


		<ul style="list-style-type: none"> - Invent retain and recall rhythmic patterns - Create music effects and short sequences in response to stimuli 				
listening / singing suggestions	<ul style="list-style-type: none"> Rhythm in the way we walk – Joanna Mangona Gustav Holst – <i>The Planets</i> Tubular Bells – Mike Oldfield Banana Rap – Jane Sebba Happy – Pharrell Williams When I'm 64 – The Beatles 	<ul style="list-style-type: none"> Boom-chick-boom – Chant Wild Man – Kate Bush Voice Foundation – Have you brought your whispering voice? Copy Kitten – Bance Mo Matchi (Song of the bees) – Trad. Bangladesh 	<ul style="list-style-type: none"> Your Imagination – Joanna Mangona and Pete Readman Supercalifragilisticexpialidocious – Sherman Brothers Pure Imagination – Leslie Bricusse and Anthony Newley Daydream Believer – The Monkees Rainbow Connection – Paul Williams and Kenneth Ascher A Whole New Whole – Alan Menken 	<ul style="list-style-type: none"> Fanfarra (Cabua-Le-Le) – Sergio Mendes I'm a Train – Voicelinks Dr Knickerbocker – Singing sherlock Hello, How are you? – Voices Foundation 	<ul style="list-style-type: none"> Rondo alla Turca – W.A. Mozart Rondo alla Turca Cover – Luca Stricagnoli Rondo alla Turca Cover – Vadrum Drumbone – blue man group Edinburgh Tattoo – top secret drum corps 	<ul style="list-style-type: none"> Runaway Blues – Ma Rainey Kye Kye Kule – Trad. Ghana An acre of land – Trad. England
Broken down objectives and suggested content	<p>Listening and appraising at the start of each lesson using suggested questions supplemented with teachers own questions.</p> <p>Warm-ups and rhythm games to build concentration and accuracy within the lesson. Bronze Silver and Gold challenges to test the children's accuracy. Teacher to use the tempo controller to increase and decrease the speed to change the challenge.</p> <p>Learn to sing "Rhythm in the way we walk" throughout the first 3 lessons</p> <p>Learn to sing "The Banana Rap" is lessons 4-6</p>	<p>I can play and explore percussion "What is percussion?" Establish the three main ways in which percussion can be played. Strike, Shake, Scrape</p> <p>Listen to a variety of percussive pieces and instruments from around the world and in each instance children identify how the percussion is being played.</p> <p>I can describe the difference between pulse and rhythm "What is pulse?" "What is rhythm?" – Key learning – the pulse is the steady pace of the song which does not change. -The rhythm is the pattern of long and short sounds and you progress through the song.</p> <p>I can repeat a simple musical phrase Call and response texture – leader to play and the ensemble to respond.</p> <p>Chant suggested Boom-chicka boom – start vocally then</p>	<p>Listening and appraising at the start of each lesson using suggested questions supplemented with teachers own questions.</p> <p>Warm-ups and rhythm games to build concentration and accuracy within the lesson.</p> <p>Learn to sing "Your imagination" throughout the first 3 lessons</p> <p>Include some untuned percussion to add to the song e.g. a large drum in the improvise section in lesson.</p> <p>Compose a short section have the children suggest pitches for the piano solo – encourage them to think about leaving gaps and see if they notice what that does to the rhythm.</p>	<p>Ton-beh – Rhythms from Burkina – Faso Pa-da-beh Pa-da-bay</p> <p>Can be mixed into a larger piece e.g. Ton-beh x 8 Pa-da-bay Pa-da-bey x 4 Ton-beh x 8 TON!</p> <p>Teach variations on both rhythms – substituting sounds and then adding silence.</p> <p>I can create a rhythm Simple composition using shape cards square = crotchet circle = 2 quavers</p> <p>Demonstrate some simple effects by adding other instruments – then see if the children can combine them to tell a story.</p> <p>"Let's all play our drum" game – using vocals first then the banana bell</p>	<p>I can explain why different shapes create different pitches</p> <p>"What is pitch?" Clear understanding of high and low demonstrate with a variety of instruments and their voices. Which boomwhackers create high and low sounds – compare to other instruments.</p> <p>Performing a variety of pieces and songs on the boomwhackers.</p> <p>Demonstrate simple compositions using the boomwhackers. e.g. using chords C,E,G – chord 1 F,A,C – chord 2 G,B,D – chord 3</p> <p>Chord 1 four times Chord 2 four times Chord 3 four times Rest for 4</p> <p>I can follow a simple graphic score Simple graphic score to follow chord 1 w/rhythm chord 2 w/rhythm chord 3 w/rhythm chord 4 w/rhythm</p> <p>Children could change the order of</p>	<p>What is rhythm and what is pitch? – explore both.</p> <p>Create a simple rhythm using Chrome music lab – start with the loop in 4 (little devils) What do the children notice about the amount of fields?</p> <p>Move on to the loop in 3 (the monkeys) what is different? What is the same?</p> <p>Melody making looking carefully at different shapes e.g a gradual wave, a wide spread going from high to low and how does that change the feel of the melody?</p> <p>Use the Kandinsky program to create a soundscape to accompany a picture.</p>

		<p>have the children start by vocally responding to respond by paying their percussion.</p> <p>Can I hear the ____? Children respond with yes you can!</p> <p>Advanced activity – multi-guiros Can I hear you shake/strike/scrape it? Children respond with yes you can! All on the same instrument.</p> <p>Creating simple rhythmic ostinati to loop over a 4 bar phrase.</p>			<p>chords to begin composing.</p> <p>Use an ostinato to move chords around. E.g. </p> <p>Use a chant e.g. hickory-dickory dock</p> <p>Extension – ton-beh with Boomwhackers Using djembes</p> <p>Extension – using xylophones to play a melody while the boomwhackers accompany.</p>	
Prior Learning & Understanding – ‘Why here, why now?’	The children have learned a variety of nursery rhymes and songs. In reception using Charanga this new song will continue to challenge them to improve their pitch and ability to hear pitch accurately.	The children have explored a variety of ways that percussion can be played in reception through the outdoor instruments and should have an idea that percussion can be played in variety of ways.	They have previously used Charanga this year and will now learn a new song as well as start to add some of their percussive skills from the previous module.	<p>The children are getting older and more responsible and are ready to start to experiencing the school’s djembes.</p> <p>Start with the drums on the floor and the children straddling the drum to produce an effective sound.</p>	<p>The children have explored larger piped instruments in the outdoor area so will have an idea of the difference that length and size of the resonator makes to the pitch of the instrument.</p> <p>They will also comfortably be able to grip the Boomwhackers and apply their rhythmic skills from previous modules.</p>	<p>The children have become digitally literate and are now capable of using technology to create audio for a purpose.</p> <p>They also have improved their ability to listen and build up their own idea of what they want to hear.</p>
Key Vocabulary	verse introduction outro pulse/beat rhythm posture relaxation	rhythm solo group call and response echo repeat ostinato cycle loud/soft fast/slow	verse chorus introduction outro pulse/beat rhythm posture relaxation	djembe Burkina Faso bass tone middle edge call and response dynamics posture relaxation	resonator pitch high low length resonator melody chord	loop tempo time signature melody ascending descending pitch attack
Resources Needed		tambours, guiros, triangles, agogos, multi-guiros, shakers, castanets, larger drums etc.		djembes, banana bell, caxixi	boomwhackers, larger drums, xylophones – extend ideas	laptops
Pupil Outcomes	<ul style="list-style-type: none"> - 2 learned songs which can be recapped later in the year. - Understanding of verses as a musical structure and that an introduction and outro can complete the song. - Improved accuracy and pitch when singing 	<ul style="list-style-type: none"> - Improved accuracy which playing and repeating a rhythmic pattern. - Understanding of the three ways in which percussion can be played. 	<ul style="list-style-type: none"> - New learned song to be recapped later in the year. - Understanding of what a verse and chorus are as a musical structure. - Improved accuracy and pitch when singing. 	<ul style="list-style-type: none"> - 2 new rhythms ton-beh and pa-da ba - Djembe technique bass and tone - They will have a clear understanding of call and response texture. - Story enhanced through percussion. 	<ul style="list-style-type: none"> - Children will accurately identify pitch. - Children will identify what pitch will be made by an instrument depending on the size of the resonator. - Children be able to accurately play tuned percussion in rhythm and at the appropriate time. 	<ul style="list-style-type: none"> - Children will use technology to create a loop. - Children will create a variety of melodies using technology. - Children will create a soundscape to accompany a visual.