Stanningley Primary School Medium Term Planning Autumn 2 2023/24

A listening actitivity will begin each lesson (see separate plan)

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| Year Group | Week 1Wk beg 6.11.23. | Week 2Wk beg 13.11.23. | Week 3Wk beg 20.11.23. | Week 4Wk beg 27.11.23. | Week 5Wk beg 4.12.23. | Week 6Wk beg 11.12.23. | Week 7Wk beg 18.12.23. |
| Nursery | Chant: Clap, Clap hands (L.Geoghegan)Talk about Bonfire night – did anybody see fireworks? Sing a simple song together about fireworks (‘Firework Display’ from the Singing Express Songbook) and invite children to play their given instrument as a ‘solo’. | Chant ‘Feet Feet’ (Sing Up) and march to the beat.Sing ‘Throw the Beanbag’ and listen for the new instructions for actions.Singing games: ABC, Tumbledown D | Chant: One Little Frog (LG)Watch video – Emperor penguins migrating. Sing the Penguin Song | Chant: Bananas, BananasPartner songs and games – See Saw, Swing me over the Water.Sing Twinkle, Twinkle and add bells to accompany. | Chant: Sammy the Snake – play the game (LG)‘Dance of the Sugarplum Fairy’ actions to accompany the classical recording.  | Chant: Learn the rhyme ‘Starlight, Starbright’. Show the pulse action to go with the rhyme. Learn the tune and tap the pulse. Add percussion. | Learn and perform ‘Six Little Snowflakes’ |
| Recep. | Talk about Bonfire night – did anybody see fireworks? Compose a firework piece in groups using percussion. Learn ‘Fireworks’ from Sparkyard. The lyrics are catchy and easy to learn. Add percussion that will match the music, inviting children to help to choose the best sounds.  | Chant ‘Feet Feet’ (Sing Up) and march to the beat. | Chant: One Little Frog (LG). Play the circle game.Learn and perform ‘Engine Engine Number 9’Sing ‘Throw the Beanbag’ and listen for the new instructions for actions. | Chant: Bananas, BananasLullabies – ‘Sleep, baby sleep’ (Jolly Music Book 1) and Twinkle Twinkle, using simple tuned accompaniment. | Chant: Sammy the Snake – play the game (LG)Dance of the Sugarplum Fairy’ actions to accompany the classical recording. | Learn the rhyme ‘Starlight, Starbright’. Show the pulse action to go with the rhyme. Learn the tune and tap the pulse. Choose simple untuned percussion instruments which could accompany the song.  | Perform ‘Starlight, Starbright’.Add our own percussion section to ‘Twinkle, Twinkle little Star’. |
| Year 1 | The King is in the Castle, Lesson 1 from Sing Up. Perform together a ‘castle action story’, using drama, as a way of introducing the characters. Talk about the characters in a trad castle and show pictures. How might their voices sound?Begin to learn to sing the song, repeating the chorus to start with.  | Sing and perform ‘The King is in the Castle’ in a circle, introducing the characters as you go along. Use picture prompts if needed. Watch a clip from ‘Hail to the Princess Aurora’ from Disney. Ask questions about the music. | Watch the Fantasia clip, with the music from the Sorceror’s Apprentice. What do they think is happening in the story?Play and sing ‘The King is in the Castle’. This time add actions to make it more dramatic and perhaps even voices to match the characters.  | Listen to Handel’s ‘Arrival of the Queen of Sheba’. What does it make them think about?Introduce the myth about dragons. What is a myth? Are dragons real? Teach the song from Sparkyard: My Dragon. | Practise singing ‘My Dragon’ and join in with the ‘nee naw’ chorus part. Sing ‘The King is in the Castle’ and add new characters that the children make up. | Starlight, Starbright – Teach the song and add tuned percussion instruments. | Untuned and tuned percussion activities with Christmas music.  |
| Year 2 | Show pictures to tell the story of The Nutcracker, used in Tchaikovsky’s ballet. Listen to the music from ‘Trepak’, the Russian Dance. What does it make them think about? Which part of the story could this be from?Teach words to perform the rhythms of the music together (see BBC Ten Pieces notes). Then try and clap without saying the words. Perform it with the recording.  | Watch the section of ballet to go with the music Now try and think of some moves that will accompany as a dance.Look at the Trepak percussion playalong on Musication (YouTube). <https://www.youtube.com/watch?v=JKarzUS0X78>You will need hand drums, tambourines, rhythm sticks, triangles and cymbals.  | Practise beating in 3, accenting the first beat. Explain that a dance in 3 is called a waltz. Show an example of a waltz being danced on Youtube. Use untuned percussion to perform an ‘um pa pa’ rhythm pattern.Play ‘Waltz of the Flowers’ from The Nutcracker. Which part of the story is this? Show a performance by an orchestra. Identify the instruments being played.  | Using chime bars and xylophones, add harmony to a waltz ‘oom pah pah’ idea, such as C and EG EG together. You can use other notes to create the same effect. Perform the waltzes as a class.  | Perform the ‘Waltz of the Flowers’ percussion playalong on YouTube <https://www.youtube.com/watch?v=bOXFrgB083A>  | Starlight, Starbright – Teach the song and add tuned percussion instruments.  | Christmas boomwhacker/untuned percussion activities. |
| Year 3 | Explain that you are going to begin a music project focusing on a fantastic piece of music by a composer called Vivaldi. He lived 300 years ago, and he was one of the first composers to try to describe things with his music.1. **Watch the full orchestral performance on BBC Ten Pieces** and afterwards, ask pupils if they can guess what season is being described. Tell them it is winter.

In groups, make a tableau to accompany the music. | Watch the BBC Trailblazers film about Antonio Vivaldi. Discuss why he was a trailblazer and explain that he was ahead of his time/a celebrity of his age.Children find a space in the room. **Play the opening to ‘Winter’** - just until the solo violin enters (about 30 seconds) and ask children to count to eight in their heads over and over in time with the music. They should be able to count to eight 11 times before the solo violin enters. Encourage them to count like this: **1**, 2, 3, 4, 5, 6, 7, 8See BBC Ten Pieces for notes. Continue for the next sections of the piece.  | Revise the movements from last week to accompany the ‘Winter’ violin music. Focus on the ‘dripping icicles’ theme (a repeated note) and explore this using chime bars on note F. Then add untuned percussion. Show words from the Winter sonnet, believed to have been written by Vivaldi. Give each group some words to put music to (composition) | Show a performance of Winter by Cynthia Freivogel and then Nigel Kennedy. How are the performances different?Explore how we could compose our own version of Winter, following a similar format (Ritornello’).  |  Explore the other seasons in the set of four movements, comparing how Vivaldi depicts each season with his music (he was one of the first composers to write music to ‘put pictures in our heads’).Find the ‘Drummerwise’ page on Youtube, where you can follow the music with percussion intruments.<https://www.youtube.com/watch?v=lIBlaw_-FEw>Use shakers, claves and drum shapes to play along to the music. | Carol of the Bells – Orff ensemble arrangement.<https://www.youtube.com/watch?v=YBJc4XO-How> | Christmas boomwhacker/untuned percussion activities. |
| Year 4 | Introduce some quick information about Queen Victoria (what do we know about her?) and Elizabeth 1st. Show pictures and describe their characters/achievements, based on the words of the song. Practise the warm up rap (see Sing Up). Use a tambour, divide into groups and perform the rap from one queen to another. Listen to the performance track ‘Two Queens’ by Beccy Owen on Sing Up. Discuss how the song is divided between shared choruses and individual verses. Join in with the chorus. | Practise the warm up rap and use untuned percussion to accompany it. Listen to ‘Two Queens’ and join in with the rap, using the confrontational style of the song. Using the echo tracks, learn each section for each queen. Think about actions that could go with the song.  | Perform the rap without words, just using percussion. Talk about the street children/show pictures/describe what they were like and how they lived. Teach the quick song ‘Song of the Street Children’ from Sparkyard. Focus on diction and singing with accuracy, rhythm and expression. Return to ‘Two Queens’. Divide singers into two groups each representing a queen. Add gestures and actions such as miming big hair, putting on make-up, sitting on a throne, plus an imperious outstretched hand dictating what goes on!  | Classroom Jazz 1- Charanga (in ‘Primary KS2 Units of work’). This short unit explores appreciation of the jazz style, plus performance (chime bars) and improvisation.Step 1 – Listen and appraise the Three Note Bossa by Ian Grey. Learn to play chime bars/xylophone with the Three Note Bossa. | Listen and appraise ‘Desafinado’ by Stan Getz. Perform the Three Note Bossa and now include improvisation sections. Invite children to perform by themselves. Learn the ‘Five note Swing’ and have practise time to get it right, working in pairs.Practise ‘Two Queens’, and ‘Song of the Street Children’.If time, invite another class to perform this to.  | Carol of the Bells – Orff ensemble arrangement.<https://www.youtube.com/watch?v=YBJc4XO-How> | Christmas boomwhacker/untuned percussion activities. |
| Year 5 | Listen to the opening of ‘Mars, Bringer of War’ and ask pupils for words to describe what they are hearing. How does the music make them feel? Why? Discuss the tempo – is it fast or slow? Does it change?Can the children guess when/for what reason was it written. Talk about the background to the piece. Introduce the first member of the four orchestral families (strings), using a clip from the BBC Orchestra of Wales.  | Watch the BBC Ten Pieces clip, which shows an orchestra playing ‘Mars’. Talk about how the composer creates the atmosphere through the interrelated dimensions of music. Identify the instruments being used in the opening bars. How are the string instruments being played? Explain to pupils that the strings are using a technique called col legno (col-len-yo), which literally means ‘with the wood’, and involves turning the bow over and hitting the strings with the wooden part of the bow. This creates a percussive effect.Introduce the second member of the four orchestral families (WW) | Explain that the music is written about the planet, Mars, but also about Mars, the Roman God of War. How are these two similar? Demonstrate and discuss how the relentless five-beat ostinato pattern, the thumping drums and the sound of the strings suggest evil, aggression and angst. The planet Mars reflects these characteristics, and its two moons have war-like names (Phobos: meaning ‘fear’; and Deimos: meaning ‘terror’). The heavy use of brass and percussion instruments, commonly associated with the military, suggests an army marching to war.Show the ostinato created by the composer, which dominates the piece. Using untuned percussion, such as an egg shaker, accompany a recording of the piece. Introduce the third member of the four orchestral families (brass) | Create a short piece of music, in small groups, focusing specifically on the use of an ostinato pattern throughout; and adding dynamic contrast through the use of crescendos and diminuendos. Pupils should use percussion instruments, voices or body percussion to create their own ‘Mars’ piece of music.Introduce the fourth member of the four orchestral families (perc)Can they record what they have created? Show different ways of recording. Have a look at the composer tool on Charanga for ideas. Show a stave and how to record notes, using a simple song that we know, such as ‘Cobbler, Cobbler’. | Give pupils time to practise what they wrote last week, keeping in the same groups. Perform these compositions to the rest of the class (and record them to show back later), and encourage feedback. Could pupils hear the ostinato pattern? Could they identify dynamic changes? Did it make them feel the same way as Holst’s music did? If not, how did it make them feel? | Ask pupils to find out what the other six movements are in Holst’s The Planets. What are the planets, and the names of the Roman Gods? Listen to the music from each of these movements and identify characteristics of the music that relate to the character of the planet and the Roman God. Which instruments are used and why? Are they loud or quiet pieces of music? Are they fast or slow? | Christmas boomwhacker/untuned percussion activities. |
| Year 6 | Watch/ listen to ‘In the mood’ by Glenn Miller, noticing the instruments and how they are played.Embody the rhythms of the solo instruments through movement.Practise looking at and finding information on a score.Learn the first two sections of the song *Hey, Mr Miller.* | Rehearse the tune of Sections 1 and 2 of *Hey, Mr Miller.*Learn Section 3 and introduce the term ‘chromatic’.Learn about the cultural, social, and historical context of swing music.Embody the rhythms of swing music by dancing to audio examples. | Learn the terms ‘arpeggio’ and ‘syncopation’ in preparation for the composing activity in Lesson 5. Some pupils might recognise that Section 3 of *Hey, Mr Miller* is based on an arpeggio.Listen to Ella Fitzgerald and Duke Ellington, learn about scat singing and have a go themselves.Sing rhythmically and with a sense of the style of swing. | Practise singing an arpeggio figure to help tune the opening of Section 3 of *Hey, Mr Miller*.Invent a rhythmic ostinato using word rhythms from the song and layer them up, directed by a conductor.Using the rhythm pattern improvise using a selection of notes from the C major scale.Sing and play *Hey, Mr Miller* combining the class singing and improvising. | Rehearse *Hey, Mr Miller* in three parts.Practise scat singing with the backing track.Practise improvising on instruments.Create a final arrangement video recording their performance. Listen back/watch their favourite performance from the unit. | Charanga Y6, Unit 2, How does Music connect with our past? ‘Singing swinging star’ song.Listen and appraise the song ‘Singing Swinging Star’. Compare it to ‘Hey Mr Miller’. Play simple accompaniment on xylophones (with notated parts to show the note values) | Christmas boomwhacker/untuned percussion activities.  |