



Bishop Chadwick

Catholic Education Trust

KS1 and KS2 Music Curriculum SOW

Introduction

"Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything." — **Plato**

The music curriculum has been designed to enable pupils to develop the key musical skills of Active Listening, Singing, Composition and Performance, while fostering a lifelong appreciation and enjoyment of music in all its forms.

To support the development of these skills, the curriculum incorporates several core principles that progress systematically from Year 1 Cycle 1 through to Year 6 Cycle 3.

Learning is structured around the fundamental elements of music: rhythm, melody and pitch, harmony, texture, dynamics, tempo, style and genre. Rhythm and melodic singing are taught using the Kodály Method, which helps pupils develop a strong understanding of rhythmic notation, pitch accuracy and musical literacy through aural and visual learning.

Singing is an integral part of the curriculum. Carefully selected repertoire has been chosen to enhance learning opportunities and progressively increase in both range and complexity throughout the Schemes of Work. While the suggested repertoire is aligned to curriculum objectives and supported by available resources, teachers are encouraged to adapt and extend these materials by selecting alternative pieces that meet the same learning outcomes.

Composition is explored through a variety of approaches, with supporting tools identified within the Schemes of Work. These include resources available through **Charanga**, such as Rhythm Grids, Music Explorer and Notepad, which provide structured opportunities for creative musical development.

Performance is a key aspect of musical learning. Pupils should have regular access to untuned percussion instruments and, ideally, at least one glockenspiel between two pupils. Where schools have access to keyboards, ukuleles or guitars, there are further opportunities to enrich and extend practical music-making experiences.

Resources

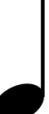
Each year group and term are supported by a dedicated Scheme of Work. These schemes are divided into four components, each accompanied by a PowerPoint presentation containing all required teaching materials. Each component is designed to span approximately three lessons, allowing sufficient time for both breadth and depth of learning.

Support

For further information, guidance or support with the curriculum, please contact Leanne Baker or Andrew Robinson.

Kodaly Rhythm

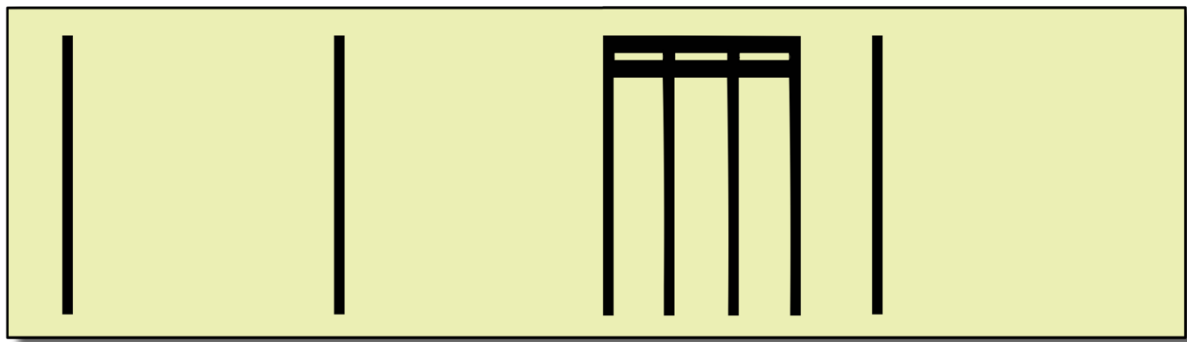
The table below shows the musical symbol, the name of the note, the number of beats and the Kodaly rhythm.

Symbol	Name	No. of Beats	Kodaly
	Semibreve	4 beats	Ta-a-a-a
	Dotted minim	3 beats	Ta-a-a
	Minim	2 beats	Ta-a
	Crotchet	1 beat	Ta
	Crotchet rest	1 beat silence	No sound – but could put finger to lips
	2 Quavers	$\frac{1}{2} + \frac{1}{2} = 1$ beat	Ti-Ti
	4 Semiquavers	$\frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} = 1$ beat	Ti-ka Ti-ka
	1 quaver & 2 semiquavers	$\frac{1}{2} + \frac{1}{4} + \frac{1}{4} = 1$ beat	Ti – Ti-Ka
	2 semiquavers & 1 quaver	$\frac{1}{4} + \frac{1}{4} + \frac{1}{2} = 1$ beat	Ti-ka – Ti
	Dotted quaver semiquaver	$\frac{3}{4} + \frac{1}{4}$	Tim-ka
	Dotted Crotchet & Quaver	$1\frac{1}{2} + \frac{1}{2} = 2$ beats	Tai – Ti
	Quaver Crotchet Quaver	$\frac{1}{2} \quad 1 \quad \frac{1}{2}$	Ti Ta Ti

Rhythm Cards

Use the rhythm cards provided within the presentation slides or access the Durham Music Service rhythm cards at:

<https://www.durhammusic.org.uk/test-flash-cards>



Ta

Ta

Ti- Ka Ti - Ka Ta

For example, the following rhythm pattern may be presented:

Ta Ta Ti-Ka Ti-Ka Ta

When introducing rhythm cards to pupils, always model the rhythm by clapping or playing it while simultaneously vocalising the Kodály rhythm syllables. This helps pupils make clear connections between the written rhythm, the performed rhythm and the associated rhythmic language.

In the early stages, use a call-and-response approach, with the teacher performing first and pupils echoing the rhythm. Rhythms can be performed through:

- Clapping
- Untuned percussion instruments
- Shaker eggs
- Claves
- A single note on the glockenspiel

This approach supports the development of rhythmic accuracy, listening skills and confidence before pupils begin reading and performing rhythms independently.

Teaching Using the Kodály Approach

For many teachers, the Kodály approach may be unfamiliar and may require both personal practice and perseverance to develop confidence in its use. However, the impact on pupils' musical understanding, pitch accuracy and musical literacy makes the investment of time and effort highly worthwhile.

When teaching any Kodály song, follow the sequence below:

1. **Clap the rhythm** while speaking the appropriate Kodály rhythm syllables.
2. **Sing the pitch names** (e.g. So and Mi) while either clapping the rhythm or maintaining a steady pulse.
3. **Sing the pitch names using the correct Kodály hand signs**, ensuring accurate pitch and clear movement.
4. **Add the song lyrics**, maintaining the established rhythm and melody.

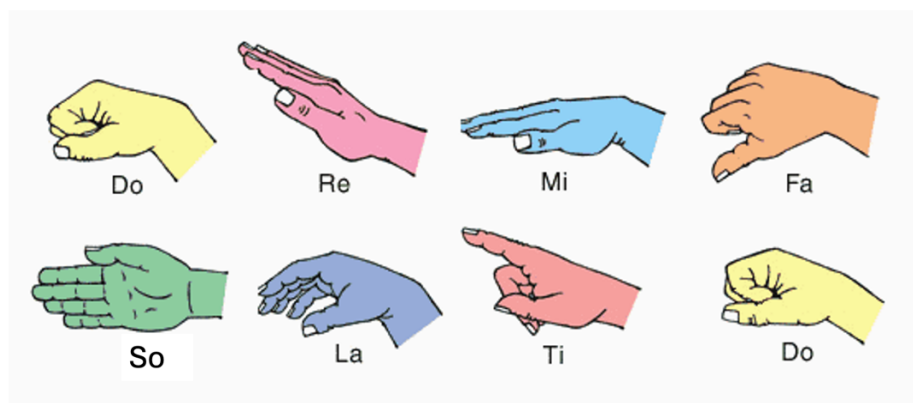
Each curriculum cycle includes three to four Kodály songs. This is intentional, as pupils require repeated exposure and practice to develop confidence and proficiency with the techniques. Focusing on a smaller number of songs allows concepts to be revisited and securely embedded over time.

Resources

The majority of resources have been drawn from **Charanga MUSICTRAX**. It is recommended that teachers create a dedicated unit within their Charanga account and save the relevant Music Tracks resources to that unit for easy access. If you teach multiple year groups, you may also find it helpful to organise individual songs into separate units.

Charanga resources include audio support, with options to display both vocal notation and Kodály hand signs. Display settings can be adjusted to show either a single-line format or traditional staff notation. The accompanying audio tracks are particularly valuable in helping pupils hear and internalise melodic patterns accurately.

Additional resources have been sourced from the National Youth Choir of Scotland's *Go for It!* programme and *How Can I Keep from Singing?*, published by the British Kodály Academy. These resources are also supported by accompanying listening materials, providing further opportunities for pupils to develop their aural skills and musical understanding.



Charanga

Pupil Accounts

At the beginning of the academic year, create a Charanga account for each pupil to enable access to individual learning activities and assignments.

To do this:

1. Log in to **Charanga** using your teacher account.
2. Navigate to **My Workspace**.
3. Select **My Student Groups**.
4. Click **Create Group**.
5. Add your class list to the group.

Once the group has been created, you will be able to generate and export individual Charanga login details for each pupil. Providing pupils with their own accounts allows them to access learning materials independently and engage with music-making activities both in school and at home.

Logging in to Charanga

Pupils can log in to Charanga using the unique username and password generated for them when the class group is created. It is recommended that login details are distributed at the start of the year and stored securely so that pupils can access their accounts whenever needed.

Where appropriate, pupils can use their accounts to:

- Access assigned activities and units of work.
- Complete composition and creative tasks.
- Save and revisit their musical work.
- Engage with learning both in school and at home.

Regular use of pupil accounts helps to develop independence and allows musical learning to continue beyond the classroom.

Creative Tools

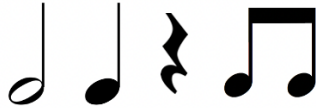
Charanga's creative tools can be accessed from the panel on the right-hand side of the screen.

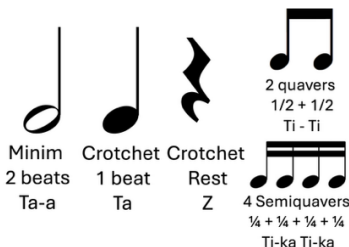
For **Key Stage 1** and the majority of **Key Stage 2**, the following tools will be used regularly:

- **Music Notepad** – for creating, recording and developing melodic ideas.
- **Rhythm Grids** – for exploring, creating and performing rhythmic patterns.
- **Music Explorer** – for investigating musical elements and developing listening and compositional skills.

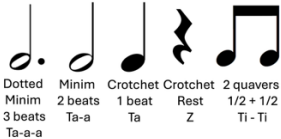
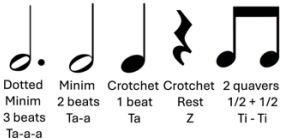
These tools provide pupils with opportunities to compose, experiment, perform and refine their musical ideas in a structured and engaging way.

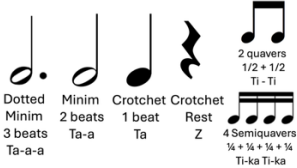
Music Progression Map – Year 1 – Year 6
Year 1

Cycle	Pulse/Rhythm/Metre	Kodaly Singing	Repertoire	Listening	Performing/Composing
Cycle 1	4/4 Time signature One Bar rhythms repeated back  Crotchet 1 beat Ta Crotchet Rest Z 2 quavers 1/2 + 1/2 Ti - Ti	So-Mi Cobbler Cobbler Starlight/Rain Here I come	Heartbeat Song (march) I once saw an elephant (SingUP) Boom Chicka Boom Heads shoulders Rad llama I saw three ships We wish you a merry Christmas	Quick and Slow March Vaughan Williams - March Winter – Vivaldi 10 Pieces In the hall of the mountain king (10 pieces)	Performing Coca Cola went to town. Composing 4/4 rhythm grid using Ta and Ti-Ti Composing So-Mi grid from rhythm Composing - Percussion Grid – Call and Response using Ta and Ti
Cycle 2	4/4 Time Signature One bar rhythms repeated back  Minim 2 beats Ta-a Crotchet 1 beat Ta Crotchet Rest Z 2 quavers 1/2 + 1/2 Ti - Ti	So – Mi Old Mister Woodpecker Mary-Anne One two buckle my shoe	Dr Kinckerbocker Wiggle Wiggle Bounce High Bounce Low Kye Kye Kule Elephants have wrinkles <i>Exercises in recognising So and Mi</i>	Holst Mars – 10 pieces How blue can you get I am in the groove Brazilian Music Colonial Halti	Composing – rhythm grid and performing SO & Mi Compositions Performing – Bounce High Bounce Low rhythm Composing – So – Mi comps for singing using Bounce High, Bounce low rhythm

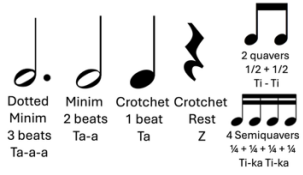
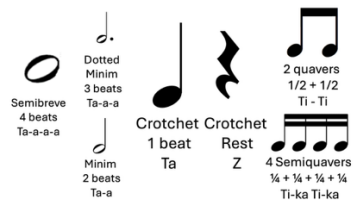
Cycle 3	4/4 Time signature One bar rhythms repeated back  Minim 2 beats Ta-a Crotchet 1 beat Ta Crotchet Rest Z 2 quavers $\frac{1}{2} + \frac{1}{2}$ Ti - Ti 4 Semiquavers $\frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$ Ti-ka Ti-ka	La, So, Mi Round and Round Harry Hare Bobby Shaffto Sailing	She'll be coming round the mountain Bobby Shaffto (trad melody) Cockles and Mussells Down by the bay	Young Person Guide to the Orchestra YP Strings Yp Woodwind YP Brass YP Percussion Hoe Down or Little Train from 10 pieces You could also use https://www.lso.co.uk/learn-and-discover/digital-activities-and-resources/how-to-build-an-orchestra/	Performing Call and Response rhythms from rhythm cards Compose 4 bars of melody using set rhythms (La, So, Mi)
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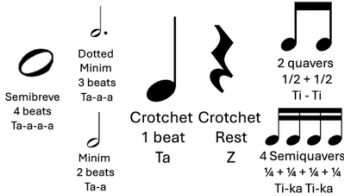
Year 2

Cycle	Pulse/Rhythm/Metre	Kodaly Singing	Repertoire	Listening	Performing/Composing
Cycle 1	3/4 Time signature Two bar rhythms repeated back  Dotted Minim 3 beats Ta-a-a Minim 2 beats Ta-a Crotchet 1 beat Ta Crotchet 1 beat Z 2 quavers 1/2 + 1/2 Ti - Ti	So Mi Do Bells in the steeple (3/4) Hey Beetle	My bonnie lies London's Burning (round – aim for 2 parts and ambition 4) Evening Star Away in a manger / We wish you a merry Christmas	Shostakovich Waltz No.2 Bizet L' Arlesienne Suite – Carillon Waltz of Flowers (10 Pieces) Troika (Sleigh Ride)	Composing 3/4 Rhythm Grids Adding melody using So, Mi, Do Perform comps on glockenspiels
Cycle 2	4/4 Time signature Two bar rhythms repeated back  Dotted Minim 3 beats Ta-a-a Minim 2 beats Ta-a Crotchet 1 beat Ta Crotchet 1 beat Z 2 quavers 1/2 + 1/2 Ti - Ti	So Mi Do Hob Shoe Hob Jack in a box Strawberries and Cherries	Joe and the button factory (RAP) I wanna sing in a band Freedom Train	Pouncing Lion I wanna play in a band Smoke on the Water Rhapsody in Blue	Glockenspiel notes during I wanna play in a band Riff from Smoke on the Water Glockenspiel pieces from Charanga Easy E Strictly D Drive DeeCee's Blues

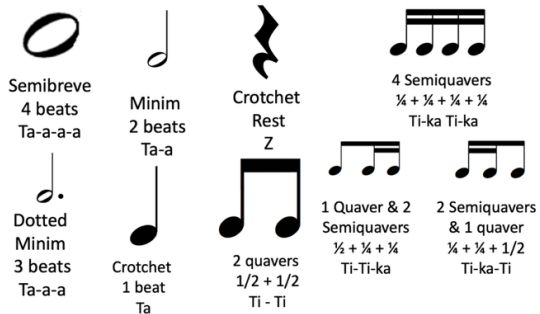
Cycle 3	3/4 and 4/4 Time Signature Two bar rhythms repeated back 	La, So, Mi (more difficult) Oliver Twist The sad tale of Horace Hampton	My Favourite things Popocatepetal (Round) Jump Jim Joe Touch the sky	My Favourite Things My Favourite Things – Coltrane East meets West. Guantanamera (Street Music – Mexico) Touch the Sky Shenandoah (Petersens) Shenandoah (Voces8)	Composing rhythm grids in 3/4 and 4/4 Perfomring rhythm grids using notes So, Mi, Do Composing using Music Explorer on Charnaga
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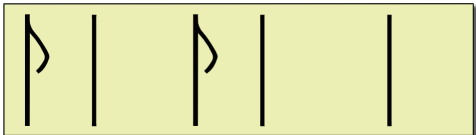
Year 3

Cycle	Pulse/Rhythm/Metre	Kodaly Singing	Repertoire	Listening	Performing/Composing
Cycle 1	3/4 and 4/4 time signature Clapping 4 bar rhythms from cards 	Mi, Re, Do Davy Davy Dumpling Hot Cross Buns Peter Taps So, Mi, Re, Do Grandma Grunts (BKA pg4)	Si Si Si (Banaha) O Re Mi Jekajo Sky Boat Song While shepherds watched (Ilkley Moor tune)	Ode to Joy Piano Ode to Joy Orchestra Ode to Joy Brass Joyful Joyful Sister Act Sky Boat Song River Dance	Rhythm Grids Composing using La, So, Mi, Do and performing on glockenspiels Composing using Music Explorer
Cycle 2	4/4 Time Signature Clapping 4 bars rhythms 	Mi Re Do This is little molly Lovely Day Squirrel Ding Dong (Mi, Do)	Don't stop Pachelbel Canon Sung Kookaburra Algy met a bear To stop a train	Pachelbel Canon Memories – Maroon 5 All together now – The Farm We dance on Laura Shinihara – Grasswalk (10 Pieces) Margaret Bonds – March & Dawn (10 Pieces)	Use rhythm cards – improvise over Pachelbel bassline Playing Kookaburra on Glockenspiels

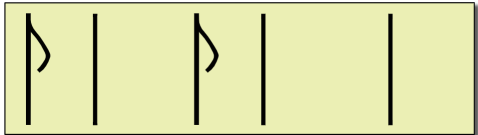
Cycle 3	4/4 Time Signature Clapping 4 bars rhythms Syncopation (<i>introduced but in light touch way</i>)   TAI TI Ti Ta Ti rhythm 	Me Re Do School Gates Show me the way Pease Pudding (NYCOS) Rocky Mountain (NYCOS)	Any time you need a calypso Old Abram Brown Frere Jacques I like the flowers Round and Round Pirates sail on the deep blue sea	We will rock you Strom (10 Pieces) Zadok the priest (10 pieces) The colour of all things constant (10 pieces) Steve Reich – music for 18 musicians (10 pieces)	Performing as a tuned and untuned percussion ensemble Perform Frere Jacques on glockenspiels Composing on music explorer
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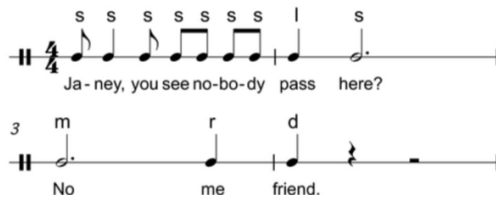
Year 4

Cycle	Pulse/Rhythm/Metre	Kodaly Singing	Repertoire	Listening	Performing/Composing
Cycle 1	4/4 Syncopation Clapping up to 8 bars of rhythm cards 	So, Mi, Re, Do Dinah Listen Listen Mary had a little lamb	HELLO Boom said the Cat The Orchestra Song Lean on me Going the distance. Onward we go	Adams – Short ride in a fast machine (10 Pieces) John Williams – Olympic Fanfare Under Pressure Lean on me (compare versions) Joy to World and Carol of the Bells	Riff – Under Pressure Composing catchy one bar riff Composing using Note Pad and Explorer on Charanga
Cycle 2	4/4 Syncopation Embed Tai – Ti rhythm  Introduce Clave rhythm  As well as continuing other rhythm notation	So Mi Re Do Pitter Patter Well a Day Rover Susie Snail	Crackers Maracas Holy Holy from Will Todd Mass Latin Dance Strictly Round	De Encanto in Fanastique Famillie Oye com va Conga – Gloria Estfan	Clave Rhythm Bass Line Improvising melody over the bass line Performing Oye com va on glockenspiels

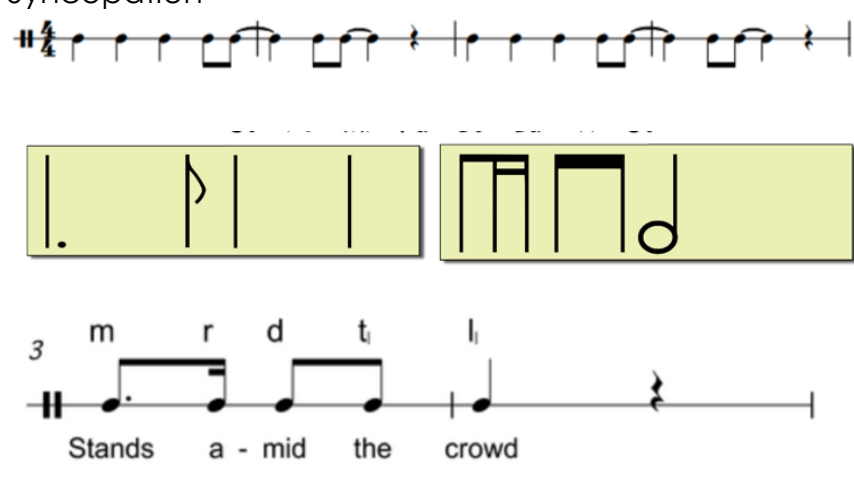
Cycle 3	4/4 March Syncopation Embed Ti Ta Ti rhythm  As well as continuing other rhythm notation	So Mi Re Do Chocolate Cake Everywhere we go	The Grand Old Duke of York Land of Hope and Glory The National Anthem I vow to thee my country	Pomp and Circumstance March National Anthem (Comparing 3 versions) Holst The Planets (LPO Resource) Mars (10 pieces) Imperial March – Star Wars The Lark Ascending (10 Pieces) Earth – Hans Zimmer (10 Pieces)	Performing Melody of Land of Hope and Glory on Glockenspiels Composing Earth – 3 part piece using voice/body percussion
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Year 5

Cycle	Pulse/Rhythm/Metre	Kodaly Singing	Repertoire	Listening	Performing/Composing
Cycle 1	Syncopation and Ostinato patterns. Embed Syncopation and Notation from LKS2. Ti ta Ti  Tai Ti  TAI TI Clave Rhythm 	La, So, Mi, Re, Do Lonely Frog Pumpkin Rockin' by the Baby (BKA p57) Great big house (NYCOS)	Do ron roon Those magnificent men in their flying machine (SIngUP) My Paddles Keen and Bright with Ostinato pattern Land of the Silver Birch with ostinato pattern. Partner-song – My Paddle and Land of the Silver Calypso Carol 4 White Horses Teacher Choice Gaudete Gabirel brought good news Never a baby like Jesus	Doo ron ron Folk March Suite No 1 Calyspo Carol (SOP video) London is the place for me	Composing syncopated rhythm grid and adding notes La, So, Mi and Do to it. Winter Calypso Glockenspiel piece Percussion ensemble for My Paddle Composing in Reggae style in Music Explorer

Cycle 2	Syncopation and Riffs 2/4, 3/4, 4/4 Time Signatures Tied Notes  Anacrusis and Quaver rest 	La, So, Mi, Re, Do Sally Goes round the sun Step one window Duck Dance (BKA 43 / Track 62)	Oh when the Saints Mash Up – (layering - three parts) Freedom Highway (Melody and riffs – layered up) OR Great is he Don't stop believing Don't Stop/ Paparazzi/ Can you feel Mash Up	Liberty Bell (2/4) We all stand together (3/4) Naughty (4/4) Don't stop believing Axis of Awesome 4 chord song	Oh when the Saints and Don't stop believing melody on glockenspiels Improvising over 4 chord sequence or if have keyboards playing chord sequence.
Cycle 3	Syncopation / Rests  	Dumplings Weevily Wheat I had a dog Sweep Away (BKA 5)	Let it be (including harmony) Stand by me Three Little Birds	Let it be Hey Jude I wanna hold your hand Three Little Birds	Improvising over chord sequence (4 Chords) Keyboards /Ukulele – 4 chords Chord inversions Composing riff using syncopated rhythm card using max 3 music.

Year 6

Cycle	Pulse/Rhythm/Metre	Kodaly Singing	Repertoire	Listening	Performing/Composing
Cycle 1	Syncopation 	Do – Do Octave Liza Jane (NYCOS) Dipidu (BKA p41/track 68) Alabama Girl Love came down (NYCOS)	Aint no mountain (2 part chorus) Do a deer Living on a prayer Tonight or Bob Chilcott The First Nowell	Aint no mountain high enough Tchaikovsky 1812 Overture and 1812 meets metal Carol of the Bells	Composing riff based on Aint no mountain syncopation Composing melody using Kodaly Notes and given rhythms. Note Pad – 8 bar melody using given syncopated rhythms.

Cycle 2	Syncopation and Tim-Ka notes  Who stole my chick-ens and my hens? Syncopation  1. Si - zo-ham - ba - na - ye, Wo _____ Si - zo-ham - ba - na - ye, 2. We are on the Lord's road, Wo _____ we are on the Lord's road, Si - zo, Si - zo - ham - ba, Si - zo - ham - ba, Si - zo, Si - zo - ham - ba, Si - zo - ham - ba,	Do Diatonic Who stole my chickens Tatters Kookaburra	Sizohamba Naye – 2 to 3 parts Siyahamba – 2to3 parts Lets twist again Rock n Roll Round Rock around the clock	Polyrhythm Drumming Vela Senzenni Na Lets twist again Jail House Rock Rock around the clock	Performing chord sequence of rock around the clock (Typical Rock Sequence using Chords I, IV and V) Improvising over C, Am, F, G – 8 bar melody
Cycle 3	Syncopation and Riffs Tied notes, rests,  Ma - ny hap - py times we've had And ma - ny songs we've sung.	Do Diatonic Down the river Make we go Fire down below	Roar You've got a friend in me True Colours I'll be there for you California Dreaming Leaving Song and May the road rise to meet you	Roar Riffs – Kylie and Girls aloud	Composing 1 and 2 bar riffs using composed rhythms. Compose own rhythm and create a riff (either 1 bar or 2 bar) Notate on Note Pad

Year 1 Term 1 – Pulse

Component 1:

Singing and pulse

- Learn the Heartbeat March – call and response and while singing – marching on the spot.
- Listen to **Cobbler, Cobbler. (MUSICTRAX)** Find and keep a steady beat moving your body to the pulse e.g. clapping, stamping etc. Explore the concepts of pitch using the hand signals for so and mi.
- Clap the rhythm. 'Ti ti, ti-ti, ti ti , ta'.
- Sing the song using hand signals for so and me.
- Practice singing andante (walking pace) and allegro (fast), forte (loudly) and piano (quietly) (not using the MUSICTRAX).
- You can also use **Starlight** and **Rain** in C1 ppt and follow the same rules
- Learn to sing I once saw and elephant (SINGUP) (watch <https://www.youtube.com/watch?v=PGZlzM0ChI&t=10s>)

Listening

- Active listening to **Trooping the Colour 2018, March Past in Quicktime.** Can you march in time?
- How does the music make you feel?

Rhythm, composing and performing

- Learn to say Coca Cola rhythm while clapping pulse (heartbeat), then clap the rhythm of the words, then have half clapping pulse and half clapping rhythm. Now introduce the notation using the rhythm.
- Introduce the crotchet and quaver rhythms using 'Ta and Ti ti' with rhythm grids.
- Call and response - Teacher claps a rhythm, children clap back the same rhythm. Use different parts of the body and then untuned percussion.
- Pupils use cards (ta and ti ti) to make their own rhythms for one bar (4 beats). Perform these to the class. Class then repeat them (call and response using their own rhythms)

Component 2:

Speaking and pulse

- Learn to say in time - **Boom Chicka Boom** - call and response with words (Voiceworks 2).
- Practice saying **Boom Chika Boom** andante (walking pace) and allegro (fast), forte (loudly) and piano (quietly)
- Continue learning **Cobbler, Cobbler, Starlight** and **Rain.**
- Learn to sing **Here I come**, (MUSICTRAX). Find and keep a steady beat moving your body to the pulse e.g. clapping, stamping etc. Explore the concepts of pitch using the hand signals for so and mi.
- Clap the rhythm using ta and ti ti.
- Sing the song using hand signals for so and me.
- Practice singing andante (walking pace) and allegro (fast), forte (loudly) and piano (quietly) (not using the MUSICTRAX).

Listening

- Listen to 'Winter' (Vivaldi) from BBC Ten Pieces.
- Watch the introduction video then the full performance.
- Think about how this music makes you feel. How does it make it sound cold and wintry?

Composing and performing using pitch

- Using the pitched notes 'So and Mi. Create a rhythm grid using 2 symbols to represent so and me (e.g. a triangle for me and circle for so)
- Sing their pitch patterns to the class using hand signals. Class repeat the pattern using hand signals.
- Children compose their own pitch pattern and perform it.

Component 3:

Singing and pulse

- Musitrax Magic Fingers (same principles as component 1 and 2) as an introduction to your lessons.
- Head, Shoulders, Knees and Toes from Charanga new music curriculum 'My Heartbeat' <https://www.durhamonlinemusic.co.uk/resources/200669-learn-to-sing-the-song-head-shoulders-knees-and-toes/launch>
- While listening, find the pulse and do the actions.
- Learn to sing the song with actions (with the words and then without)
- Perform as a class.

Listening

- **In the hall of the mountain king, Grieg.** from BBC Ten Pieces.
- Watch the introduction video then the full performance.
- Think about how this music makes you feel. Can you hear the trolls creeping up? They are coming faster and faster! How did he make it sound as if the trolls were chasing Peer? What did he do to the speed of the music? (Andante/Allegro).

Composing with pitch and rhythm

- Pupils create a rhythm grid using crotchets and quavers rhythms with 'Ta and Ti ti'. The rhythm grid has 4 lines. Lines 1,2 and 4 should use the same rhythm and line 3 should be different.
- Pupils to improvise different rhythms and record
- Extension – pupils label the rhythm with so and me and perform rhythm and pitch

Component 4:

Singing and pulse

- **Rad Llama.** Follow the lesson plan from the Durham Music Service video.
- Pick out the word lla-ma and clap it every time it occurs in the rap (exactly on the word llama)
- play it on an un-tuned instrument
- Animal word rhythms riff: Say / clap / tap on body: repeat as a sequence using cool rap voice (maybe put sunglasses on) lla-ma * * ca-mel ** moose * fish * tur-tle **

Popular Folk Song

- We wish you a merry Christmas. Learn to sing the song.
- I saw three ships... Learn to sing the song.

Year 1 Term 2

Component 1:

Singing and Pulse

- Review the notes So and Mi. Introduce **Old Mr Woodpecker** and . Find and keep a steady beat moving your body to the pulse e.g. clapping, stamping etc. Explore the concepts of pitch using the hand signals for so and mi. Clap the rhythm using ta and ti ti. Sing the song using hand signals for so and mi. Then add the words and perform the hand signals.
- Dr Knickerbocker. Listen to the song and try to sing back using correct pitches. Find the pulse of the song by encouraging pupils to stamp along. Try to do this whilst also singing. Discuss the tempo of the song, is it andante or allegro? Perform the piece by singing either in small groups or as a whole class ensemble.
- As an alternative to Dr Knickerbocker you can learn Wiggle Wiggle.

Listening

- Listen to Mars (BBC Ten Pieces) but do not name the title or composer. Describe what they feel and describe what pictures come into their minds as they listen to this piece. Create a class mind map of the answers received and talk about why they are all accurate. Following this you could watch the explanation video from Ten Pieces or use it to develop teacher subject knowledge

Rhythm and performance

- Introduce the minim. Show the children the note and practice saying ta-a. Then use created powerpoint to clap rhythm patterns using crotchets, quavers and a minim with relevant Kodaly terms while clapping. Then use call and response rhythm games using rhythm grids.
- Pupils to create their own rhythms using minims, crotchets and quavers.
- Perform - Playback rhythms using body percussion and untuned percussion.

Component 2

Singing and pulse

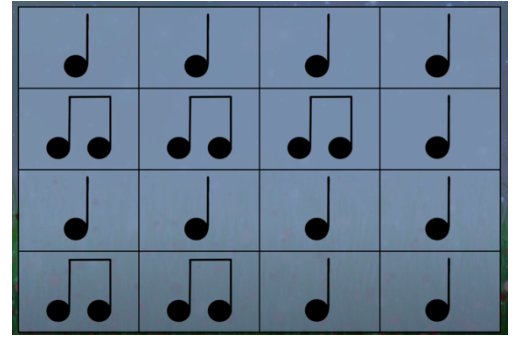
- Continue learning **Old Mr Woodpecker** and introduce **One two buckle my shoe**. Learn in the usual method.
- <https://youtu.be/fgLKBuEzBhs?si=jnKlkvzVMs5b0uQF>
Use this resource to clap the crotchet and quaver rhythm.
- Add the words “**Bounce** high, **bounce** low, **bounce** the ball to _____”
- Children clap each time they say the word ‘bounce’.
- Children stand in a circle. On every word ‘bounce’ you bounce the ball in front of you. Pass the ball to a friend on the third bounce.
Start with one pupil and then work your way all the way around the circle while repeating the song (also talk about self control and not bouncing the ball too high).

Listening and appraising

- (Using Charanga original scheme, Year 1) Listen and appraise ‘In the Groove Blues’ and ‘How Blue can you get?’ Use the questions on the viewer slides.

Composing and Performing

- Use the rhythm (bounce high, bounce low rhythm), pupils use two pitched notes, so and mi (G and E) to compose pitch patterns they can perform keeping the rhythm below. Perform with hand signals/singing or glockenspiels.



Component 3

Singing and Pulse

- Continue learning **Old Mr Woodpecker** and **One two buckle my shoe**. Introduce **Mary Anne** Learn in the usual method.
- <https://youtu.be/ENTGjgSyUbU?si=AS9deUfL-zvEVhYP>
Kye Kye Kule. Learn the song through call and response using the video.
- Clap the pulse and keep a steady beat.
- Add actions it suggests on the video to each line.

Listening

- https://youtu.be/HIV59UbrY-E?si=as_g6bf2UvKfv_CL
Fanfarra, Sergio Mendes. Listen to the first minute of the piece. What can you hear? (Instruments) Where do you think this music would be played? (street in Brazil) The music features layering of rhythms to create lively carnival music in a call and response style.

Composing and Performing

- Inspired by call and response in Fanfarra and Kye Kye Kule children develop crotchet and quaver rhythms with 'Ta and Ti ti' on rhythm grids. They perform their rhythms through call and response.
Note: The children's rhythm grids will be used again in component 4.

Component 4

Singing and Pulse

- **Elephants have wrinkles. (DMS)** Enjoy singing the song building up the ideas and remembering them as you join in with the actions.
- Listen carefully does the Tempo change at all? Try to speed up and slowdown in time with the music.
- Sing the echo (e.g. on their toes, on their hips)

Listening

- **Colonel Hathi Elephant March** Move/march to the pulse. How does the music make you feel? Can you clap on the first beat of the bar? Try clapping on other beats.

Singing, melody and composing

- Sing the melody grids from NYCOS. Can you recognise So and Mi – sing with different rhythms
- Using rhythm grids from component 3, the pupils now add so and mi to the grid to create their own pieces.
- Pupils perform these in different ways
(Perform own 4 bar rhythm completely or perform one bar of their own and someone else responds)

Year 1 Term 3 – Folk Music

Component 1:

Singing and Pulse

- Recap the notes So and Mi and introduce La. Using rhythm cards singing rhythm and Kodály notes. Then introduce **Round and Round** and **Harry Hare**. Clap the rhythm using Kodaly words, singing the Kodaly notes with hand signals, add in the words and sing the hand signals.
- 'She'll be Coming Round the Mountain'**. Practice singing the piece using correct pitches with and without accompaniment.
- Find the pulse of the song through stamping and clapping. Build up to maintaining the pulse when clapping whilst singing. Discuss the tempo of the two pieces.

Listening

- Benjamin Britten's - Young Person's Guide to the Orchestra**. Explain that we are going to listen to a piece of orchestral music. Talk about what an orchestra is. How do they all stay in time together? What is the role of the conductor?
<https://youtu.be/rbUbx9cJPX0?si=PYtyP8fhH6qpwp8K>
(Stop at 3min 25 seconds)
OR you could use the LPO How to build and orchestra resource -
<https://www.iso.co.uk/learn-and-discover/digital-activities-and-resources/how-to-build-an-orchestra/>
- What families of instruments did we see/hear?

Rhythm and performance

- Recap minims (ta-a) crotchets (Ta) and quavers (ti-ti) and introduce tika-tika. Use the Durham Music Service rhythm cards.
- Use call and response rhythm games using rhythm grids so pupils learn to play them accurately. Playback rhythms using body percussion and untuned percussion.

Component 2

Singing and pulse

- Introduce the piece **'Bobby Shaffo' (Musitrax version from Charanga)** to the children. Listen to the piece and stamp or clap along to identify the pulse. Introduce the note 'la'. Learn how to sing the piece with correct pitches and hand signals.
- Learn the traditional melody and practise singing it.

Listening and appraising

- Reintroduce Benjamin Britten's Young Person's Guide to the Orchestra. Discuss the composer as a class, talk about how he was very influential and how he would be considered a 'great composer'.
- Listen to the woodwind section
https://youtu.be/KEt1Mm8sSkA?si=ztXcPAkrcQ1pgl_M
- Listen to the string section https://youtu.be/MP2_6OLumma?si=9JH1JLT6nN6Y08sL

Composing and Performing

- Using glockenspiels (or chime bars pitched G, E and A), use the notes So, Mi and La (G, E, A) to create a four note melody. Perform their compositions to their peers. Pupils are given the first and third bars and they write bars 2 and 4.
(So, so, la, so/ __, __, __, __/ So, so, la, so/ __, __, __, __)

Component 3

Singing and Pulse

- Introduce **Sailing** and continue rehearsing **Bobby Shafto, Round and Round** and **Harry Hare**.
- The Rattlin Bog (Irish folk song)
https://youtu.be/JsHczArqsSY?si=4EMxH8hQhaz_MC3t
Enjoy listening to the track and....
Learn to sing Alive, Alive Oh
- Down by the Bay <https://youtu.be/XqHALqXY0Lg?si=kIKPLIsZS56fnLVi>
- Pupils will sing the folk song, learning in call and response. Pupils can insert their own lyrics into the section saying, 'did you see a _____ down by the bay' using rhyming words.

Listening

- Reintroduce Benjamin Britten's Young Person's Guide to the Orchestra.
- Listen to the brass section https://youtu.be/yE0aSxziNdY?si=Uvyob5vBARUYSYT_
- Listen to the percussion section
<https://youtu.be/xGKpngeslSI?si=m3SULo0pfWUYNamb>

Composing and Performing

- Pupils can explore playing untuned percussion to the pulse of either The Rattlin Bog or Down by the Bay.

Component 4

Singing and Pulse

- Return to Bobby Shafto (original melody).
Explore dynamics (volume). Think about travelling on a ship. The closer the ship, the louder the sound; the further away the quieter the sound. How loudly or quietly can you sing the song without yelling or whispering?

Listening

- Teacher's Choice: Listen to either Aaron Copeland's, Hoe-Down or Heitor Villa-Lobos, the Little train of Caipira (both from BBC Ten Pieces).
Think about how the music portrays the story of the rodeo or the train journey.

Performing

- Return to Bobby Shafto (original melody).
- Try playing the glockenspiel part with the melody
GGGG DDDD GGGG DDGG
Half the class sing, half the class play the glockenspiel part, then swap.

Year 2 Term 1 – ¾ time signature and rounds

Component 1:

Singing and pulse

- Listen to **Bells in the Steeple. (MUSICTRAX)** and **Hob Shoe Hob** Find and keep a steady beat moving your body to the pulse e.g. clapping, stamping etc. Explore the concepts of pitch using the hand signals for so , me and do.
- Clap the rhythm and sing so, me do
- Sing the song using hand signals for so me, do.
- Practice singing andante (walking pace) and allegro (fast), forte (loudly) and piano (quietly) (not using the MUSICTRAX).
- Learn to sing My Bonnie lies over the Ocean. Find and try to keep a steady beat moving your body to the pulse e.g. clapping, stamping etc. Discuss the tempo of the song. Can they hear 3 beats. Stamp on 1 beat, clap on 2 and 3. When singing stand up/sit down on words beginning with 'b'.

Listening

- **Waltz - Shostakovich Waltz 2.** Stamp clap clap to the rhythm to reinforce the 3/4 time signature same as My Bonnie.

Rhythm, composing and performing

- Compose a rhythm using minims/dotted minims, crotchets and quavers. Use 'Ta, Ti-ti and Ta-a-a'' with rhythm grids and **3 beats in a bar.**
- Call and response rhythms.
- Perform - Playback rhythms using body percussion and untuned percussion. These will be used again in component 2.

Component 2:

Singing and pulse

- **London's Burning.** Learn to sing the song and once confident, introduce it as a round. Split the class into two groups and the second group begin singing when the first reach 'Fire, fire'. Talk about the background to the song. Perform 'London's Burning'.

Listening

- Listen to **Bizet - L'Arlesienne Suite No.1 Carillon** and answer the questions within the ppt. Notice the ostinato (repeated pattern) in the French Horn.

Composing and performing using pitch

- Using the pitched notes 'So, Me and do. Use the rhythm grid rhythms from component 1 and add the letters s, m and d underneath.
- Sing their pitch patterns to the class using hand signals. Class repeat the pattern using hand signals.
- Children perform their own pitch pattern on glockenspiel.

Component 3:

Singing and pulse

- Learn to sing **Evenin' Star (Durham Music Service)** Listen to Mrs Sellers singing the song on the video and have a go at conducting the beat with your finger making a triangle, keeping in time to the beat, counting 1 2 3.

Listening

- **Waltz of the Flowers, Tchaikovsky (BBC Ten Pieces)**

Practice conducting in $\frac{3}{4}$ time.

Composing with pitch and rhythm

- Continue to compose minim, crotchet and quaver rhythms with 'Ta-a, Ta and Ti ti' rhythm grids, **repeating a 2 bar rhythm**.
- Perform their rhythms.

Component 4:

Singing and listening

- **The Carol of the Bells.** Practice conducting in $\frac{3}{4}$ time.
- **Away in a Manger**
Learn to sing the song accurately and perform to peers.
- **Sleigh Ride, Prokofiev (Troika).** Discuss contrasting tempo. What instruments can you hear? (saxophone, sleigh bells, trombone, violin, trumpet, bassoon)
Which instruments make it sound like a sleigh ride? Teaching ideas in Further resources.

Year 2 Term 2 – Ensembles

Component 1:

Singing and pulse

- Review the notes So, Mi, and Do. Introduce **Hob Shoe Hob** and **Jack in a box**. Learn the pieces in the usual way – rhythm, kodlay notes and hand signals and words.
- Learn the rap and join in with Joe (Mrs Sellers) keeping your hands, knees and nose all moving in time to the pulse – counting in groups of 4: **1,2,3,4 1,2,3,4 1,2,3,4**. Children could play this pulse on a drum. Say the rap and try to put in some vocal effects as shown on the video. Can you think of some actions yourself? See notes in further resources

Listening

- Listen to Javanese Gamelan Ensemble performing. What instruments can you hear? (Explain that they are percussion instruments) How does this differ to the orchestras we have previously watched? Explain that there isn't a conductor leading.

<https://youtu.be/p3HwqqiVxbE?si=Mjo5j1XXjL52kA8U>

Rhythm, composing and performing

- Create rhythm grids (4 beats) using ta, ti-ti and ta-a with percussion instruments (e.g. drum, cymbals, tambourine, glockenspiel)
Each instrument has their own rhythm grid.
E.g. Drums – Ta,ta, ta, ta
Cymbal - Ta z z z
Glockenspiel A – Ta, ti-ti, ta, ta
Glockenspiel B – Ta, ta ti-ti, ta
(z = rest)
Use the above example of have children create their own rhythm grids. Perform as a class, building up each rhythm in turn.

Component 2:

Singing and pulse, Listening

- Continue to rehearse the pieces **Hob Shoe Hob** and **Jack in a box**. Introduce **Strawberries and Cherries**. Rehearse in the normal way.
- Using the Charanga original scheme Y2 spring 1; I wanna play in a band. Listening and appraising (use the key questions to help). How is this different from the Gamelan band? Use the flexible games to explore pulse and clapping on the off beat (in 'other games') Learn to sing the song **I wanna play in a band**.

Composing and performing using pitch

I wanna play in a band – step 2.

Use the 'Play your instruments' section to perform the glockenspiel easy part and the glockenspiel medium part.

Use the 'Perform the song' section to sing and play your instruments with the music.

Component 3:

Singing and pulse

- Continue to rehearse the pieces **Hob Shoe Hob**, **Jack in a box** and **Strawberries and Cherries**. Assess progress by having small groups sing the pieces using hand signals and text. Are hand signals clear and pitch and rhythm accurate.
- Use Charnaga Extended improvisation – copy back the vocal improvisation for I wanna play in a band.

Listening

- Listen and appraise to “Smoke on the Water” (I wanna play in a band step 3). Children play the riff on glockenspiel.

Composing with pitch and rhythm

- Use the ‘clap and improvise’ and ‘sing and improvise’ sections from step 3 to explore the song further. From step 4, compose with the song using the charanga resource

Component 4:

Singing and pulse

- Learn to sing Freedom Train. Pupils learn to sing the song in call and response 2 bar phrases. Include the vocal percussion train noises parts 1 and 2. Notice the syncopation in the chorus. Try singing it at different tempos (slow and fast). Challenge – sing the song as a 2 part round or a 4 part round.

Listening

- Listen to **Rhapsody in Blue**, Gershwin from 10 Pieces.

Composing/performing

- Using the following chord sequence link
<https://www.musicca.com/chord-player?id=7f5dd09>
Pupils to use the notes C, D, E, F and G to improvise over the chord pattern.

Year 2 Term 2 – 3/4 music (Component 1); Folk Songs (Components 2-4)

Component 1:

Singing and pulse

- Revisit the notes La, so, Mi. **Oliver Twist** is in 6/8. This means 6 quavers beats but for this piece feel the rhythm as 2 dotted crotchet beats. Say the words, clap the rhythm, rehearse the Kodaly notes and hand signals. You will find you need to rehearse the last line – this can be rehearsed by repeating the last line as an ostinato.
- Learn to sing '**My Favourite Things**' from the Sound of Music. Find and try to keep a steady beat moving your body to the pulse e.g. clapping, stamping etc. Discuss the tempo of the song. Can they hear 3 beats? Stamp on beat 1 and clap on beats 2 & 3.

Listening

- Listen to John Coltrane '**My Favourite Things**' East meets West. What instruments can you hear? (Many traditional **Indian instruments** included) How does this differ to the orchestras we have previously watched? How does this version sound different from the version you learned to sing?

Rhythm, composing and performing

- Compose a rhythm grid in 3/4 using quavers, crotchets and minims. Lines 1 and 2 should be repeated in lines 3 and 4. Perform back: a) teacher claps lines 1 and 2/class repeats back b) split the class into two groups one group clapping lines 1 and 2 and the other half clapping lines 3 and 4

Component 2:

Singing and pulse

- Continue to rehearse **Oliver Twist** and introduce **Horace Hampton**.
- **Popocatepetal**. Learn to sing the song individually and once pupils are confident, introduce the concept of a round. Split the class into two groups and the second group begin singing the song when the first reach 'Far'. The video shows a contrasting second part you may wish to include.

Listening

- After listening to **La Curaracha** discuss what instruments you can hear Can you clap the pulse? Where is this music from? (Latin American) Do you know any more Latin American music?

Composing and performing using pitch

Compose a rhythm grid in 4/4 using quavers, crotchets, minims and crotchet rests. Lines 1 and 3 use the same rhythm. Pupils can improvise a response in lines 2 and 4. Perform using untuned percussion instruments and body percussion.

Component 3:

Singing and pulse

- Sing **Jump Jim Joe** with the actions focusing on using correct pitches and appropriate dynamics. Begin with children standing in a big circle with two children in the middle. On each repetition of the song the children in the middle choose a different partner from the circle. As the children become more confident, they may move towards the model in the video. This can be sung as a round if time permits.

Listening

- Touch the Sky from the Disney film, Brave. Listen to the piece all of the way through. Can they find the pulse? Which instrument taps the pulse? What instruments can they hear? What type of music is this? (Scottish folk song)

Composing with pitch and rhythm

- Using the rhythm grid provided (ARO), add so, me, do to compose a 4 bar melody. Perform on suitable instruments (glockenspiel or virtual piano)

Component 4:

Singing and listening

- Learn to sing 'Touch the Sky' from Brave.
- Listen to **Shenandoah (Peterson's version)**. Discuss the tempo of the piece, identify the pulse by stamping/clapping. What does the piece suggest about the river? How is it similar to Touch the Sky? (Folk song, instruments). Compare to **Voce8** version if time permits (acapella, male and female singer). Which version do you prefer?

Composing

- Using Music Explorer, select instrument type (glockenspiel) and orchestral as the style of music, and then select C,D,E, F and G. Show the children how to record the notes C,E and G on a staff (see further resources).. Use crotchets and minims.

Year 3 Term 1 – Folk Songs from Africa and UK

Component 1:

Singing and pulse

- Listen to **Davy Davy Dumpling. (MUSICTRAX 1)** Explore the 2/4 time signature and notice bar of 4 quavers (Ti-Ti Ti-Ti) and 2 Crotchets (Ta Ta)
- Clap the rhythm and sing Mi, Re, Do
- Sing the song using hand signals for Mi, Re, Do.
- Practice singing at different tempos using the tempo change of MUSICTRAX.
- Follow the same learning pattern for **Hot Cross Buns** and **Peter Taps**. (*Please note you don't have to sing all three in the lesson*)
- Learn to sing **Si Si Si (Banaha)**. There is a very useful learning tool <https://www.durhammusic.org.uk/si-si-si-singalong-thursday-episode-7>
- Learn each section separately. Divide class into 3 sections. Have each section of the group sing the sections on their own. (See if you need to move groups around to balance stronger singers.)
- Gradually build up to singing as a three part round. If you have really strong leaders in class who could help lead a group – use them and develop as 'conductors'.

Listening

- **Ode to Joy (piano version)** What do you notice about the piece? Is Ode to Joy in a major (happy) or minor (sad) key? Is the piece a solo or ensemble piece? Did they like the piece? Why?

Rhythm, composing and performing

- Use the Body Percussion Video using Ode to Joy (Optional piece of performance)
- Composing a 4/4 rhythm grid on Charanga using minim (Ta-a), Crotchet (Ta), Quavers (Ti-Ti) and Crotchet Rest. Make sure you save the work as you'll need this later in the term.

Component 2:

Singing and pulse

- Continue learning and perfecting the vocal line and hand signals for **Davy, Davy Dumpling, Hot Cross Buns** and **Peter Taps**.
- Look at the ostinato of **O Re Mi Jekajo**. What do you notice? Have a listen to the video (first minute) and see what pupils notice about the layering? Learn Ostinato and other sections of the piece. Divide class into 2 groups and sing the melody.

Listening

- Who is Beethoven? When did he live and work? Where does Ode to Joy come from?
- Listen to 3 versions (videos included in PPT), the original from Symphony Number 9, a brass version and a version from Sister Act 2. Answer the questions and then discuss which version they preferred and why.

Rhythm, Composing and performing using pitch

- Using the pitched notes 'La, So, Mi and Do. Use the rhythm grid rhythms from component 1 and add the letters L S, M and D underneath.
- Sing their pitch patterns to the class using hand signals. Class repeat the pattern using hand signals.
- Children perform their own pitch pattern on glockenspiel.
- If time allows – play ode to joy melody on glockenspiels. (notation on final slide)

Component 3:

Singing and pulse

- Continue learning and perfecting the vocal line and hand signals for **Davy, Davy Dumping, Hot Cross Buns** and **Peter Taps**.
- **3/4 Time signature** – Clapping rhythm cards or using untuned percussion (Shaker Eggs or Clave) to perform the rhythms. Do as call and response first then as 4 bars together.
- Learn **The Skye Boat Song**. Notice the 3/4 time signature. The use of dotted crotchet and quaver (Tai Ti) Use the varied dynamics between verse and chorus.

Listening

The Skye Boat Song Notice the instruments, the changing solo role etc.

Composing with pitch and rhythm

- Composing a 3/4 rhythm grid on Charanga using dotted minim (Ta-a-a) minim (Ta-a), Crotchet (Ta), Quavers (Ti-Ti) and Crotchet Rest. Add in different order of notes using Mi, Re, Do.

Component 4:

Singing

- Learn **Grandma Grunts** Do, Re, Mi and So. Start with the stick notation slide – clap rhythm, clap rhythm while singing the notes, sing notes and do hand signals. Then learn the words and melody. (Track included) Extension Task – add an ostinato using rhythm Grandma Grunts (on notes Do, Do, So)
- **While shepherds watched (Sweet Chiming Christmas Bells)**
Learn to sing the song accurately and perform to peers.

Listening

- Compare the Vocal and Brass versions of **While Shepherds Watched**.
- Listen to **Riverdance** and answer the questions on the ppt.

Composing using rhythm and pitch

- Set up Charanga accounts for each member of the class. Set an assignment for students in your group on Music Explorer using Glockenspiels. Students to compose a melody using C-G and the Orchestral Backing track. Students can set up score either with notation or the note grid setting. Preview the compositions on the board. (Ensure students save their work.)

Year 3 Term 2

Component 1:

Singing and pulse

- Listen to **My Molly Dolly (MUSICTRAX 1)**
- Clap the rhythm and sing Mi, Re, Do
- Sing the song using hand signals for Mi, Re, Do.
- Practice singing at different tempos using the tempo change of MUSICTRAX.
- Follow the same learning pattern for **Lovely Day** and **Squirrel** (*Please note you don't have to sing all three in the lesson*)
- Learn to sing **Don't Stop**. There is a performance track and backing track.

Listening

- **Pachelbel's Canon (Baroque version)** What do they notice about the piece?

Rhythm, composing and performing

- Rhythm cards including Semibreve (Ta-a-a-a)
- Choose 2 of the rhythm cards on the screen. Use the notes So, Mi, Do and compose short ostinatos over the chord sequence (load up the link for chords)

Component 2:

Singing and pulse

- Continue learning and perfecting the vocal line and hand signals for **My Molly Dolly, Lovely Day** and **Squirrel**
- Learn to sing **Pachelbel Peace Canon**
<https://www.youtube.com/watch?v=R0UbRmLU030> or **Lost in Space** using the link
<https://www.durhammusic.org.uk/lost-in-space-singalong-thursday-episode-22>

Listening

- Listen to a couple of the different versions of Pachelbel (links in the PowerPoint) and see what you notice about Pachelbel is used and how they are different (Things such as instruments, use of vocals, tempo, dynamics etc.)

Rhythm, Composing and performing using pitch

- Using the compositions from Comp 1 input them into Note Pad on Charnaga

Component 3:

Singing and pulse

- Continue learning and perfecting the vocal line and hand signals for **Davy, Davy Dumppling, Hot Cross Buns** and **Peter Taps**.
- Learn **Ding Dong I've got the rhythm** (Mi, Do) – learn the rhythm, clap the rhythm and sing Mi and Do, Sing the words and melody, do the hand signals. Add in the actions using <https://www.nycos.co.uk/wp-content/uploads/2020/04/Ding-Dong.pdf> for further details and the video <https://www.youtube.com/watch?v=oby1CGERYJo>
- Learn **Kookaburra sits in the old gumtree** Sing the melody firstly in unison. You might find the following DMS resource useful <https://www.durhammusic.org.uk/kookaburra-singalong-thursday-episode-12>

Listening

- Listen to **Laura Shighihara - Grasswalk from Plants vs. Zombies** using the 10 Pieces link. Discuss how she goes about composing for videogames. What sounds is she using and why?

Performing with pitch and rhythm

- Use slide 18 to perform the melody of Kookaburra on the glockenspiels. You could have half the class play the bass notes and half the class the melody to perform as an ensemble. You could even divide into three and have a third also singing the melody.

Component 4:

Singing

- Perfect **Ding Dong I've got the rhythm** (Mi, Do) and review **Davy, Davy Dumppling, Hot Cross Buns** and **Peter Taps**. Perhaps have small groups of children sing each one – to assess accuracy of the singing and hand signals.
- Learn **Algy met a bear** (you might like to use the resource <https://www.durhammusic.org.uk/algy-met-a-bear-singalong-thursday-episode-16>) and the round **To stop a train**.

Listening

- Using 10 Pieces <https://www.bbc.co.uk/teach/ten-pieces/articles/zs6nkhv> listen to Margaret Bond's March and Dawn.

Composing and Performing using rhythm and pitch

- Review the compositions pupils composed on Note Pad in the previous component. See if students as a class can perform some of them.

Year 3 Term 3 - Rounds

Component 1:

Singing and pulse

- Listen to **See you at the school gates**
- Clap the rhythm and sing Mi, Re, Do
- Sing the song using hand signals for Mi, Re, Do. Note the need for accuracy between lines 1 and 2.
- Practice singing at different tempos using the tempo change of MUSICTRAX.
- Follow the same learning pattern for **Show me the way** (So, Mi, Do)
- Learn to sing **Anytime you need a calypso**. Teach about the use of syncopation (off-beat) rhythms. Divide the class into three sections. Have each section sing the melody through. Next try as a round (in three parts)
- Extension – Learn the melody of Old Abram Brown (old English folk song)

Listening

- **We will rock you (Queen)** and answer the questions.
- If you decide to learn Old Abram Brown there is a video you can walk and listen to. Notice the ways in which the rhythm is made longer and shorter for the different sections of the round.
- Using 10 Pieces link – listen to Benjamin Britten's 'Storm' from Peter Grimes

Performing

- Perform the actions of We will Rock You
- Use slide 10 of component 1 ppt to look at the options for class ensemble while singing **Anytime you need a calypso**.

Component 2:

Singing and pulse

- Continue to learn **See you at the school gates** and **Show me the way**. Have students perform in small groups to check for confidence and accuracy of both melody and hand signals.
- Introduce **Pease Pudding Hot** (So, Mi, Do). Talk about the rhythm and use of rest. Clap the rhythm while saying the words, singing the melody with hand signals.
- Learn to sing **Frere Jaques**: Start by doing as call and response between teacher and class, then divide the class into two – one section sings the call and the other sings the response. Try as a two and then 4 part round as a class.
- Option: If you didn't start Old Abram Brown in C1 you could begin this now.

Listening

- Listen to Zadok the Priest by Handel using the 10 pieces link. Consider its use in The Coronation of King Charles (perhaps even find a YouTube clip of its use in that historic ceremony).

Performing

- Using slide 9 of ppt – students to learn the melody of **Frere Jaques** on glockenspiels. You could have students add a ostinato using Ding Dang Dong rhythm on C&G. You could have students change the rhythm or add notes into the melody to create some variations.

Component 3:

Singing and pulse

- Continue learning and perfecting the vocal line and hand signals for **See you at the School Gates, Show me the way** and **Pease Pudding Cold**.
- Introduce **Rocky Mountain** (a good video for the melody is <https://www.youtube.com/watch?v=xyziywwqQ9g>) (you don't have to do actions).
- Learn **I like the flowers**. Learn it call and response line by line – then do 2 lines at a time then listen to the whole song and perform together. Then divide the class into two and then into four.

Listening

- Listen to **Cassie Kinoshi - the colour of all things constant** using the 10 Pieces link. Discuss how she goes about composing and what she is excited about when hearing the piece for the first time. What instruments does she compose for etc.

Performing with pitch and rhythm

- Use slide 18 to perform the melody of Kookaburra on the glockenspiels. You could have half the class play the bass notes and half the class the melody to perform as an ensemble. You could even divide into three and have a third also singing the melody.

Component 4:

Singing

- Perfect **Rocky Mountain** and review other pieces. Perhaps have small groups of children sing each one – to assess accuracy of the singing and hand signals.
- Learn **Round and Round the earth is turn** or **Pirates sail on the deep blue sea**.

Listening

- Using 10 Pieces listen to **Steve Reich Music for 18 musicians**. What instruments do you hear? What is the style of music he composes? How are motifs used in this style of music? How does the piece make you feel? Describe the tempo and dynamics.

Composing and Performing using rhythm and pitch

- Use music explorer and a style of music you have not used before. Can you create a melody that could be created into a round?

Year 4 – Term 1

Component 1:

Singing and pulse

- Revisit notes of Kodaly Scale and then look at **Dinah**. Clap the rhythm while saying the words, Singing the notes So, Mi, Re and Do while clapping rhythm. Sing the notes while doing hand signals.. Finally add the words while doing the hand signals.
- Introduce Syncopation with either **HELLO** or **Boom said the cat**. If using **HELLO** – students do call and response the first time with leader. You could then do with 2 halves of the class. The second section – all say the words together and then instead of response with words – clap the HELLO rhythm each time. **Boom said the Cat** learn each section call and response Boom said the cat... Boom said the cat etc. Add actions – Boom (Stamp), Cat (High clap)ssh (finger on lips). Extension – have different parts of room take on Boom, Cat and Ssh.
- **The Orchestra Song** (you may wish to use this very useful resource <https://www.durhammusic.org.uk/the-orchestra-song-singalong-thursday-episode-13>) Learn the Violin part, then the Trumpet part and finally the Horn part. As you progress through the learning process – divide class into groups and hear them sing the different melodies.

Listening

- Using 10 Pieces link – listen to John Adams **Short ride in a fast machine**.
- Using the video in ppt listen to **The Olympic Fanfare** by John Williams.
- For both pieces – the ppt has questions and answers.

Component 2:

Singing and pulse

- Continue to learn **Dinah** and introduce **Listen Listen**. Have students perform in small groups to check for confidence and accuracy of both melody and hand signals.
- Review the sections of **The Orchestra Song** learnt so far. Can you put the three parts together as a class ensemble?
- Learn the final sections of **The Orchestra Song**. If you have a really confident group – you might be able to have all 5 parts sung together. If not – choose the pupils favourite three melodies.

Listening

- Listen to Under Pressure. What do you notice? (The riff – repeated pattern.) See whether they can work out how many notes are in the riff and how many bars the riff lasts

Composing and Performing

- Compose a 1-bar riff using a maximum of 3 notes. Extension task – compose your own rhythm and create a riff. Notate and keep for adding in to Note Pad in C3.

Component 3:

Singing and pulse

- Continue to learn **Dinah** and **Listen Listen**. Introduce **Mary had a little lamb**. Sing the melody and words first (a well-known nursery rhyme) then introduce the Kodaly notes and hand signals.
- Learn **Lean on Me** melody. The SingUp arrangement does include a second vocal part.

Listening

- Listen to **Lean on me** Answer the questions on the ppt. There is also 2 very different versions to listen to during the C3. What is the song about and how is the mood different in the verse and chorus.
- Listen to **Praise you**. What are the differences between Praise You and Lean on Me?

Composing using Note Pad/Music Explorer

- Using the C2 riff you compose – enter that into Note Pad and repeat it a minimum 4times and listen to it. Preview these on the board – what made their riff 'good'?

Component 4:

Singing

- Perfect **Dinah**, **Listen Listen** and **Mary had a little lamb**. Have small groups perform to check accuracy of both pitch and hand signals.
- Learn **Going the Distance** (SingUp). This uplifting piece from *Hercules* is fun to sing.
- Learn **Onward you go**. Listen to the piece and start learning the melody – v1,2 are the same v3 is a contrast v4 return to original melody with a short coda.

Listening

- Using videos in the PPT listen to **Joy to the World** and **Carol of the Bells**. Use questions in the ppt and also discuss how they are similar and different.

Composing and Performing using rhythm and pitch

- Use music explorer or note pad and compose an 8-bar melody using C-G. Use the example of syncopation, use of repetition, cadences etc.

Year 4 – Term 2 - Latin Rhythm

Component 1:

Singing and pulse

- Revisit notes of Kodaly Scale and then warm up using **Mary had a little lamb**. Sing 'Mary' in think voice to test accuracy of pitch.
- Introduce **Pitter Patter well a day** and **Rover**. Rehearse notes while clapping pulse. Clap the rhythm while singing Kodlay notes then add in the words and hand signals.
- Listen to and learn **Crackers Maracas**.

Listening

- Listen to De Encanto **Famillie Madrigal** What do you notice about the piece? Can you hear the clave rhythm?

Performing

- If you have a set of Claves – perform the Clave rhythm. If not – use Latin beat and input clave rhythm into Charnaga and clap the rhythm.
- Using clave rhythm use C (Do) and G (So) and play clave bassline.

Component 2:

Singing and pulse

- Continue to learn **Pitter Patter well a day** and **Rover**. Have students perform in small groups to check for confidence and accuracy of both melody and hand signals.
- Learn the melody of **Famillie Madrigal**. You might like to use the youtube video and slow it down to 0.75 speed.

Composing and Performing

- Continue to work on the Clave rhythm playing on the glockenspiels.
- Improvise a melody over the bass line using (Do, Re, Mi, Fa, So) on Glockenspiels.
- Ensemble performance – half the class play the Clave bassline and then have solo's of the melody from other half. Next session swap.

Component 3:

Singing and pulse

- Introduce **Susie Snail** and perfect the other pieces.
- Learn **Holy, Holy, Holy (Sanctus)** from Gaudete Mass. Use Unison track from the Chaplaincy folder to make easier to learn.

Listening

- Listen to **Oye como va**. What do you notice about this piece. Can you hear the Clave rhythm? What instruments are used? How does the introduction develop?

Performing

- Using notation for Oye Como Va to perform the ostinato and melody. Aim to have an ensemble of Ostinato and Melody as a class (whether as 2 distinct groups or pairs of students).

Component 4:

Singing

- Perfect all Kodlay pieces!
- Learn either **Latin Dance** or **Strictly Strictly Round**. Latin Dance from Sing Up and Round – aim once you have learnt the melody to divide class into two and sing as a 2 part round.

Listening

- Using sound clip in PPT – listen to Conga by Gloria Estefan.

Composing and Performing using rhythm and pitch

- Review the performances of each element of the Clave piece. – clave rhythm, compose solo melody over bass line.

Year 4 Term 3 – Ten pieces - Celebrating Great British Orchestral Composers

Component 1

Singing and Pulse

- Charanga Musitrax 2 – Do Pentatonic with Extensions **Chocolate Cake**. Introduce Do' – this note is one octave (8 notes higher) than Do. Listen to the piece first. Clap the rhythms. 4 quavers = Ti-Ti-Ti-Ti. Last line (bar 4) is Tai – Ti Ta Z. Sing the pitch Do, Mi, So, Do'. Then add in the words.
- Sing – The Grand Old Duke of York. Then march and sing on the spot. Then each time the word Up is used – have a rest. Then each time the word down is used – have a rest. Last time miss out both Up and Down. Can children keep in time when missing out the words?

Listening

- Watch the 1931 recording of Elgar (the composer) conducting the LSO. This was during a recording session for HMV. <https://www.youtube.com/watch?v=bD2j-aicBYQ>
This is a fascinating piece of historic video.
- Listen to Pomp and Circumstance using the video in PP or the link <https://www.youtube.com/watch?v=R2-43p3GVTQ>
Use question prompts in the ppt to help guide the listening. Can pupils find the pulse? Can pupils clap along to pulse. Perhaps doing the Proms Bop as seen on video. If you don't want to listen to whole piece – fast forward to 3.53 and watch from there.

Have a go at singing Land of Hope and Glory.

Performing

- Using Glockenspiels – have a go at playing the first 2 lines of melody of Land of Hope and Glory. You will need to explain the use of F# and C# being on the back row of keys on the glockenspiel.
- Extension – pupils play it all.

Component 2

Singing and Pulse

- Charanga Musitrax 2 – Do Pentatonic with Extensions **Everywhere we go**. Introduce the lower La and So (same hand signals but slightly below breast bone when directing. Do it as call and response with the track to begin with. Then divide the class into two groups. 1 group the call and one group the response.
- Sing - The National Anthem – God save our gracious King (2 verses) – see ppt. There is a track for learning the piece and then there is a version for singing – include the Gordon Jacobs Fanfare.

Listening

- Compare three different versions of the National Anthem. Gordon Jacobs, Benjamin Britten, May on the roof of Buckingham Palace. (Jacobs – Brass, Organ and Choir, Britten starts slower and very quiet, A Capella and then Orchestra accomp – May – Electric Guitar on the roof of Buckingham Palace).

Performing Continue to work on the melody of Land of Hope and Glory.

Component 3

Listening / Soundscape Composition

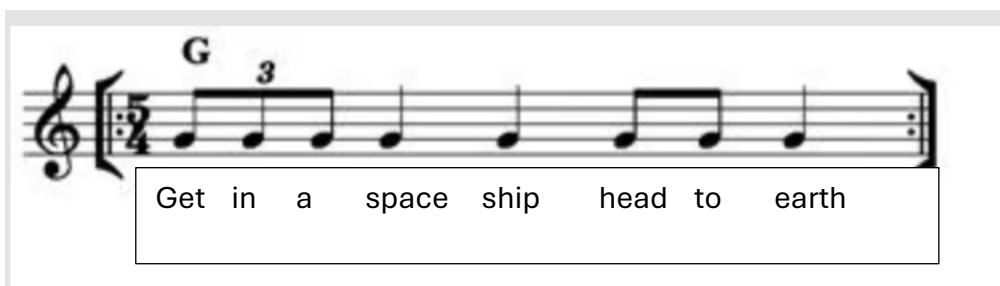
- Listen to Holst The Planet Mars using Ten Pieces Resources
<https://www.bbc.co.uk/teach/ten-pieces/articles/zf6hsrd>
- How does Holst show the character of Mars as the Bringer of War? You might like to then listen to The Imperial March from Star Wars – Williams says Mars influenced his March.

Holst did not write a movement for Earth. Pupils are going to compose a soundscape composition. They are to imagine that Aliens have landed and are experiencing the sounds of Earth in the 21st century for the first time. Pupils are to create noises of sirens, birds singing, cars beeping horns, airplanes taking off, phones ringing, the constant chatter of people on phones, tills beeping in shops etc.

Using the rhythm from Mars – we are going to use this as the start of the piece.

There are some useful extra resources on the LPO website

<https://lpo.org.uk/digitalresource/gustav-holst-the-planets-project/>



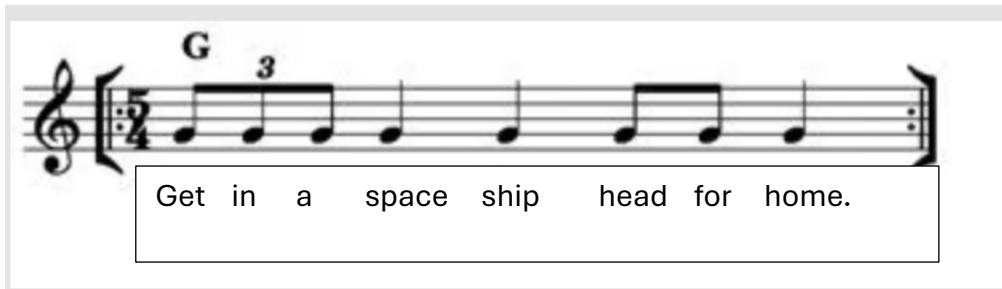
Clap rhythm, or play on untuned percussion as well as saying the words. Consider the dynamics you are going to use. Perhaps think about vocal sounds as the spaceship heads to earth, as it enters the earth's atmosphere and lands. Where does it land?

Section 2

As a class think about the sounds of busy earth - Pupils are to create noises of sirens, birds singing, cars beeping horns, airplanes taking off, phones ringing, the constant chatter of people on phones, tills beeping in shops etc.

Which Sounds are you going to use – how are you going to incorporate them into the piece?

Section 3 – use the opening rhythm – but this time



Perform the piece.

Component 4

Singing and Pulse

- Review pieces from Musitrax 1 from Y4 as well as continue to work on growing in confidence with Chocolate Cake and Everywhere we go.

Listening / Composing / Performing

- Watch the video about the Lark Ascending and the full performance using BBC Ten Pieces <https://www.bbc.co.uk/teach/ten-pieces/articles/znwdbdm> As well as answering the questions on ppt – consider how this music might have calmed people who heard it after suffering the many effects/issues of both World Wars.
- Also watch Earth by Hans Zimmer <https://www.bbc.co.uk/teach/ten-pieces/articles/zvg4vk7>

Also consider

1. a) Did you like the music?
2. b) How did it make you feel?
3. c) If you could float off anywhere, where would you go?
4. d) What would you see down below?

Year 5 – Term 1 – Syncopation and Ostinatos

Component 1:

Singing and pulse

- Revisit notes of Kodaly Scale (La, So, Mi, Re, Do) and then look at **Lonely Frog** and **Pumpkin**. Check rhythms, singing notes to (La, So etc) while clapping rhythm/pulse, sing words with hand signals.
- Introduce **Do ron ron** – note the use of syncopation. Sing melody. Between verse & chorus – tap both knees and clap before singing chorus. Aim for 2 – 3 parts in the Do Ron Ron melody and a higher and lower part (see score). Talk about Hook Line (repeated line) and outro sing Do Ron Ron repeatedly acapella (ostinato – repeated pattern)
- In second lesson introduce **Those Magnificent men in their flying machines**. This is a fun piece that again demonstrates syncopation, octave leaps and a melody which uses both steps and leaps.

Listening

- Listen to **Do Ron Ron** and **He's a pirate** (both are included in ppt). Discuss the features of both pieces including syncopation, instrumentation, style etc.

Composing

- Using the **advanced rhythm grids** on Charnaga compose a syncopated rhythm. Either have a class one or get students to create one of their own on their account. Screen shot this and then in word add a melody. Using notes La (A), So (G), Mi (E), Re (D) and Do (C) compose a melody on Glockenspiels.

Component 2:

Singing and pulse

- Continue to learn **Lonely Frog** and **Pumpkin**. To check for fluency have small groups perform both with hand signals and pitch accuracy. If you have any students willing to perform as a soloist this is to be encouraged.
- Introduce Ostinato pattern of **My Paddle's Keen and Bright** – words – dip dip and swing. Rhythm Ti Ta Ti Ta Z. Learn the melody of the piece. Sing melody and ostinato together in 2 parts.
- Learn **Land of the silver birch** which has a last line that will work as an ostinato bm di di ah da etc.
- Extension - The two songs will work together and you partner songs. Extra challenge to also add a third part – one of the ostinatos.

Listening

- Listen to **Folk March No 1**. Discuss the features of the piece – use of folk melody, changes in tempo, use of instruments etc.

Composing and Performing

- Continue to compose/perform your melody using the Glockenspiels. Perform final melodies to the class. WWW/Ebi
- There is a percussion ensemble part included for My Paddle – this can also be a fun way to develop as a vocal/percussion ensemble as a group – pupils demonstrate ability to maintain own parts while others are performed.

Component 3:

Singing and pulse

- Introduce **Rockin' by the Baby** – listen to the track. Remind students of Ti-Ti-ka and Tim-Ka rhythms – clap rhythm with kodaly rhythm words said. Singing Kodaly notes and clap rhythm, sing kodlay notes and hand signals. Introduce the words and sing with hand signals. You can include 2 possible ostinatos – simple Baby O on notes Re, Do Do or Rockin by the baby – Mi, So, Do, Do, Re, Mi.
- Introduce **Calypso Carol** – Note the use of syncopation – use of verse and chorus. Note also the syllabic nature of words and melody. Sing melody – aim for suitable dynamics.

Listening

- Listen to **Calypso Carol** and **London is the place for me** (both in ppt) and discuss musical features (use the questions to support discussion if helpful to you.)

Performing

You could add the following rhythm in using hand percussion (note the Clave rhythm) to the Calypso Carol to create an ensemble piece.



Component 4:

Singing

- Learn **Great big house in New Orleans**. (<https://www.bethsnotesplus.com/2015/03/great-big-house-in-new-orleans.html>)
- Learn **White Horses** using the video in ppt. There are also teacher choice carols – **Gaudete, Gabriel brought good news, Never a baby like Jesus**. All carols are suitable for age group.

Composing and Performing using rhythm and pitch

- Use Music Explorer and compose a melody with a Reggae backing.

Year 5 – Term 2 – Syncopation and Layering Songs

Component 1:

Singing and pulse

- Revisit notes of Kodaly Scale (La, So, Mi, Re, Do) and then look at **Sally goes round the sun** and **Step one window**. Check rhythms, singing notes to (La, So etc) while clapping rhythm/pulse, sing words with hand signals.
- Introduce **Oh when the Saints Mashup**. Learn each melody separately. Split the class into three groups – each group sings the three melodies. Then start layering up the song into three parts.

Listening

- Listen to **Liberty Bell March** (2/4 time signature), **We all stand together** (3/4 time signature) and **Naughty** (4/4 time signature). Discuss the pieces and the features of them. Can students conduct in 2/4, 3/4 and 4/4 time?

Performing

- Playing the melody of **Oh when the saints** on Glockenspiels. Note the anacrusis (upbeat) and the quaver rest.

Component 2:

Singing and pulse

- Continue to learn **Sally goes round the sun** and **Step one window**. To check for fluency, have small groups perform both with hand signals and pitch accuracy. If you have any students willing to perform as a soloist this is to be encouraged.
- Introduce either **Freedom Highway** or **Great is he** as a new layering song. Learn each ostinato separately and then put together each melody.

Listening

- Listen to **Great is he**. Notice the use of instruments, how the layers are introduced etc. What is the mood of this piece?

Performing

- Continue to play the melody of **Oh when the saints** on Glockenspiels.

Component 3:

Singing and pulse

- Introduce **Duck Dance** – listen to the track. Clap rhythm with Kodaly rhythm words said. Singing Kodaly notes and clap rhythm, sing Kodaly notes and hand signals. Introduce the words and sing with hand signals.
- Introduce **Don't stop believing** – Note the use of the use of riffs, the solo sections etc. Sing the melody – use the charanga version.

Listening

- Listen to **Don't stop believing**. Use the questions in the ppt to guide the discussion.

Performing

- Learn to play the riff of **Don't stop believing**. You can then play this during the track if you use the Charanga version – play in the into, between the verses etc.

Component 4:

Singing

- Perfect each of the Kodaly pieces – you could also revisit those from cycle 1 – can they sing them accurately having not sung for a while.
- Introduce the **Don't Stop/Paparazzi/ Can you feel the love mashup**. Once you have learnt the 3 different strands – divide the class into a different three groups and performed as a layered song.

Listening

- Listen to the **Four Chord Song** – see which pieces recognise. Talk about the fact that many many pop songs are based on the 4-chord pattern as shown in this mash up of pieces.

Composing and Performing using rhythm and pitch

- If you have keyboards or ukulele you can learn to play the chords and play then together. If you have iPads you can use the following online keyboard - <https://www.musicca.com/piano> and play the chords on this.
- If this is not possible you can improvise using the chord sequence link on the ppt and create a melody that will fit with the sequence.

Year 5 – Term 3 – Syncopation and Chords

Component 1:

Singing and pulse

- Revisit notes of Kodaly Scale (La, So, Mi, Re, Do) and then look at **Dumplings**. Check rhythms, singing notes to (La, So etc) while clapping rhythm/pulse, sing words with hand signals.
- Introduce **Let it be** (The Beatles). Learn the melody. You can start introducing harmony for chorus and the phrase Whisper words of wisdom.

Listening

- Listen to **Let it be**. Discuss instrumentation, what the song is about, The Beatles in general.

Performing

- If you have keyboards or ukulele you can learn to play the chords and play then together. If you have iPads you can use the following online keyboard - <https://www.musicca.com/piano> and play the chords on this.

Component 2:

Singing and pulse

- Continue to learn **Dumplings** and introduce **Weevily Wheat**. In WW you will need to explain the use of octaves. To check for fluency, have small groups perform both with hand signals and pitch accuracy. If you have any students willing to perform as a soloist this is to be encouraged.
- Continue developing the **Let it be performance**

Listening

- Listen to **Hey Jude** and **I wanna hold your hand**. Discuss the differences. Which did they prefer and why

Composing / Performing

- Take or two of the syncopated rhythm cards (or pupils can compose own 2 bar rhythm) – using Glockenspiels students compose own 2 bar riffs. Students to play several times. Are they effective riffs?

Component 3:

Singing and pulse

- Continue work on **Dumplings** and **Weevily Wheat** Introduce **I had a Dog**. Rehearse in the same way as previously.
- Introduce **Stand by me**. Sing the melody, sing the riff can half group sing the riff while the other sings the melody? Swap roles.

Listening

- Listen to **Stand by me**. What do you notice?

Performing

- Learn to play the riff of **Stand by me** on Glockenspiels.

Component 4:

Singing

- Perfect each of the Kodaly pieces – and introduce **Sweep Away** and rehearse in the same way as other pieces.
- Introduce the **Three little Birds**.

Listening

- Listen to the **Three Little Birds**. What style is this piece? Where is it from?

Composing and Performing using rhythm and pitch

- While sing the piece – introduce the riff on Glockenspiels.
- If you have keyboards or ukulele you can learn to play the chords and play then together. If you have iPads you can use the following online keyboard - <https://www.musicca.com/piano> and play the chords on this.
- If this is not possible you can improvise using the chord sequence link on the ppt and create a melody that will fit with the sequence.

Year 6 – Term 1

Component 1:

Singing and pulse

- Revisit notes of Kodaly Scale (Do – Do' Octave scale). Introduce **Liza Jane** and **Dipidu**. Clap the rhythm using Kodaly rhythm terms, then singing the notes using Kodaly notes, add in with words.
- Introduce **Ain't no mountain high enough**. Note the syncopation, the verse/chorus. Following learning the melody – there is the option to sing in parts.

Listening

- Listen to **Ain't no mountain high enough**. Note the features (Instruments, Tempo, Dynamics, Style of song etc.)

Composing

- Using the rhythm **Ain't no mountain high enough** – create a riff and play on the glockenspiels.

Component 2:

Singing and pulse

- Continue to learn **Liza Jane** and **Dipidu**. Introduce **Alabama Girl**. To check for fluency, have small groups perform both with hand signals and pitch accuracy. If you have any students willing to perform as a soloist this is to be encouraged.
- Learn to sing Do a deer

Listening

- Listen to **Tchaikovsky 1812 Overture** and **1812 meets metal**. Discuss the pieces and talk about the differences between them. Which did pupils prefer and why.
- Listen to **Do a Deer** and discuss the features of this. Do they recognise the Kodaly notes etc.

Composing / Performing

- Use two of the rhythm cards on screen. Compose a melody using Kodaly Notes. Sing your melody with correct rhythm and pitch.

Component 3:

Singing and pulse

- Continue work on **Liza Jane**, **Dipidu** and **Alabama Girl** Rehearse in the same way as previously.
- Introduce **Living on a prayer** (Use Charnaga versions).

Listening

- Listen to **Living on a prayer**. What do you notice?

Composing

- Use note pad in Charnaga – add in your riffs from C1 and Kodaly melody into Note pad. OR you can create an extended melody using Music Explorer.

Component 4:

Singing

- Learn **Love came down at** Christmas using the Kodaly method as well as perfect each of the Kodaly.
- Introduce either **Tonight** or **Bob Chilcott The First Nowell** (both are in the ppt).

Listening

- Listen to the **Carol of the Bells**. Discuss the features. How/why does this remind you of Christmas.

Composing and Performing using rhythm and pitch

- Continue using Music Explorer and Note Pad to compose your melody/riffs

Year 6 – Term 2 – From African Song to Rock ‘n’ Roll.

Component 1:

Singing and pulse

- Revisit notes of Kodaly Scale (Do – Do' Octave scale). Introduce **Who stole my chickens** (Note the tim-ka rhythm (Dotted Quaver and Semiquaver) Clap the rhythm using Kodaly rhythm terms, then singing the notes using Kodaly notes, add in with words.
- As an introduction to singing in choral harmony – use **Throw Catch** – it builds up into potentially three parts without the challenge of language.
- Choose either **Sizohamba Naye** or **Siyahamba** – learn how to say the words – break down into syllables and build up. There are some helpful recordings on the ppt. There are also recordings for the harmony parts. Once pupils are confident singing the two parts – try to put together.

Listening

- Listen to **Polyrhythm African Drumming piece** notice the different patterns, the master drummer and the different drums (Djembe Drums, Talking Drum (Back LH corner of screen) and the Djun Djun bass drums in the middle. Also 2 very different acapella pieces for choir and master singer **Vela** and **Senzenni Na**

Component 2:

Singing and pulse

- Continue to learn **Who stole my chickens**. Introduce **Tatters**. To check for fluency, have small groups perform both with hand signals and pitch accuracy. If you have any students willing to perform as a soloist this is to be encouraged.
- Learn to sing **Let's Twist Again** and review **African Song** from C1.

Listening

- Listen to **Let's Twist Again**.

Composing / Performing

- Improvise over chord sequence. Aim to develop a melody that uses syncopation and at least 5 pitches.

Component 3:

Singing and pulse

- Continue work on **Who stole my chickens** and **Tatters**. Introduce **Kookaburra** using the Charnaga Musictrax – you will need to reduce the tempo for this. Learn using the previous method – rhythm, kodaly notes, words and hand signals.
- Learn the **Rock n Roll Round**. There are three melodies that fit over a typical Rock Chord Sequence.

Listening

- Listen to **Jail House Rock** What do you notice?

Performing

- Perform the rock and roll chord sequence using C, F and G chords.

Component 4:

Singing

- Perfect each of the Kodaly pieces used this term.
- Learn **Rock around the clock**.

Listening

- Listen to the **Rock around the clock** What do you notice? Did you prefer this piece of **Jail House Rock**?

Performing

- Sing the melody **Rock around the clock** over the chord sequence. You could try and add walking bass line.

Year 6 – Term 3

This is a final term of work. There are a number of choices you can make in this term depending on the class in front of you and the time you have to devote to this term's work (I know there are lots going on following SATS)

Component 1:

Singing and pulse

- Revisit notes of Kodaly Scale (Do – Do' *Octave scale*). Introduce **Down the river**. Clap the rhythm using Kodaly rhythm terms, then singing the notes using Kodaly notes, add in with words.
- Introduce **Roar** (using Charanga). Learn the melody. You may also wish to learn the 2nd part and put them together as a class.
- There are also choices between **You've got a friend in me** and **True Colours**.

Listening

- Listen to **Roar** – note the features – time signature, syncopation, instruments etc
- Listen to different riffs and answer questions on features/whether they are sung or played.

Composing / Performing

- Composing 1 and 2 bar riffs using a pre-composed rhythm. Riffs should have a limited number of notes and use the notes chosen creatively.

Component 2:

Singing and pulse

- Continue to learn **Down the river**. Introduce **Make we go**. To check for fluency, have small groups perform both with hand signals and pitch accuracy. If you have any students willing to perform as a soloist this is to be encouraged.
- Learn to sing **I'll be there from you**. Learn the melody for the verse. For chorus aim for the two parts.

Listening

- Listen to **I'll be there from you**
(https://www.youtube.com/results?search_query=rembrandts+i%27ll+be+there+for+you) What features do you hear?

Composing / Performing

- Compose own 1 and 2 bar rhythm and compose riffs. Riffs should have a limited number of notes and repeat either after a bar or the two bars.

Component 3:

Singing and pulse

- Continue work on **Down the river** and **Make we go**. Introduce **Fire down below** using the Charnaga Musictrax – you will need to reduce the tempo for this and note the different octaves. Learn using the previous method – rhythm, kodaly notes, words and hand signals.
- Learn the **California Dreaming**. This can be sung in two parts – on ppt the italics words and the repeated ones.

Performing

- Note riffs on Note Pad from C2.

Component 4:

Singing

- Perfect each of the Kodaly pieces used this term.
- Learn **Leaving Song** and **An Irish Blessing** – Joanna Forbes L'Estrange