

Music at Great Whelnetham C of E Primary School



Cycle 1

Year Two and Year Three

| Title | I Wanna Play in a Band (Y2) |
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| Overview | This unit of work will provide the children the opportunity to learn about Rock music. They will spend the six weeks learning one song – ‘I Wanna Play in a Band’ in depth and will compare this song to five other well-known Rock songs. The children will learn to sing the song ‘I Wanna Play in a Band’ and will appraise this, and the other five Rock songs, using correct musical vocabulary. The children will learn how to recognise when a piece of music is in the style of ‘Rock’. They will also learn about key artists which include Queen, Deep Purple, Status Quo, Chuck Berry and The Beatles. |
| Knowledge Acquisition | By the end of this unit the children will be able to name rock musicians such as Queen and Status Quo. They will be able to name instruments used in rock songs. They will be able to name the different components of a song. They will know how to look after and treat instruments appropriately. They will know the names of musical notes and be able to play them. They will be able to maintain the rhythm of the song through clapping, singing and playing. They will recognise the term composing. They will experience composing alongside a well-known song. |
| Vocabulary | Rock, pulse, rhythm, pitch, intro, verse, chorus, instruments, melody |
| Key Learning Objectives | <ul style="list-style-type: none"> ➤ To compare ‘I Wanna Play in a Band’ with other Rock songs ➤ To know the style indicators of Rock music and name some instruments used. ➤ To understand how a song is put together e.g. Intro, Verse and Chorus. ➤ To find the pulse in this song and compare this to the rhythm. ➤ To learn to sing ‘I Wanna Play in a Band’ ➤ To play musical instruments with the song and name the instruments. ➤ To treat instruments with respect. ➤ To learn to play the notes D and C (easy) and G, F and C (Medium) ➤ To improvise with the song using clapping, singing and playing instruments (notes F and G). Discuss the pitch of the notes played. ➤ To compose with the song and know what ‘compose’ means. ➤ To perform the song – I Wanna Play in a Band. |
| Suggested Learning Experiences | <ul style="list-style-type: none"> ➤ Children to listen to and enjoy five well-known rock songs. ➤ To learn to sing and play together. ➤ To use glockenspiels and /or percussion instruments and their voices for improvisation (and discuss what improvisation is) ➤ To perform ‘I Wanna Play in a Band’ ➤ Film the children’s final performance |

| Title | Let Your Spirit Fly (Y3) |
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| Overview | In this unit of work the children will focus on R&B style music (Traditionally - Rhythm and Blues music) which combines Pop, Soul, Funk and Hip Hop. The children will learn the song – Let Your Spirit Fly. They will use this song to compare against other songs of a similar style. The children will learn about key artists which will include Kenneth Alford, Lionel Bart (Oliver!), Marvin Gaye and Barry White. |

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| Knowledge Acquisition | By the end of this unit the children will be able to describe the style of Rhythm and blues music. They will know the names of key artists and facts about their lives. The children will be able to respond to rhythms in time to the music. They will gain in confidence in learning melodies on musical instruments. They will know how to create a composition alongside a melody. They will learn how to play the notes C and D in time with the music. They will know how to perform the song 'Let Your Spirit Fly' with improving confidence. |
| Vocabulary | R&B, Pop, Soul, Hip Hop, pulse, rhythm, pitch, intro, verse, chorus, instruments, melody |
| Key Learning Objectives | <ul style="list-style-type: none"> ➤ To compare 'Let Your Spirit Fly' with other songs of the same style. ➤ To know the style indicators of R&B music. ➤ To understand how a song is put together e.g. Intro, Verse and Chorus. ➤ To find the pulse in this song and compare to rhythm. ➤ Listen to rhythm and clap back, copying short phrases based on words. Create your own rhythms. ➤ To learn to sing 'Let You Spirit Fly' ➤ To play musical instruments with the song. ➤ To improvise with the song using clapping, singing and playing instruments using notes C and D ➤ To compose with the song (using 2 notes – C, D, E) Learn the names of the notes. ➤ Learn about ways of recording your compositions. ➤ To perform the song – Let Your Spirit Fly |
| Suggested Learning Experiences | <ul style="list-style-type: none"> ➤ Complete KWL Grids to assess children's prior knowledge and progress. ➤ Listening to other songs from the same style. ➤ Improvise and Compose ➤ Singing in unison ➤ Final Performance (and discuss what a performance is) ➤ Film the children's final performance |

Cycle 2

| Title | Friendship Song (Y2) |
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| Overview | In this unit of work the children will learn songs about friendship. They will focus their learning on one main song – 'Friendship Song' and then each week listen and appraise another song relating to friendship. These songs include 'Count on Me' (Bruno Mars), We Go Together (Grease), You Give a Little Love (Bugsy Malone), That's What Friends Are For (Gladys Knight, Stevie Wonder, Dionne Warwick and Elton John) and You've Got a Friend (Randy Newman). The children will use their imagination to create their own performance. |
| Knowledge Acquisition | By the end of this unit the children will be able to describe their emotions in response to songs. They will learn the song 'Friendship' to perform. The children will learn to sing together in groups. They will learn how to follow a call and response. They will build upon their knowledge of musical notes and be able to play them within a song. The children will be able to improvise using their voices in time to a song. They will be able to recall the names of pop artists and describe the songs that made them well-known. They will understand and use technical vocabulary to describe the parts of a song. The children will gain experience in performing the song with different roles in front of an audience. |

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| Vocabulary | Friendship, pulse, rhythm, pitch, instruments, melody, coda |
| Key Learning Objectives | <ul style="list-style-type: none"> ➤ Listen to songs and discuss how they make you feel, listening with respect to others. ➤ To learn to play the notes G and E (easy) E,G, A and B (Medium) ➤ To use notes C&D to improvise and discuss improvisation ➤ To learn to sing 'Friend Song' ➤ Children to learn to sing in groups. ➤ To play instruments in the 'Coda' part of the song ➤ To perform as a class, with some children singing and some playing instruments. Listen to each other and follow a leader to stay in time and in tune. ➤ To improvise with the Friendship Song in the 'Coda' section. ➤ To create a class melody for the 'Coda' section. ➤ To perform our own performance. |
| Suggested Learning Experiences | <ul style="list-style-type: none"> ➤ Complete KWL Grids to assess children's prior knowledge and progress. ➤ Own performance could include singing the song as it is, adding some choreography or singing the song and including one musical activity in the 'Coda' section (improvisation or composition) ➤ Split the class into 3 groups to sing the two different parts and play instruments (Play written parts or compose using the compose tool or improvise as a group or with some solos). ➤ Film the children's final performance and review it. |

| Title | Three Little Birds (Y3) |
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| Overview | In this unit, the children's learning will be focused around Reggae music, specifically the song 'Three Little Birds' by Bob Marley. They will listen and appraise other songs in the same style and will learn about the key elements of Reggae music (e.g. laid-back style). The children will learn one key song and use this to improvise and compose. |
| Knowledge Acquisition | By the end of this unit the children will learn to move in time with the music following the pulse. They will learn the song 'Three Little Birds'. They will learn about the musician Bob Marley and recall key facts about his life. They will be able to communicate their likes and dislikes giving reasons why. They will know differences and similarities between reggae songs. They will be able to compose compositions using the notes C, D and E. They will know how to perform the song 'Three Little Birds' with improving confidence for an audience. |
| Vocabulary | Reggae, pulse, rhythm, pitch, instruments, melody, improvise, compose |
| Key Learning Objectives | <ul style="list-style-type: none"> ➤ To enjoy moving to the music in different ways. ➤ To learn the song – Three Little Birds by Bob Marley ➤ To learn about the life of Bob Marley. ➤ To play musical instruments along with the song and name the instruments. ➤ To listen and appraise other reggae style songs. Know some songs tell stories. ➤ To find similarities and differences between songs, like different styles of singing/rapping, the pitch of the notes sung. ➤ To learn to play the notes G and C (easy) and B and C (Medium) ➤ To improvise with the song using notes C and D and discuss improvisation. ➤ To compose with the song using 3 notes – C, D and E and discuss composition. ➤ To perform Three Little Birds. |

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| Suggested Learning Experiences | <ul style="list-style-type: none">➤ Complete KWL Grids to assess children's prior knowledge and progress.➤ To learn where (countries) Reggae music originated from.➤ To learn about Bob Marley.➤ Listening to other songs from the same style.➤ Improvise and compose own versions of Three Little Birds➤ Film final performance and evaluate with the pupils. |
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