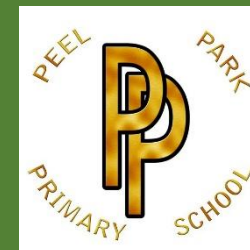


Music at Peel Park (Scheme - Kapow)



Autumn Term 1

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Exploring Sound</p> <p>Lesson Sequence: L1: Vocal sounds <u>L1: I can explore using voices to make a variety of sounds.</u></p> <p>L2: Body sounds <u>L1: I can explore how to use our bodies to make sounds.</u></p> <p>L3: Instrumental sounds <u>L1: I can explore the sounds of different instruments.</u></p> <p>L4: Environmental sounds</p>	<p>Pitch - Superheroes</p> <p>Lesson Sequence: L1: Recognising Sounds <u>L1: To identify high - and low-pitched sounds.</u></p> <p>L2: Pitch patterns <u>L1: To explore pitch by creating two-pitch patterns.</u></p> <p>L3: Changing tempo <u>L1: To demonstrate tempo changes.</u></p> <p>L4: Superhero theme tune</p>	<p>Call and response - Animals</p> <p>Lesson Sequence: L1: Animal sounds <u>L1: To create short sounds with varied dynamics that represent an animal.</u></p> <p>L2: Sound pattern safari <u>L1: To copy a short sound pattern.</u></p> <p>L3: Call and response <u>L1: To explore call and response using instruments.</u></p> <p>L4: Instrumental response</p>	<p>Creating compositions in response to an animation - Mountains</p> <p>Lesson Sequence: L1: Telling stories through music <u>L1: To tell a story from a piece of music through movement.</u></p> <p>L2: Creating a soundscape <u>L1: To create a soundscape using percussion instruments.</u></p> <p>L3: Story sound effects</p>	<p>Adapting and transposing motifs - Romans</p> <p>Lesson Sequence: L1: Here come the Romans <u>L1: To sing in tune and in time.</u></p> <p>L2: Musical motifs <u>L1: To understand what a musical motif is.</u></p> <p>L3: Motifs and mosaics <u>L1: To compose and notate a motif.</u></p> <p>L4: Motif development <u>L1: To develop and transpose a musical motif.</u></p>	<p>Blues</p> <p>Lesson Sequence: L1: History of the blues <u>L1: To know some features of blues music.</u></p> <p>L2: Playing a chord <u>L1: To play the first line of the 12-bar blues.</u></p> <p>L3: The 12-bar blues <u>L1: To be able to play the 12-bar blues.</u></p> <p>L4: Blues scale <u>L1: To be able to play the blues scale</u></p>	<p>Songs of World War II</p> <p>Lesson Sequence: L1: Singing for victory <u>L1: To use musical vocabulary to identify features of different eras of music.</u></p> <p>L2: The White Cliffs of Dover <u>L1: To improve accuracy in pitch and control for singing with expression and dynamics.</u></p> <p>L3: Pitch up <u>L1: To identify pitches within an octave when singing.</u></p>

<p><u>L1: I can identify sounds in the environment and differentiate between them.</u></p> <p>L5: Nature Sounds <u>L1: I can use my voice to imitate nature sounds.</u></p> <p>Autumn 2</p> <p>Celebration Music</p> <p>Lesson Sequence: L1: Diwali Music <u>L1: I can learn about music from another culture, particularly the festival of Diwali.</u></p> <p>L2: Hanukkah Music <u>L1: I can learn the names of some traditional Jewish musical instruments. I can learn about music from another culture, particularly the festival of Hanukkah.</u></p>	<p><u>L1: To create a superhero theme tune with a variety in tempo and pitch.</u></p> <p>L5: Final Performance <u>L1: To perform a piece of superhero music showing a change of pitch and tempo.</u></p> <p>L6: Unit Assessment</p>	<p><u>L1: To create sound patterns based on call and response.</u></p> <p>L5: Dynamics performance <u>L1: To perform different sound patterns with contrasting dynamics.</u></p> <p>L6: Unit Assessment</p>	<p><u>L1: To create a range of sounds to accompany a story.</u></p> <p>L4: Adding rhythm <u>L1: To compose and perform a rhythm to accompany a story.</u></p> <p>L5: Musical mountain <u>L1: To compose and notate a short melody to accompany a story.</u></p> <p>L6: Unit Assessment</p>	<p>L5: Combine and perform <u>L1: To combine and perform different versions of a musical motif.</u></p> <p>L6: Unit Assessment</p>	<p><u>on a tuned instrument.</u></p> <p>L5: Improvisation and the blues <u>L1: To be able to improvise with notes from the blues scale.</u></p> <p>L6: Unit assessment</p>	<p>L4: Harmonise <u>L1: To use knowledge of pitch to develop confidence when singing in parts.</u></p> <p>L5: Let's notate <u>L1: To be able to notate a melody using pitches up to an octave.</u></p> <p>L6: Unit Assessment</p>
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L3: Kwanzaa Music

L.I: I can learn about music from another culture, particularly the festival of Kwanzaa. I can find classroom objects to use as drums and play in response to African music.

L4: Traditional Christmas music

L.I: I can take part in a group song involving singing, voice sounds and playing instruments.

L5: Christmas action song

L.I: I can suggest appropriate actions to match song lyrics.

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Spring Term 1

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Big Band</p> <p>Spring 2</p> <p>Lesson Sequence: LI: What makes an instrument? <u>LI: I can say what a musical instrument is. I can use recyclable materials to create a simple representation of a musical instrument.</u></p> <p>L2: Introduction to orchestra <u>LI: I can learn what an orchestra is and know that there are four different groups.</u></p> <p>L3: Follow the beat <u>LI: I can copy and follow a beat.</u></p> <p>L4: Tuned and untuned instruments LI: I can experiment with</p>	<p>Sound patterns - Fairytales</p> <p>Lesson Sequence: LI: Character voices <u>LI: To explore and change dynamics using the voice.</u></p> <p>L2: Starting with instruments <u>LI: To experiment with creating different sounds using a single instrument.</u></p> <p>L3: Sound patterns <u>LI: To read simple rhythmic patterns comprising of one beat sounds and one beat rests.</u></p> <p>L4: Responding to music <u>LI: To play sound patterns in time with the pulse using a visual stimulus.</u></p>	<p>Instruments - Musical Storytelling</p> <p>Lesson Sequence: LI: Listening for dynamics and tempo <u>LI: To explore listening and analysing a piece of music in relation to a story.</u></p> <p>L2: Sound effects and dynamics <u>LI: To explore how music and sound effects can tell a story.</u></p> <p>L3: Creating a soundscape <u>LI: To select appropriate sounds to match events, characters and feelings in a story.</u></p> <p>L4: Using sound to represent events <u>LI: To suggest appropriate sounds to</u></p>	<p>Pentatonic melodies and composition - Chinese New Year</p> <p>Lesson Sequence: LI: Dragon Dance <u>LI: To learn about the music used to celebrate the Chinese New Year festival.</u></p> <p>L2: Pentatonic scale <u>LI: To play a pentatonic melody on a tuned percussion instrument.</u></p> <p>L3: Letter notation <u>LI: To write and perform a pentatonic melody.</u></p> <p>L4: Enter the dragon <u>LI: To perform a group composition.</u></p> <p>L5: Final Performance <u>LI: To perform a piece of music as a group.</u></p> <p>L6: Unit Assessment</p>	<p>Body and tuned percussion - Rainforests</p> <p>Lesson Sequence: LI: Pitter patter raindrops <u>LI: To identify structure and texture in music.</u></p> <p>L2: Rainforest body percussion <u>LI: To use body percussion.</u></p> <p>L3: The rhythm of the forest floor <u>LI: To create musical rhythms using body percussion.</u></p> <p>L4: The loopy rainforest <u>LI: To create simple tunes.</u></p> <p>L5: Sounds of the rainforest <u>LI: To build and improve a composition.</u></p>	<p>Looping and mixing</p> <p>Lesson Sequence: LI: Body percussion loops <u>LI: To play a simple looped rhythm from notation.</u></p> <p>L2: Mixing loops <u>LI: To explore how sound can be layered using loops.</u></p> <p>L3: Learning the original <u>LI: To play a melody line accurately and fluently.</u></p> <p>L4: Looping fragments <u>LI: To select a section of a tune and perform it as a loop.</u></p> <p>L5: Remix <u>LI: To combine loops to make a remix.</u></p>	<p>Theme and variations - Pop Art</p> <p>Lesson Sequence: LI: Pop Art and music <u>LI: To explore the musical concept of themes and variations.</u></p> <p>L2: The Young Person's Guide to the Orchestra <u>LI: To compare different variations in the piece The Young Person's Guide to the Orchestra.</u></p> <p>L3: Learning the theme <u>LI: To use complex rhythms to be able to perform a theme.</u></p> <p>L4: Exploring rhythms <u>LI: To play TIKI-TIKI, Ti-TIKI and TIKI-TI rhythms in ¾ time.</u></p>

<p>playing tuned and untuned instruments.</p> <p>L5: Big Band performance <u>LI: I can choose appropriate instruments to represent different parts of a song.</u></p>	<p>L5: Fairytale performance <u>LI: To show awareness of different roles when performing in a group performance.</u></p> <p>L6: Unit Assessment</p>	<p><u>represent parts of a story.</u></p> <p>L5: Musical story performance <u>LI: To perform a composition showing changes in tempo and dynamics.</u></p> <p>L6: Unit Assessment</p>		L6: Unit Assessment	L6: Unit Assessment	<p>L5: Picturing Pop Art <u>LI: To use music notation to create visual representations of TIKI-TIKI, Ti-TIKI and TIKI-TI rhythms.</u></p> <p>L6: Unit Assessment</p>
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Summer Term 1

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Music and Movement</p> <p>Lesson Sequence: L1: Action songs <u>LI: I can understand why songs have actions.</u></p> <p>L2: Finding the beat <u>LI: I can explore beat through body movements.</u></p> <p>L3: Exploring tempo <u>LI: I can express feelings and emotions through movement to music.</u></p>	<p>Dynamics - Seaside</p> <p>Lesson Sequence: L1: Vocal and body sounds <u>LI: To understand how music can be used to represent an environment.</u></p> <p>L2: Embodying the seaside <u>LI: To understand how music can represent changes in an environment.</u></p>	<p>Singing - On this island</p> <p>Lesson Sequence: L1: Seaside sounds <u>LI: To learn to sing a British folk song.</u></p> <p>L2: Countryside sounds <u>LI: To practise and perform a song relating to the countryside.</u></p> <p>L3: City Sounds <u>LI: To practise and perform a song relating to the city.</u></p>	<p>Traditional instruments and improvisation - India</p> <p>Lesson Sequence: L1: Introducing traditional Indian music and instruments <u>LI: To form an opinion of Indian music.</u></p> <p>L2: Indian music - Playing a rag <u>LI: To be able to improvise using given notes.</u></p>	<p>Changes in pitch, tempo and dynamics - Rivers</p> <p>Lesson Sequence: L1: The singing river <u>LI: To sing in two parts using expression and dynamics.</u></p> <p>L2: The listening river <u>LI: To recognise key elements of music.</u></p> <p>L3: The repeating river <u>LI: To perform a vocal ostinato.</u></p>	<p>South and West Africa</p> <p>Lesson Sequence: L1: Shosholoza a cappella <u>LI: To sing a traditional African song unaccompanied.</u></p> <p>L2: Playing Shosholoza <u>LI: To use tuned percussion to play a chord progression.</u></p> <p>L3: The Shosholoza show</p>	<p>Film Music</p> <p>Lesson Sequence: L1: Soundtracks <u>LI: To appraise different musical features in a variety of film contexts.</u></p> <p>L2: Scenes and sounds <u>LI: To identify and understand some composing techniques in film music.</u></p> <p>L3: Following the score</p>

<p>L4: Exploring tempo and pitch through dance <u>LI: I can explore pitch and tempo through scarf dancing and body movement.</u></p> <p>L5: Music and movement performance <u>LI: I can perform an action song to a small audience.</u></p>	<p>L3: Musical treasure hunt <u>LI: To explore using instruments body and voice to create a seaside soundscape.</u></p> <p>L4: Seaside story <u>LI: To identify how dynamics can reflect environments.</u></p> <p>L5: Seaside soundscape <u>LI: To create and represent sounds using symbols.</u></p> <p>L6: Unit Assessment</p>	<p>L4: Structured soundscape <u>LI: To create symbols to represent sounds.</u></p> <p>L5: Performing a composition <u>LI: To develop and perform a musical composition.</u></p> <p>L6: Unit Assessment</p>	<p>L3: Indian music - Adding a drone <u>LI: To be able to improvise using given notes.</u></p> <p>L4: Indian music - Introducing the tal <u>LI: To create a piece of music using a drone, rag and tal.</u></p> <p>L5: Indian music - Performing Anile vaa <u>LI: To perform a piece of music using musical notation.</u></p> <p>L6: Unit Assessment</p>	<p>L4: The percussive river <u>LI: To create and perform an ostinato.</u></p> <p>L5: The performing river <u>LI: To improve and perform a piece of music based around ostinatos.</u></p> <p>L6: Unit Assessment</p>	<p><u>LI: To use vocals or tuned percussion to perform a piece of music as an ensemble.</u></p> <p>L4: Drumming away to Africa <u>LI: To play call and response rhythms using percussion instruments.</u></p> <p>L5: Eight-beat breaks <u>LI: To create an eight-beat break to play within a performance.</u></p> <p>L6: Unit Assessment</p>	<p><u>LI: To use graphic scores to interpret different emotions in film music.</u></p> <p>L4: Composing for film <u>LI: To create and notate musical ideas and relate them to film music.</u></p> <p>L5: The soundtrack <u>LI: To play a sequence of musical ideas to convey emotion.</u></p> <p>L6: Unit Assessment</p>
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