



## F2 Music Overview (With reference to Early Learning Goals and Westdale's Music Learning Progression.)

<b><u>TERM/LEARNING OBJECTIVES:</u></b>	<b><u>ACTIVITIES/SONGS:</u></b>	<b><u>ASSESSMENT:</u></b>
<p><b>Autumn 1: HARVEST/GETTING TO KNOW</b>  <b>YOU/BEAT/RHYTHM/TIMBRE/FINDING SINGING VOICE</b>  <b>I KNOW:</b></p> <ul style="list-style-type: none"> <li>· how to find my singing voice</li> <li>· how to perform simple songs and chants from memory, together with the group, accompanied and unaccompanied.</li> <li>· how to match my movements to songs</li> <li>· how to feel the beat/pulse and keep a steady beat.</li> <li>· how to copy short rhythms accurately, using body percussion and instruments</li> <li>· how to follow a range of instructions together with the group (eg my turn, your turn, all together, start, stop, be quiet, listen)</li> <li>· how to explore a range of sounds and sound makers and different ways of playing percussion instruments.</li> <li>· the names of some simple percussion instruments and how to recognise their sound.</li> </ul> <p>[· possible opportunities for some to develop knowledge/skills through solos/small group vocal/instrumental performances.]</p>	<p>Warm-ups: Body percussion copycats, Be my echo, Walking in the jungle, Hey, hey.            Songs: Wheels on the bus, Head, shoulders, knees and toes, Hey, hey, Shake Sillies Out, Big red combine, In the Autumn, Grand Old Duke, If you're happy, Oh we can play on the...., The music man. 5 little monkeys, 5 little men, 5 little seeds, Old Macdonald, Rainbow Song            Name songs/chants: ****'s got a sheep on his head.            Instruments: Activities from Rhythm instruments book.            Tapping along to music with a strong beat using claves (eg Blaze Away) – mirroring leader, various playing techniques. Practising picking up and putting down on cue, ready position. 1, 2            Also maracas, bells and boomwhackers activities. Emphasis on correct usage and care, names of instruments and keeping the pulse.            Performance at the harvest festival.</p>	<p><b>Criteria:</b> Matching actions to songs, following instructions, tapping pulse, copying rhythms (reassessed later in year)  <b>Methods:</b> Observation  <b>Evidence:</b> Ipad recording, teacher's notes.</p>
<p><b>Autumn 2: CHRISTMAS/TIMBRE</b>  <b>I KNOW:</b></p> <ul style="list-style-type: none"> <li>· how to perform various simple songs and chants from memory, together with the group.</li> <li>· how to match actions to songs.</li> <li>· the names of some simple percussion instruments and how to recognise their sound.</li> <li>· how to follow a range of instructions (eg, my turn, your turn, all together, start, stop, be quiet, listen)</li> </ul>	<ul style="list-style-type: none"> <li>· Christmas Nativity Production Songs: learn, rehearse and perform including actions, standing up/sitting down at a given signal, focusing on big voices but not shouting, singing and doing the actions simultaneously, starting and ending music with silence, singing posture. Warm-ups to develop singing voice.</li> <li>· Listening quizzes: guess the instrument</li> <li>· Continue to explore musical instruments by incorporating into Nativity production where possible.</li> </ul>	<p><b>Criteria:</b> Singing songs from memory confidently with actions. Identifying 3 or 4 percussion instruments by name and sound.  <b>Methods:</b> Observation, quizzes.  <b>Evidence:</b> Ipad recording, teacher's notes.</p>
<p><b>Spring 1: TEMPO/DYNAMICS/DURATION</b>  <b>I KNOW:</b></p> <ul style="list-style-type: none"> <li>· how to distinguish between and control with percussion the following dimensions of music: fast/slow, loud/quiet, long/short (continued in Spring 2)</li> <li>· the meaning of the above words in relation to music.</li> <li>· how to change my voice to alter the effect of a song</li> <li>· how to perform simple songs/chants from memory, together with the group, accompanied and unaccompanied.</li> <li>· how to create simple musical representations of events, people, feelings and objects.</li> <li>· how to listen carefully to a range of sounds and music in various styles, including live as well as recorded music, and respond by talking about it or by using movements.</li> </ul>	<ul style="list-style-type: none"> <li>· Revise known songs</li> <li>· New songs to tie in with topic.</li> <li>· Warm-up songs to consolidate concepts eg 'This is my ____ voice' (copycats), 'Hey, hey, look at me, I am _____, can you see' (copycats)</li> <li>· Singing simple well-known songs in different ways, eg Head, Shoulders Knees and Toes fast/slow.</li> </ul> <p>TEMPO: Demonstrate with child walking slowly/running – compare the sounds. Tap along.</p> <ul style="list-style-type: none"> <li>· Bee/snail picture cards – play instruments according to which is shown</li> <li>· Walk in the woods (p.18 101 Activities) – also winter version (skiing)</li> <li>· Pass the beater round (fast slow pictures – emphasising waiting between sounds)</li> </ul> <p>DYNAMICS: Rainstorm (p.20 101 Activities)</p> <ul style="list-style-type: none"> <li>· Hush, don't wake the Baby up</li> <li>· Hotter/colder game (the nearer to the hidden object, the louder)</li> <li>· Shake them song, If you're happy and you know it tap your sticks, (p.18 101 Activities), Let me hear the music</li> <li>· Playing along to piano – fast/slow, loud/quiet, responding to what you hear. Also responding by slow/fast body movements to changing piano music.</li> <li>· Bouncy Balls (web-based noise meter) activities.</li> </ul> <p>DURATION: · Mountain Song - discuss long/short sounds</p> <ul style="list-style-type: none"> <li>· Hum/buzz/hiss til conductor's fingers come together to explain long sounds.</li> <li>· Find a way of making a short sound with the body, then a long one. All make these sounds together after 3/til fingers come together.</li> <li>· Listening to violin (quick demo – The Swan)</li> <li>· Violin: long and short sounds – show with hands, eyes open then closed (meets expectations)</li> <li>· Notate sequence of short/long sounds with dots and dashes on board.</li> <li>· Choose which of 2 sequences the violin is playing: ____ . . ____ or . ____ ____ . (exceeds expectations). Then do this activity in pairs.</li> </ul> <p>LISTENING: Music in various styles around the class topic. Ski Sunday theme, Skaters Waltz, Snow Prelude, The Snow is Dancing, Footprints in the Snow, Winter (Vivaldi)            Discuss what the music reminds them of and WHY (eg fast/slow, high/low etc)            · Play along to some of the listening music with own chosen sounds.</p>	<p><b>Criteria:</b> Distinguishing between long/short sounds            Controlling fast/slow and loud/quiet on percussion.  <b>Methods:</b> Observation, group quizzes (body action responses)  <b>Evidence:</b> Ipad recording, teacher's notes.</p>
<p><b>Spring 2: Shrove Tuesday, Easter, PITCH</b>  <b>I KNOW:</b></p> <ul style="list-style-type: none"> <li>· how to alternate between high and low sounds with percussion</li> <li>· how to control long and short sounds with percussion</li> <li>· how to my body can be used to make various sounds.</li> <li>· the meaning of the words high/low in relation to music.</li> <li>· how to recognise musical ideas represented as objects, cues, signs and symbols.</li> <li>· how to create simple musical representations of events, feelings, people and objects.</li> <li>· how to perform simple songs from memory – greater confidence</li> <li>· how to listen carefully to a range of sounds and music in various styles, including live as well as recorded music, and respond by talking about it or by using movements.</li> </ul>	<ul style="list-style-type: none"> <li>· Recap known songs</li> <li>· Other songs/instrumental sound effects tying in with topics</li> </ul> <p>MORE ON PITCH</p> <ul style="list-style-type: none"> <li>· 3 Little Pigs sounds on instruments to underline long/short/loud/different timbres (eg claves for short building sounds, stroking tambourines for long, blowing sounds, cymbals for loud, crashing sounds)</li> <li>· Making long/short sounds with instruments 'Some sounds are short' as a circle game.</li> </ul> <p>Pitch: High/low stretch/crouch game responding to piano.</p> <ul style="list-style-type: none"> <li>· Play hotter/colder hiding game (higher sounds for nearer, lower for far away.</li> <li>· Glockenspiels: finding Daddy Bear/Baby Bear high/low sounds.</li> <li>· Goldilocks sound effects on glockenspiels – high/middle/low voices for 3 bears, plus going up/down stairs, using picture notation on board. Prepare by playing "play the voices" – the children have to play the sound for whichever bear they see, then transition into playing high/low according to whether the teacher stretches high/low.</li> </ul> <p>Listening to music and responding:</p> <ul style="list-style-type: none"> <li>· Discuss various pieces of music in different styles to tie in with class topic and dimensions of music (fast/slow, high/low). Respond with music and movement, instrument activities, drawing?</li> </ul>	<p><b>Criteria:</b> Distinguishing between high/low sounds.            Alternating between high and low sounds on tuned percussion.  <b>Methods:</b> Observation, quizzes  <b>Evidence:</b> Ipad recording, teachers' notes</p>
<p><b>Summer 1: COMPOSING, PATTERNS, SINGING ALONE/IN SMALL GROUP.</b>  <b>I KNOW:</b></p> <ul style="list-style-type: none"> <li>· how music can contain patterns of sound.</li> <li>· how to use symbols/pictures to represent a simple pattern of sounds.</li> <li>· how to create a simple musical pattern/sequence (for example alternating two sounds)</li> <li>· how to create simple musical representations of events/people/feelings/objects</li> <li>· how to explore different ways of playing percussion instruments.</li> <li>· how to sing short, simple phrases in small groups/alone.</li> </ul>	<ul style="list-style-type: none"> <li>· Clap/stamp symbol activity. Notate own patterns by sticking down stamps/claps</li> <li>· Pattern song (Clap your hands and wriggle your fingers)</li> <li>· Composition activity: patterns to tie in with class topic (eg Giant and Jack if Jack and the Beanstalk is the story). Choose appropriate sounds and alternate in a pattern. Perform to the group.</li> <li>· Singing hello to the group in a small group or as a solo.</li> <li>· 2explore (Purple Mash) – make a sequence of sounds as a group, then encourage further exploration in class and at home (via ClassDojo message)</li> <li>· Mr Clickety Cane (solos)</li> <li>· Revise known songs.</li> <li>· New songs to tie in with topic or just for fun.</li> </ul>	<p><b>Criteria:</b> Choosing sounds to compose a simple musical pattern to represent two characters/ideas linked to class topic.            Singing short phrases in a small group or alone.  <b>Methods:</b> Observation, composition sheets  <b>Evidence:</b> Ipad recording, composition sheets</p>

<ul style="list-style-type: none"> <li>· how to distinguish between one sound and many combined.</li> </ul>		
<p><b>Summer 2: CONSOLIDATION, MORE CONFIDENCE IN SINGING, FINAL SHARING ASSEMBLY, PERFORMANCE SKILLS</b></p> <p><b>I KNOW:</b></p> <ul style="list-style-type: none"> <li>· how to recognise some simple contrasts in mood/character.</li> <li>· how to change my voice to alter the effect of a song</li> <li>· how to perform simple songs from memory confidently and accurately.</li> </ul> <p>[· Revisiting and embedding prior knowledge for greater mastery, including copying rhythms, keeping the beat, recognising percussion by name and sound, and singing alone or in small group.]</p>	<ul style="list-style-type: none"> <li>· Summer sharing assembly songs: learn, rehearse and perform including actions and instrumental sounds where appropriate.</li> <li>· Warm-ups to develop singing voice.</li> <li>· Listening to various pieces of music to tie in with topic, to include sharply contrasting sections.</li> </ul> <p>Respond with movement/facial expressions to reflect changes in character.</p> <ul style="list-style-type: none"> <li>· Revisit favourite songs from the year and activities with instruments. If time: Stories in sound to embed knowledge of dimensions of music and develop control with instruments.</li> <li>· Rhythm band activities from '101 Activities' book.</li> </ul>	<p><b>Criteria:</b> Recognising changes in character by matching movements to music. Singing with increasing confidence.</p> <p>Copying short rhythms with increased accuracy of duration and dynamics on percussion instruments.</p> <p><b>Methods:</b> Observation, quizzes</p> <p><b>Evidence:</b> Ipad recording, teachers' notes</p>