Unit – Chair Drumming and Staff Notation

The children will use a drumsticks and a chair as a drum kit. They will develop their sense of rhythm and learn how to follow a graphic score which will accompany a selection of pop songs.
Staff notation will introduce. The children will develop an understanding of 1, 2 and 4 beat notes at differing tempos.

Knowledge Progression

Sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression.
Play tuned and untuned instruments with control and rhythmic accuracy.
Practise, rehearse and present performances with an awareness of the audience.
Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory.
Improvise and develop rhythmic and melodic material when performing.
Analyse and compare sounds.
Improve their own and others' work in relation to its intended effect.
Use and understand staff and other musical notations.

Skill Progression

Understand the difference between pulse and rhythm.
Recognise the symbols for crotchets and crotchet rests.
Recognise the symbols for minims and crotchets.
Read and clap/tap a 4 beat pattern that contains minims and crotchets.
Identify patterns of one and two sounds per beat plus rests and use rhythm names (walk/jogging/rest or ta/te-te.)
Sing a growing range of songs in tune and with expression.
Play simple ostinato parts (repeating rhythms) on percussion instruments.
Show control of dynamics and tempo when singing and playing, following physical signals.
Begin to show an awareness of the audience when performing.
Recognise pitch changes and motifs (repeating phrases) in a piece of music.
Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression.

Key Learning

 treble clef (music sign)	 4 beats	 2 beats	 1 beat

Vocabulary

drum kit, drum sticks, graphic score, beat, pulse, rhythm, treble clef, music sign, 4 beats, 2 beats, 1 beat, tempo, fast, slow, medium

Misconceptions

Pulse and rhythm are different

Prior Knowledge

Play tuned and untuned instruments.
Rehearse and perform with others (for example, starting and finishing together, keeping to a steady pulse).

Future Learning

The children will develop their rhythmic ability when they continue to develop their chair drumming skills in the Spring term.
In the Spring term, the children will develop a greater understanding of the chair drumming notation.
The children will develop their understanding of rhythm and notation by creating a piece of body percussion in the Summer term.

Possible Activities/Evidence

Chair Drumming https://www.musicalfuturesonline.org/resource-type/making-music/chair-drumming/#introduction
Introduction video; basic practise rhythms; advanced practise rhythms; Volume 1
Notation lessons – L. Richmond will provide these. These should be 5-minute starters at the start of the Music lesson. The notation is taught in the following order: music sign (treble clef), four beats in every section, bar lines, bars, four beats, two beats, one beat.

Learn to sing one or two of the Vera Lynn songs: White Cliffs of Dover or We'll Meet Again. The words and recordings can be found here: W:\Music and Songs\All Songs\World War II Songs

Listening/analysing/dancing: In The Mood – Glenn Miller Band The words and recordings can be found here: W:\Music and Songs\All Songs\World War II Songs

Unit – Chair Drumming, Staff Notation

The children will continue to develop their sense of rhythm and play music from a graphic score through the chair drumming online resource. They will accompany a selection of pop songs.
Staff notation will be revised and the one beat rest introduced. They will listen to a WW II dance song and learn to perform one or two songs from the period.

Knowledge Progression

Sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression.
Play tuned and untuned instruments with control and rhythmic accuracy.
Practise, rehearse and present performances with an awareness of the audience.
Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory.
Experience how music is produced in different and described through relevant established and invented notations.
Know how time and place can influence the way music is created, performed and heard (for example, the effect of occasion and venue).
Analyse and compare sounds.
Improve their own and others' work in relation to its intended effect.
Use and understand staff and other musical notations.
Explore and explain their own ideas and feelings about music movement, dance, expressive language and musical vocabulary.
Develop an understanding of the history of music.

Skill Progression

Understand the difference between pulse and rhythm.
Recognise the symbols for crotchets and crotchet rests.
Recognise the symbols for minims and crotchets.
Read and clap/tap a 4 beat pattern that contains minims, crotchets and crotchet rests.
Identify patterns of one and two sounds per beat plus rests and use rhythm names (walk/jogging/rest or ta/te-te.)
Sing a growing range of songs in tune and with expression.
Sing within an appropriate vocal range with clear diction, mostly accurate tuning and control of breathing.
Play simple ostinato parts (repeating rhythms) on percussion instruments.
Show control of dynamics and tempo when singing and playing, following physical signals.
Begin to show an awareness of the audience when performing.
Recognise pitch changes and motifs (repeating phrases) in a piece of music.
Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression.
Listen with increasing concentration and recognise how the inter-related dimensions of music can be used to create different moods and effects.
Appreciate and understand a growing range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
Maintain an ostinato part (repeating rhythm), keeping to the pulse.
Maintain a simple melody, vocally or on an instrument, keeping to the pulse.
Recognise the different instrumental families when listening to a piece of live or recorded music.

Key Learning

				
treble clef (music sign)	4 beats	2 beats	1 beat	1 beat rest

Vocabulary

drum kit, drum sticks, graphic score, beat, pulse, rhythm, treble clef, music sign, 4 beats, 2 beats, 1 beat, 1 beat rest, tempo, fast, slow, medium, Reggae, Verse, Chorus, Bridge, Sea Shanty, Instrumental, Introduction

Misconceptions

Prior Knowledge

The children will have completed six weeks of beginner Chair Drumming lessons. They will have completed lessons 1-6 of the notation lessons.

Future Learning
The children will develop their rhythmic and drumming ability when the move to UKS2 and complete the djembe drumming actitivies. The children will develop their understanding of rhythm and notation by creating a piece of body percussion in the Summer term. UKS2 children are currently learning notation lessons 1-12. When Cycle A repeats, the UKS2 pupils will be introduced to more rhythms.
Possible Activities/Evidence
Complete the Music Cycle A LKS2 Quiz on Seesaw. Notation lessons 7-12 – L. Richmond will provide these. These should be used as 5-minute starters. The one beat rest is introduced in this series of lessons. Chair Drumming https://www.musicalfuturesonline.org/resource-type/making-music/chair-drumming -teachers should decide which basic practise rhythms and advanced practise rhythms they wish to use as drumming starters. Teachers should select from the following Volumes 1 and Playalong songs and practise them in every lesson: Volume 1 - Another One Bites The Dust; TNT Playalongs - Dancing Queen; Nothing Breaks Like A Heart; Three Little Birds; Wellerman; Ghostbusters; Monster Mash

Unit – Connect It – Body Percussion
The children will learn to create a piece of music in the style of a 'canon'. Body percussion will be used for this composition.
Knowledge Progression
Experience how music is produced in different ways (for example, through the use of different resources, including ICT) and described through relevant established and invented notations. Analyse and compare sounds. Explore and explain their own ideas and feelings about music movement, dance, expressive language and musical vocabulary. Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures (for example, ostinato) and used to communicate different moods and effects. Explore, choose, combine and organise musical ideas within musical structures. Practise, rehearse and present performances with an awareness of the audience. Improve their own and others' work in relation to its intended effect.
Skill Progression
Choose and maintain and appropriate pulse. Show control of dynamics and tempo when singing and playing, following physical signals. Identify patterns of one and two sounds per beat plus rests and use rhythm names (walk/jogging/rest or ta/te-te.) Listen with increasing concentration and recognise how the inter-related dimensions of music can be used to create different moods and effects. Appreciate and understand a growing range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Compose music for a range of purposes, thoughtfully using the inter-related dimensions of music to create specific effects, moods, atmospheres and ideas. Explore and develop using Music Technology to capture, change and combine sounds. Recognise pitch changes and motifs (repeating phrases) in a piece of music. Begin to show an awareness of the audience when performing. Compose, rehearse and perform with others and begin to improve own work.
Key Learning
A canon is a musical technique where a melody is imitated – a follow the leader type tune which is similar to Frere Jacques and Row Row Row Your Boat. The most famous canon is Pachlbel's Canon.
Vocabulary
Dynamics, Canon, Round, Forte, Fortissimo, Piano, Pianissimo, Solo, Crescendo, Diminuendo, Pulse, Beat
Misconceptions
Music must have a tune.
Prior Knowledge
The children have created short compositions in KS1. They understand basic rhythms so may choose to notate it in staff.
Future Learning
Develop an understanding of the history of music. Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects. Use their knowledge of notation to write and perform more complex pieces of music.
Possible Activities/Evidence
https://www.bbc.co.uk/programmes/articles/1KCk7p6HMd3wyX6LqndjZbj/connect-it-by-anna-meredith Watch the introductory video. Follow the lesson plan 1, creative response 2, Meredith Connect it 3. Follow the teachers' notes.

Sing some of the following canons: London's Burning, Frere Jacques; Kookaburra; Pease Pudding
Watch Pachelbel's Canon.
Perform your Canon to another class.
'Beat Goes On' workshop with Olly
http://www.cobis.org.uk/uploaded/COBIS_-_Conferences_and_Professional_Development/Annual_Conference/2016/Exhibitors/Beat_Goes_On_PDF.pdf
Body percussion workshop

BBC Ten pieces online resources
Listen to 'Connect it' with the screen off/eyes closed and ask the chn to discuss the music and how they think it was created
Create a visual response to the music (piece of artwork/title for the song)
Did it remind you of anything in particular?
Take turns to create a new sound using the body/voice and ask each child to copy the sound in turn. What effect does this have?
Come up with a simple repeated pattern of sounds in response to a stimulus (rain, wind etc)
Perform as small groups and edit performances to put video and sound together
Children can record their sections on SeeSaw and self-assess online
Playback the class performances. Did it have the desired effect? Can we improve it?