**INTRODUCTION TO MUSIC MADE SIMPLE**

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| **YEAR GROUP** | **AUTUMN 1& 2** | **SPRING 1 & 2** | **SUMMER 1 & 2** |
| Y1 | All about me | Live and let live | How are you? |
| What’s it made of?  | Our world | Time travellers |
| Y2 | The Earth our home | Super humans | Hooray, let’s go on holiday |
| People of the Past  | Time detectives | I’m alive |
| Y3 | Land, sea and sky | Turn it up | Different places |
| Scavengers and settlers | How humans work | Saving the world |
| Y4 | Temples, tombs and treasures | Freeze it! | Chocolate  |
| See the light | Fashion | Living together |
| Y5 | The great, the bold and the brave | Making new materials | Weather and climate |
| Mission to Mars | Bake it! | Extreme survivors |
| Y6 | Out of Africa | What a wonderful world | AD900 |
| Full Power | Go with the flow | Fit for life |

This very simple and accessible scheme supports the following units from the International Primary Curriculum and is aimed at the generalist practitioner, with half-termly units of work for every age group, comprising a medium term overview and three music lesson plans per unit.

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|  | **AUTUMN 1 & 2** | **SPRING 1 & 2** | **SUMMER 1 & 2** |
| Y1 | **ALL ABOUT ME**Building self-confidence through singing and exploring sounds | **LIVE AND LET LIVE**Celebrating creatures’ characteristics through music | **HOW ARE YOU?**Self-care – happy and healthy |
| **WHAT’S IT MADE OF?**Exploring sound quality (timbre) on untuned percussion | **OUR WORLD**Celebrating creatures’ characteristics through music | **TIME TRAVELLERS**The Great Fire of London |
| Y2 | **THE EARTH OUR HOME**Bumblebees, peas and homes to please! | **SUPER HUMANS**Lifestyle:exercise, diet, knowing body parts & function | **HOORAY, LET’S GO ON HOLIDAY**Holiday packing, travel & destinations |
| **PEOPLE OF THE PAST**Music, monarchy and medicine: Mozart, Elizabeth I, & Florence Nightingale | **TIME DETECTIVES**Aspects of life in Victorian Britain | **I’M ALIVE**Creatures: characteristics, life-cycles & habitat |
| Y3 | **LAND, SEA AND SKY**Habitats | **TURN IT UP**Sounds mechanical & instrumental | **DIFFERENT PLACES –** **SIMILAR LIVES**Food enjoyed across the world |
| **SCAVENGERS AND SETTLERS**Fossils, Stone Age and Bronze Age settlements | **HOW HUMANS WORK**Healthy lifestyle options: vegetables, strong teeth and exercise | **SAVING THE WORLD**The rainforest: songs, raps, composing & creating scores |
| Y4 | **TEMPLES, TOMBS AND TREASURES**The Ancient Egyptians explored through creative performance | **FREEZE IT!**Icy timbres and textures in a range of contexts | **CHOCOLATE**Chocolate enjoyed through song, performance and composition |
| **SEE THE LIGHT**All that sparkles & shines in song and sounds | **FASHION**Fashion through music - from a foolish king to modern bling! | **LIVING TOGETHER**Celebrating communities through musical interaction |
| Y5 | **THE GREAT, THE BOLD & THE BRAVE**Perform topic-related songs in contrasting musical genres | **MAKING NEW MATERIALS**Recycled and unconventional materials as sound-makers | **WEATHER AND CLIMATE**Songs and film music composition focusing on polar landscapes |
| **MISSION TO MARS**‘Mars’ depicted in Holst’s music, in song and performance | **BAKE IT!**Songs, raps and instrumental arrangements about baking | **EXTREME SURVIVORS**Genre songs & pieces re survivors to inspire improvisation & composition |
| Y6 | **OUT OF AFRICA**The birthplace of an ancient & rich musical tradition | **WHAT A WONDERFUL WORLD**Children’s music games across continents plus a world ‘showstopper’  | **AD 900**‘The Maya’: a song to inspire improvising, composing & performing |
| **FULL POWER**Powerful & electric performance through song and composition  | **GO WITH THE FLOW**River music - for listening, singing and improvising  | **FIT FOR LIFE**Songs, chants, body percussion, brain-gym & improvisational activities for well-being |

**MUSIC PLANNING**

**MEDIUM TERM PLANNING INCLUDES:**

* **MUSICAL LEARNING** This defines the progressive aims/learning objectives and is based on the statements from ‘Minimum Expected Standards’ by kind permission of Jo Milne (London Borough of Barking and Dagenham)
* **RESOURCES PROVIDED**
	+ songs from ‘Sing Up’
	+ ‘Singing Breakfast Club’ a free downloadable resource form: *https://www.singup.org/uploads/involve/user.../Breakfast\_Club\_Activity\_Folder.pdf*
	+ PowerPoint slides
	+ recordings of original songs and raps
	+ lists of published resources
* **SUPPORT MATERIALS** e.g. images, scores, grids, YouTube references and photocopiables

**THE STRUCTURE OF THE THREE LESSON PLANS**

* a warm-up or focus-builder
* a list of specific percussion instruments and resources required for the lesson
* a sequence of musical activities matched to age-appropriate objectives
* references to ‘Sing Up’, YouTube clips or published material
* extension ideas and follow-up activities

There are three lessons per unit, in recognition of teachers’ overfull timetables, but extension tasks, provide ample material to develop and expand the musical learning over the half term period.

Most songs are to be found on the Sing Up Song Bank, but the list is augmented with bespoke and original songs composed for the scheme: these are copyright to Sue Nicholls.

Some key publications/ resource books are incorporated to supplement the programme:

**KS1**

Bobby Shaftoe Clap Your Hands published by Collins

The Handy Band published by Collins

Listening to Music 5+ published by Collins

Let’s Go Shoolie-Shoo published by Collins

**KS1 & 2**

The Song Stack published by MES

**KS2**

Great Weather Songs published by Collins

**Non-fiction:** ‘The Fossil Girl’ by Catherine Brighton published by Francis Lincoln ISBN 9781 8450 77327

**An mp3 download**: ‘March from the Courtly Dances’ by Julian Bream

The musical content of each unit will cover the **interrelated dimensions** (see table below) delivered through the **strands** of singing, performing, listening, improvising, composing and appraising/evaluating.

The ‘interrelated dimensions’ are the building blocks of music:

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| Interrelated dimensions of music’ | **Definition** |
| **Pitch**  | High and low Notes that ‘step’ (next-door notes) and ‘jump’ (notes that lie further apart) |
| **Duration** | Pulse (strong beat) and rhythm (patterns that fit exactly with and between strong beats)Long and short sounds |
| **Texture** | Single sounds or layers of sound played together |
| **Timbre (***tarm-br)* | The different qualities of sounds e.g. dry, hollow, deep, scratchy etc. |
| **Dynamics** | Loud, quiet - getting louder & quieter - and silence |
| **Tempo**  | Pace: fast and slow, getting faster and slower |
| **Structure** | How the music is arranged or structured: e.g. different sections, echoes, verse and chorus, call and response etc.  |

The interrelated dimensions can be compared the components of written language e.g. verbs, nouns, pronouns, adjectives etc. but just as no piece of writing is constructed entirely of nouns, neither is a piece of music built from one element: it is the blend that gives every piece its own characteristics.

The scheme offers a basic and straightforward programme of music-making for the under-confident non-specialist, but it has its limitations, for instance there is no integrated technology strand.

Tuned percussion is referred to as sets of chime bars: these are robust, modestly priced and arguably the easiest type of melodic percussion to buy and store in primary schools. However, xylophones and glockenspiels work equally well in primary music-making.

Unfamiliar terminology has been kept to a minimum, however, one term that is used in many units is **‘ostinato’** (plural **‘ostinati’**)….a repeated pattern that is threaded through a piece of music or song: it can be rhythmic or melodic.

The acronyms **WWW** (What Worked Well) and **EBI** (Even Better If) set out on the following pages are suggested to encourage pupil critique and evaluation of their own and their peer’s music-making.

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WWW

EBI