Shake your Eggs’ (and stop).  -Play along to a new song ‘Shake and Stop’ (Sing Up)  -Using the eggs, play along to the ‘Clap Clap’ song.  -I love the Flowers – sing and play along with shakers.  -Sing and move to ‘Boing!’ from Charanga. | -Music Time  -Up the Ladder song (sing your name)  -‘This is me, I am Three!’  -Sing and move to ‘Throw the Beanbag’  -Introduce/listen to Spring Chicken (Sparkyard/Out of the Ark). | -O Susanna with actions.  - ‘Can you Stretch up High’ song -actions!  -Move with scarves to ‘The Syncopated Clock’ by Leroy Anderson  -Spring Chicken (Sparkyard/Out of the Ark). Sing and act out the song (as chicks coming out of the egg) |
| Recep. | -Music Time  -Up the Ladder song  -Hey, Hey look at me song (I am jumping can you see)  -Bananas Bananas rap. Can we add other fruit to change the chant. | - Music Time  -Can you Stretch up High? Song  -Chop, Chop, Choppity Chop- look at pictures of vegetables and make up some to go into a soup. Perform the whole chant, including stirring the soup. | -Music Time  -Learn ‘This is what it sounds like’ (Sing up) and perform with instruments (shakers, drum) -split the class into groups.  -Use cards with food names written out and write out the ‘ta, titi’ patterns to go with the words. In groups, perform as solo/ensemble, keeping the beat. | -Hello Hello song  -Learn to sing the action song ‘Slap Clap Clap’ (Sing Up)  -Menu Song (Sing Up)- an accumulative song about food. | -Music Time  -Up the Ladder  -Introduce/listen to Spring Chicken (Sparkyard/Out of the Ark).  -Menu Song  -Revisit tapping the names of foods, using the same cards as before in week 3. Can they make up their own.  -Bananas chant (add exotic fruit to the menu). | -Music Time  -Counting in 8 to Kinderszenen (Schumann)  -‘Throw the Beanbag’ song  -Spring Chicken (Sparkyard/Out of the Ark). Sing and act out the song (as chicks coming out of the egg) |
| Year 1 | -Practise ‘Ta, titi and Sh’ with rhythm cards  -Join in and perform with ‘Find the Beat’ from Charanga MMC Y1 Unit 1 week 1. Talk about what beat is (show heartbeat action) and explain that it can be described as the ‘pulse’.  -Listen and Appraise ‘Round and Round’ and talk about the vocabulary in the song (Rhythm, Pulse, Pitch). Talk about the ‘Bossa Nova’ style of the music and play another example of this style (e.g. Girl from Ipanema)  -Sing Round and Round with actions. | -Ta/titi/sh rhythm Round up Level 1. Use claves to perform the rhythm patterns.  Review the word ‘pulse’. Teach the easy version (Mi,re, do) of Hot Cross Buns. Show the pulse as an action. Together, write out the rhythm pattern for the simple song, using ta, ti-ti and sh.  -Perform ‘Find the Beat’ with the backing track.  -Sing Round and Round and try not to use the lyrics for support.  -Learn the rhythm pattern and then the notes for the glockenspiel accomp to go with the song. Write it on the Jamboard to read. Working in pairs, perform to the music with chime bars. | -Walking song (warm up)  -Perform the glockenspiel section to accompany ‘Round and Round’. Can we add untuned percussion? Share ideas and make up some rhythm patterns that will fit into 4 beats. Give this to player 2 while Player one plays the chime bars, then swap. | -Learn to sing the action song ‘Slap Clap Clap’ (Sing Up).  -Learn the ‘recorder’ tune on the chime bars to accompany the ‘Round and Round’ backing track. Use words to help them remember (‘Going up the stairs, wait there, coming down the stairs, wait there’). Take it in turns with partners. As before, can we add untuned percussion? Share ideas and make up some rhythm patterns that will fit into 4 beats. Give this to player 2 while Player one plays the chime bars, then swap. | -Perform Slap Clap Clap’ (can we remember the words?).  -Revise the two patterns (glockenspiel and recorder) to go with the bossa nova backing track. Can the children perform both at the same time? Split the class into two groups.  -If time, as a finishing activity, demonstrate how to improvise on two notes along to a Lydian Mode backing track, eg D Lydian mode, use D and E notes to make up a ‘tune’ to go along with it. | -Throw the Beanbag song  -Play the Bossa Nova backing track and demonstrate how to improvise a simple tune on the chime bars, along with the music, first of all using 2 notes.  NB: They must only use DEFGA |
| Year 2 | -Revise Ta, Titi, and sh. Rhythm round up Level 2 (Mrs Durrant Rhymes with Currant).  -Listen and respond to ‘I Wanna Play in a Band’. Talk about the words (are they repetitive?), what is a band (can they think of examples?). Show a clip of the Beatles (or similar) band performing and look at the instruments that might be in a band.  -Sing along to the song using the score (Charanga). Notice the ta, titi and sh notes. | -Using the final section of Rhythm round up level 2, invite children to improvise (‘Make up’) their own patterns to fit into the 4 beats (4 patterns each time).  -Using chime bars, improvise using only the notes GABCD on the chime bars (Y2 Unit 5 Part 1 ‘Improvise Together’ section). | -Write out and display the ‘Play Your Instruments’ section from ‘Part 1, glockenspiel’. Clap the rhythm pattern (which is quite tricky). Demonstrate how to play along following the notes.  -In pairs, chn practise and perform ‘Glockenspiel part 1’. | -Listen to ‘Digging the Garden’ (Sing Up). Look at the lyrics and make up some actions to go with the song. Split the class into groups to perform each verse.  -Revisit ‘Part 1 glockenspiel’ from last week.  -Introduce ‘Part 2 glockenspiel’. How is it different/similar to part 1? Learn it by reading the rhythm pattern and note names. | -Practise improvising on C and D on Mr Gray’s website, after reviewing ta, titi, sh <https://www.youtube.com/watch?v=EjtEo6nVNMs>  This uses only the notes C and D on the chime bars.  -Perform ‘Digging the Garden | -Step 3, Unit 5 (Charanga), listen and shake eggs to ‘Music is All around’. Leave the lyrics up to join in with the repeated sections. Can the chn make up ostinati to accompany the song? Talk about the structure of the song (Verse/chorus).  -Split the class into groups to practise and perform their own ostinato in one verse of the song, while everyone else sings. |
| Year 3 | -Listen and respond to ‘Tutankhamun!’ song- Sing Up. It’s quite a rhythmic and ‘wordy’ song, so begin by learning the words and the rhythms (after having a listen to the style of the music, which has an Egyptian feel to it).  - Use cup drumming to perform along with the strong beat of ‘Oh When the Saints’, along with the song on Charanga. They will know this song from ‘Gospel Medley’.  Talk about New Orleans/style of music/Fusion of Jazz and European. Show a clip of a marching band in New Orleans and compare to a performance of a British marching band. What is different? What is the same? | -Practise the first two verses of Tutankhamun. (Sing Up)  -Sing along with ‘Oh When the Saints’ (Charanga), following the words. Speed up the song to 120%, as it is a little slow. Talk about the origins of the song.  -Using chime bars, take it in turns in pairs to play along in the ‘Improvisation’ section, using notes CDE GA. | -Watch another band performing live in New Orleans and talk about the instruments being played, showing pictures.  -Show the chn the chime bar notes to accompany the song (using G, D, A). Clap and say the note names first, taking note of the rests.  -In pairs, have some practise time.  -Take it in turns to perform. Partner to play cup drums to accompany. Swap. | -Learn verse 3 of Tutankhamun. Sing the whole song.  Composition/improvisation:  Play a simple backing track from Spotify, with an atmospheric Egyptian feel. Demonstrate how to play untuned/tuned percussion along with the music. Provide a selection of percussion in the middle of the circle. Invite groups of 4 children to go into the middle and accompany the music, with the class as an audience. | - Go to lesson to of ‘When the Saints’, improvising and composing section, and use notes GAB DE to improvise. Partners use cup drums to improvise rhythms to accompany.  -Show a slightly different version of the chime bar accompaniment and perform (see Jamboard). This shouldn’t need much practice. | -Practise and perform ‘Egyptian Dawn’ on chime bars. (Charanga). Show the stave to read, but make a copy using note names which will be easier to follow for some.  -Perform ‘Tutankhamun’ and add untuned percussion.  -If time at the end of the unit, learn Sand Dance from Sparkyard (Out of the Ark). |
| Year 4 | -Introduce B Britten (show photos of him as a boy – Jamboard). Can chn work out anything about him by looking at the photos of him as a boy/in his job?  -Play an orchestral excerpt from ‘Peter Grimes’ by Benjamin Britten. Discuss mood/orchestration/what pictures are in their heads when they listen to it. Explain that the music is written to depict a storm.  -Ask if anyone knows what an opera is? Show examples of opera performances on Youtube or listen to excerpts.  -Explain that BB wrote an opera called Peter Grimes. Show some photos from the opera. | -Watch the short clip on BBC Ten Pieces which introduces ‘Storm’ by Benjamin Britten.  -Watch an orchestra playing ‘Storm’ and discuss how the instruments are used to portray a storm. n (and ask pupils to listen carefully) how different instruments are used to convey different aspects of the storm. In the first half of the piece the pupils may hear timpani, cymbals, and low grumbling instruments; and in the middle section they will hear ‘softer’ instruments such as the flute and the harp. Why is this? Ask the pupils to identify which instruments create which character in the music.  -Learn V1 and chorus of ‘Just like a Roman’ -Sing Up | -Show the first rhythm pattern which is repeated in the piece. Explain that if we put words to it, it can help us to remember it. ‘Here comes a wave….here comes a big one’.  -Then teach the second rhythm pattern: ‘Here comes the biggest of the biggest of them, here comes the biggest of them’. Encourage your class to suggest which instruments might play which parts using the suggestions above (ie next-door notes, bangs, high notes).  -Create a quick class version of this pattern, Britten uses it a lot so you might like to take some time with this and split into groups to create several versions.  -Learn V2 and chorus of ‘Just like a Roman’ -Sing Up | -Revisit the rhythm patterns with accompanying words from last week. Think of the instruments we could use in class to perform them. Perform along with ‘Storm’.  -Introduce one of three ideas which occur in Britten’s piece: The sea monster. Show pictures of what the sea monster could look like. Give small groups a set of chime bars and some untuned percussion, to create their own version of ‘Sea Monster’. Hint: Make them ‘next door notes’ which climb higher and higher.  -Show how to record word on a graphic score, so they don’t forget what they have done.  -Record work on audio or video. | -Learn V3 of ‘Just Like a Roman’ and perform the whole song.  -Introduce the second idea in Britten’s Storm – Pirates. Show pictures and play a simple backing track. Teach the chn how to make up a short song/verse to go with the track. Talk about what the pirates might be like, out in the storm. Perform to each other.  -Show how to record word on a graphic score, so they don’t forget what they have done.  -Record work on audio or video. | -Talk about the end of the piece being a ‘sense of calm’. In groups can chn create this.  -Show how to record word on a graphic score, so they don’t forget what they have done.  -If time, all groups perform all three parts one after the other.  -Record work on audio or video. |
| Year 5 | -Ask what they know about the Vikings.  -Show pictures of paintings of Vikings on the Jamboard and ask the question – ‘What music do we think the Vikings enjoyed?’. Explain that there has never been a known culture where music has not been important. Ask what evidence might we have to tell us about the music the Vikings made (ancient instruments found).  Discuss whether we know what type of music they played –  do we have any evidence? Explain that music rarely written down, but more of an oral tradition, like stories.  Learn and perform the Viking rap (see Jamboard). Use claves to perform without words/as a canon. | From the Opera North education site, show a short video which shows artefacts from the music-making of the Vikings and how they might have played them (percussion instruments, such as drums): <https://www.youtube.com/watch?v=7g2dqSJibQc>  Discuss the materials used to make the instruments and the timbres they produce.  Perform the Viking Rap from last week. Show a 2-minute video called ‘Vikings in a nutshell’, which is an informative description of life for the Vikings: <https://www.youtube.com/watch?v=3xIy7FoiaQY>  Talk about some of the vocabulary/facts from the video and give a couple of examples of raps written by other classes.  In groups, chn make up their own verse to contribute to our class rap. Perform. | Perform our class Viking rap, then use claves to tap the rhythm of the words, in canon.  From the Opera North website, watch the short demonstration video showing an example of the types of string instruments that would have been plucked, strummed or bowed: <https://www.youtube.com/watch?v=muRr8WqrU48>  Talk about when we think the Vikings may have sung songs. The most obvious would be for a celebration or event. Play an excerpt from the ‘Wellerman’ song and talk about what the song is about. Compare the life of the fishermen with the Vikings, who travelled far in their boats and held them in great importance. Teach the song ‘My mother Told Me’. The song, titled My Mother Told Me, in Vikings originates from an ancient Icelandic poem called Egill's Saga about the famous Viking, Egill Skallagrimsson.  Teach the song firstly as a body percussion activity: <https://www.youtube.com/watch?v=PWSPrGnoS78>  Then sing through the song here:  <https://www.youtube.com/watch?v=SmBweZDnRj4>    Listen to and sing through the main melody of the Longship Round on Sing Up. | From the Opera North website, watch the short demonstration video showing an example of the types of wind instruments that the Vikings may have used, made from natural materials such as bone or wood: <https://www.youtube.com/watch?v=uGpqW2JdXNo>  Sing through the song ‘My Mother Told me’ from last week: <https://www.youtube.com/watch?v=SmBweZDnRj4>  Show the percussion parts at 1m 28s and clap the rhythm patterns for the side drum, tambourine and triangle. Split the class into three sections and perform the song with the untuned percussion parts.  Listen to and sing through the main melody of the Longship Round on Sing Up. | Show a performance of musicians playing in an ensemble, in the way we believe Vikings may have played together: <https://www.youtube.com/watch?v=vvFlDQVqOOs>  Sing and perform My Mother Told me with untuned percussion. Add the chime bar and Xylophone parts.  Just for fun, watch the Horrible Histories song about the Vikings called ‘Literally’. Talk about which genre of music they are portraying the Vikings to be copying. | Time to perform!  Play and perform ‘My Mother Told me’ for another class or in assembly.  If time, learn some information about Simon and Garfunkel and watch the Horrible Histories Viking Song, written in their style of song:  <https://www.youtube.com/watch?v=2UXW0VW7p6g> |
| Year 6 | Show a diagram of the orchestra and talk about the different ‘families’ of instruments. Show a clip from the BBC orchestra of Wales, with the conductor talking about the string instruments. We have seen this before, so show it without the sound and see if we can name the instruments. Listen to clips of each one playing after. Repeat this every week with woodwind, brass and percussion.  <https://www.youtube.com/watch?v=MP2_6OLummA>  Play an audio recording of ‘Night on a Bare Mountain’ by Mussorsky. Talk about what the music makes us think about/the pictures in our head/instruments we can hear/whether it is telling us a story.  Show a picture of Mussorsky (see Jamboard). What can we gather about him from his picture. Tell the class that Mussorsky came from Russia (show on a map) and belonged to a group of Russian composers, nicknamed ‘The Five’, who wrote music using traditional stories and folk tunes, as did many composers from other countries.  Use pictures to explain the legend of the Night on a Bare Mountain. | Talk about and name the woodwind section of the orchestra: <https://www.youtube.com/watch?v=KEt1Mm8sSkA>  Show the Disney Fantasia clip (from 1940) which uses ‘Night on a Bare Mountain’: <https://www.youtube.com/watch?v=b756FPiLlp8>  Discuss whether Disney would make something like this now.  Explain that Mussorsky didn’t finish the piece, so his friend (one of ‘The Five’), Rimsky-Korsakov, finished it for him. Play RK’s most famous piece – ‘Flight of the Bumble Bee’.  Watch a full orchestral performance of ‘Night on a Bare Mountain’. Notice – what happens after the bells have chimed, which instruments are used for dramatic effect, how the mood of the music changes throughout the piece. | Talk about and name the brass section of the orchestra:  https://www.youtube.com/watch?v=yE0aSxziNdY  Watch (again) the full orchestral performance of ‘Night on a Bare Mountain’. Chn make notes about different aspects of the music: dynamics, tempo, mood, instruments.  Split the class into small groups of about 6-8 children. When everyone knows which group they are in, ask them to split up and spread out across the space. As you play the first 30 seconds of the full orchestral performance again, their task is to find one another and make a circle. They must imagine they are witches (or wizards or warlocks!) standing around a bubbling cauldron. Play this section of music several times until everyone has achieved the task. They need to move quickly but also quietly and like witches!  Play the section between 0’30 and 1’26. Ask the children to decide what is happening at this point and why the music abruptly stops. Maybe this is a witchy dance? Challenge your groups to make gestures to fit the shape of the music. They must keep their circle shape but they can move around their imaginary cauldron however they like.  Play the section between 1’26 and about 2’24. The music gradually speeds up here and it is clearly in 4 beat phrases. Can your groups invent four simple gestures that fit with the music but then speed up along with it? Maybe the witches are casting a spell here.  Play the ending: 2’24 – end. This is the sound of the sun coming up and the party ending. The witches must disappear or return to normal. Challenge your children to slowly move away from their groups and ‘fade away’. Perhaps they slowly sink down and become the smallest shape they can be. Perhaps they open they arms up to the sun…  End the lesson with a performance of your witches’ dance to the full orchestral performance. If you don’t have enough room for everyone to dance at once, encourage half of the groups to dance whilst the other half watch, then switch. | Talk about and name the percussion section of the orchestra: <https://www.youtube.com/watch?v=xGKpngesISI>  Split the class into small groups and give a clear task that you want them to compose some music which changes, like ‘Night on a Bare Mountain’ and tells a story. Only give out half the task in this lesson (the other half will be next lesson). | Learn to sing ‘Living it up in Greece’ from Sing Up, a laid back song in a cool reggae style that explores what it might be like to be a child ‘living it up’ in Ancient Greece. Teach it and give a copy for the teacher so they can sing it in class.  Chn work in the same groups as last week and finish their composition, with music to accompany the story of ‘Night on a Bare Mountain’. | Practise counting in groups of 7, which does not come naturally.  Listen to ‘Thalasa’ which is traditional Greek song sung by the islanders who ask the sea to protect their fishermen. It has an interesting rhythmic feature, being written in 7/8 time – giving the melody a fascinating lilt, reminiscent of the endless ebb and flow of the tide. Go through the phonetic lyrics on Sing Up and join in with the music.  Practise and perform our own versions of ‘Night on a Bare Mountain.’ |