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| **Unit** | 1 | 2 | 3 |
| Title | Three Little Birds | Glockenspiel Stage 1 | Bring Us Together |
| Style of Main Song | Reggae | N/A | Disco |
| Unit Theme | Reggae and Animals | Exploring and developing playing skills | Disco, friendship, hope and unity |
| **Instrumental Parts** | | | |
| Key | G | Multiple Pieces | C |
| Easy Part | G + A | D + E and D + C | C |
| Medium Part | C + A | D, E, F and C, D + E | G, A + C |
| Melody | C, D, E, G, A + Bb | N/A | G, A + C |
| **Warm-up Games** | Progressive challenges within each Unit that include 4 games. The games build over the year but the structure stays the same. | | |
| Bronze | No notes | No notes | No notes |
| Silver | C + sometimes D | N/A | C + sometimes A |
| Gold | C + D | N/A | C + A |
| **Improvisation** | | | |
| Bronze Challenge 1 | **Sing and Copy Back**  Listen and sing back | Improvise using the note D | **Sing and Copy Back**  Listen and sing back |
| Bronze Challenge 2 | **Play and Improvise**  Using your instruments, listen and play your own answer using one note: C |  | **Play and Improvise**  Using your instruments, listen and play your own answer using one note: C |
| Bronze Challenge 3 | **Improvise!**  Take it in turns to improvise using one note: C |  | **Improvise!**  Take it in turns to improvise using one note: C |
| Silver Challenge 1 | **Sing, Play and Copy Back** Listen and copy back using instruments and one note: C |  | **Sing, Play and Copy Back** Listen and copy back using instruments and one note: C |
| Silver Challenge 2 | **Play and Improvise**  Using your instruments, listen and play your own answer using one or two notes: C and sometimes D |  | **Play and Improvise**  Using your instruments, listen and play your own answer using one or two notes: C and sometimes A |
| Silver Challenge 3 | **Improvise!**  Take it in turns to improvise using two notes: C and sometimes D |  | **Improvise!**  Take it in turns to improvise using two notes: C and sometimes A |
| Gold Challenge 1 | **Sing, Play and Copy Back** Listen and copy back using two notes: C and D | Improvise using the notes D, E + F | **Sing, Play and Copy Back** Listen and copy back using two notes: C and A |
| Gold Challenge 2 | **Play and Improvise**  Using your instruments, listen and play your own answer using two notes: C and D |  | **Play and Improvise**  Using your instruments, listen and play your own answer using two notes: C and A |
| Gold Challenge 3 | **Improvise!**  Take it in turns to improvise using two notes: C and D |  | **Improvise!**  Take it in turns to improvise using two notes: C and A |
| **Composing** | | | |
| Starting Note | C | D or E | C + A |
| Easy Option | C, D + E | D + E | C, A + G |
| Harder Option | C, D, E, G + A | D + E | C, D, E, G + A |
| **Songs** | **Three Little Birds** By Bob Marley | **Glockenspiel Stage 1** | **Bringing Us Together** By Joanna Mangona and Pete Readman |
| **Supporting Songs** | Jamming by Bob Marley Small People by Ziggy Marley  54-56 Was My Number by Toots and The Maytals Ram Goat Liver by Pluto Shervington  Our Day Will Come by Amy Winehouse | Easy E  Strictly D  Drive  D-E-F-initely  Roundabout  March of the Golden Guards  Portsmouth | Good Times by Nile Rodgers  Ain’t Nobody by Chaka Khan  We Are Family by Sister Sledge  Ain’t No Stopping Us Now by McFadden and Whitehead  Car Wash by Rose Royce |

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| **Listen and Appraise** | |
| **Knowledge** | **Skills** |
| ● To know five songs from memory and who sang them or wrote them.  ● To know the style of the five songs.  ● To choose one song and be able to talk about:  ○ Its lyrics: what the song is about  ○ Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)  ○ Identify the main sections of the song (introduction, verse, chorus etc.)  ○ Name some of the instruments they heard in the song | ● To confidently identify and move to the pulse.  ● To think about what the words of a song mean.  ● To take it in turn to discuss how the song makes them feel.  ● Listen carefully and respectfully to other people’s thoughts about the music. |
| **Games** | |
| ● Know how to find and demonstrate the pulse.  ● Know the difference between pulse and rhythm.  ● Know how pulse, rhythm and pitch work together to create a song.  ● Know that every piece of music has a pulse/steady beat.  ● Know the difference between a musical question and an answer. | Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes:  1. Find the Pulse  2. Rhythm Copy Back:  a. Bronze: Clap and say back rhythms  b. Silver: Create your own simple rhythm patterns  c. Gold: Perhaps lead the class using their simple rhythms  3. Pitch Copy Back Using 2 Notes  a. Bronze: Copy back – ‘Listen and sing back’ (no notation)  b. Silver: Copy back with instruments, without then with notation  c. Gold: Copy back with instruments, without and then with notation  4. Pitch Copy Back and Vocal Warm-ups |
| **Singing** | |
| To know and be able to talk about:  ● Singing in a group can be called a choir  ● Leader or conductor: A person who the choir or group follow  ● Songs can make you feel different things e.g. happy, energetic or sad  ● Singing as part of an ensemble or large group is fun, but that you must listen to each other  ● To know why you must warm up your voice | ● To sing in unison and in simple two-parts.  ● To demonstrate a good singing posture.  ● To follow a leader when singing.  ● To enjoy exploring singing solo.  ● To sing with awareness of being ‘in tune’.  ● To have an awareness of the pulse internally when singing. |
| **Playing** | |
| To know and be able to talk about:  ● The instruments used in class (a glockenspiel, a recorder) | ● To treat instruments carefully and with respect.  ● Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation.  ● To rehearse and perform their part within the context of the Unit song.  ● To listen to and follow musical instructions from a leader. |
| **Improvisation** | |
| To know and be able to talk about improvisation:  ● Improvisation is making up your own tunes on the spot ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them  ● To know that using one or two notes confidently is better than using five  ● To know that if you improvise using the notes you are given, you cannot make a mistake | Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges:  ● Bronze Challenge:  ○ Copy Back – Listen and sing back ○ Play and Improvise – Using instruments, listen and play your own answer using one note.  ○ Improvise! – Take it in turns to improvise using one note.  ● Silver Challenge:  ○ Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes.  ○ Play and Improvise – Using your instruments, listen and play your own answer using one or two notes.  ○ Improvise! – Take it in turns to improvise using one or two notes.  ● Gold Challenge:  ○ Sing, Play and Copy Back – Listen and copy back using instruments, two different notes.  ○ Play and Improvise – Using your instruments, listen and play your own answer using two different notes.  ○ Improvise! – Take it in turns to improvise using three different notes. |
| **Composition** | |
| To know and be able to talk about:  ● A composition: music that is created by you and kept in some way. It’s like writing a story. It can be played or performed again to your friends.  ● Different ways of recording compositions (letter names, symbols, audio etc.) | ● Help create at least one simple melody using one, three or five different notes.  ● Plan and create a section of music that can be performed within the context of the unit song.  ● Talk about how it was created.  ● Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.  ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). |
| **Performance** | |
| To know and be able to talk about:  ● Performing is sharing music with other people, an audience  ● A performance doesn’t have to be a drama! It can be to one person or to each other  ● You need to know and have planned everything that will be performed  ● You must sing or rap the words clearly and play with confidence  ● A performance can be a special occasion and involve an audience including of people you don’t know  ● It is planned and different for each occasion  ● It involves communicating feelings, thoughts and ideas about the song/music | ● To choose what to perform and create a programme.  ● To communicate the meaning of the words and clearly articulate them.  ● To talk about the best place to be when performing and how to stand or sit.  ● To record the performance and say how they were feeling, what they were pleased with what they would change and why. |