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| **Unit** | 1 | 2 | 3 |
| Title | Hey You | In the Groove | Your Imagination |
| Style of Main Song | Old School Hip-Hop | Blues, Baroque, Latin, Bhangra, Folk, Funk | Pop |
| Unit Theme | How pulse, rhythm and pitch work together | How to be in the groove with different styles of music | Using your imagination |
| **Instrumental Parts** | | | |
| Key | C | C | C |
| Easy Part | C | C | C + G |
| Medium Part | C + G | C + D | C, E + G |
| **Warm-up Games** | Progressive challenges within each Unit that include 4 games. The games build over the year but the structure stays the same. | | |
| Game 1 | **Find the Pulse** | | |
| Game 2 | **Rhythm Copy Back** | | |
| Game 3 | **Rhythm Copy Back, Your Turn** | | |
| Game 4 | **Pitch Copy Back and Vocal Warm-up 1** | | |
| Game 4a | **Pitch Copy Back and Vocal Warm-up 2** | | |
| **Improvisation** | | | |
| Challenge 1 | **Clap and Improvise**  Listen and clap back, then listen and clap your own answer (rhythms of words). | **Clap and Improvise**  Listen and clap back, then listen and clap your own answer (rhythms of words). | **Clap and Improvise**  Listen and clap back, then listen and clap your own answer (rhythms of words). |
| Challenge 2 | **Sing, Play and Improvise** Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D. | **Sing, Play and Improvise** Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D. | **Sing, Play and Improvise** Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with D moving to E. |
| Challenge 3 | **Improvise!**  Take it in turns to improvise using C or C and D. | **Improvise!**  Take it in turns to improvise using C or C and D. | **Improvise!**  Take it in turns to improvise using D or D and E. |
| **Composing** | | | |
| With one note | C | C | C |
| With three notes | C, D + E | C, D +E | C, D + E |
| With five notes | C, D, E, F +G | C, D, E, F +G | C, D, E, F +G |
| **Songs** | **Hey You!** By Joanna Mangona | **In the Groove** By Joanna Mangona | **Your Imagination** By Joanna Mangona and Pete Readman |
| **Supporting Songs** | Me, Myself And I by De La Soul  Fresh Prince Of Bel-Air by Will Smith  Rapper’s Delight by The Sugarhill Gang  U Can’t Touch This by MC Hammer  It’s Like That by Run DMC | How Blue Can You Get by B.B. King (Blues)  Let The Bright Seraphim by Handel (Baroque)  Livin’ La Vida Loca by Ricky Martin (Latin/Pop)  Jai Ho by J.R. Rahman (Bhangra/Bollywood)  Lord Of The Dance by Ronan Hardiman (Irish) Diggin’ On James Brown by Tower Of Power (Funk | Supercalifragilisticexpialid ocious from Mary Poppins Pure Imagination from Willy Wonka & The Chocolate Factory soundtrack  Daydream Believer by The Monkees  Rainbow Connection from The Muppet Movie  A Whole New World from Aladdin |

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| **Listen and Appraise** | |
| **Knowledge** | **Skills** |
| ● To know 5 songs off by heart.  ● To know what the songs are about.  ● To know and recognise the sound and names of some of the instruments they use. | To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. |
| **Games** | |
| ● To know that music has a steady pulse, like a heartbeat.  ● To know that we can create rhythms from words, our names, favourite food, colours and animals. | There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song:  ● Game 1 – Have Fun Finding The Pulse! FInd the pulse. Choose an animal and find the pulse  ● Game 2 – Rhythm Copy Back Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat.  ● Game 3 – Rhythm Copy Back, Your Turn Create rhythms for others to copy  ● Game 4 – Pitch Copy Back and Vocal Warm-up 1 Listen and sing back. Use your voices to copy back using ‘la’, whist marching to the steady beat  ● Game 4a – Pitch Copy Back and Vocal Warm-up 2 Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using ‘la’. |
| **Singing** | |
| To confidently sing or rap five songs from memory and sing them in unison. | ● Learn about voices, singing notes of different pitches (high and low).  ● Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.  ● Learn to start and stop singing when following a leader. |
| **Playing** | |
| ● Learn the names of the notes in their instrumental part from memory or when written down.  ● Learn the names of the instruments they are playing. | ● Treat instruments carefully and with respect.  ● Play a tuned instrumental part with the song they perform.  ● Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).  ● Listen to and follow musical instructions from a leader |
| **Improvisation** | |
| ● Improvisation is about 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.  ● Everyone can improvise! | Use the improvisation tracks provided. Improvise using the three challenges:  1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).  2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.  3. Improvise! – Take it in turns to improvise using one or two notes. |
| **Composition** | |
| ● Composing is like writing a story with music.  ● Everyone can compose. | ● Help to create a simple melody using one, two or three notes.  ● Learn how the notes of the composition can be written down and changed if necessary. |
| **Performance** | |
| A performance is sharing music with other people, called an audience. | ● Choose a song they have learnt from the Scheme and perform it.  ● They can add their ideas to the performance.  ● Record the performance and say how they were feeling about it |