**Foundation Subject Planning document**

| Seasons (Year 1) | | | |
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|  | Session 1  Seasonal Songs | Session 2  Seeds and Flowers | Session 3  The Cuckoo |
| Learning Objective: | To identify and respond to changes in pitch. | To listen and respond to pitch changes with  movement. | To listen and respond to a falling pitch signal. |
| Concept focus : | Pitch | Pitch | Pitch |
| Assessment: | B: During structured activities, long and short, high and low sounds are created and combined using voice and instruments.  A:There is some experimentation with combining long and short,  high and low sounds with voice and  instruments.  E:There is very effective  combinations of long and short,  high and low sounds using voice  and instruments. | B: With encouragement, a basic  melody is followed.  A:Generally, a basic melody is  followed accurately.  E:Basic melodies are followed  accurately. | B:There is some awareness of how to  alter pitch.  A:There are some good examples of  imitating changes in pitch.  E:Pitch changes are imitated  effectively. |
| Task ideas including differentiation: | **Activity 1**  Display and listen to Warm up and cool down chant and notice the changes in dynamics. (The voice gets louder towards summer, then quieter again towards winter.)  Join in with the chant, adding the body movements: move hands and arms apart and back to show the dynamic change.  Listen to *Warm up and cool down song*. Notice that this time the pitch changes. (The melody gets higher towards summer and lower towards winter.)  Join in singing the song, adding the body movements: rise from a crouch to a stretch and back to show the pitch change.  Play the backing track, performing the actions while singing the words ‘in your heads’.  **Activity 2**  Listen to *Listen at the window* and look at the image. Notice the sound effects that are made for each season:  – winter: whooooooo sliding up then down;  – spring: three high-pitched tweet sounds moving up in step;  – summer: three buzz sounds that do not change pitch;  – autumn: the words ‘rustling down’ moving down in step  Watch the movie demonstration of the song and notice how the pitch shape of the sound effect is drawn in the air. Watch again, all joining in with drawing the pitch shapes.  Learn the song, adding the vocal sound effects, and drawing their pitch shapes in the air.  When everyone is confident, perform the song and actions to the performance or backing track.  **Activity 3**  Learn to sing *Where are the winter boots?* Mime the actions to help remember the words. On the words ‘high shelf, middle shelf, down on the floor’, point up, ahead and down.  Listen to the high-, middle- then low-pitch chime bar clue and point to the corresponding shelf as you sing ‘here are the winter boots I wore last year’.  The song is performed three times – once for each shelf – high, middle, then low. Repeat to make sure all are confident at matching the action with the pitch.  Listen to Winter boots *Listening game*, looking at the image. At the end of each verse, all listen to the pitch of the chime bar clue and identify the shelf by pointing up, ahead or to the floor. (Answer: middle shelf; on the floor; high shelf)  Play the listening game yourselves. All sing the song with the backing track. You or a confident individual sings or plays the high-, medium- or low-pitched sound for the rest of the class to identify where the boots are | **Activity 1**  Listen to the song *Down go the seeds*, and join in with the suggested actions. How do they relate to the lyrics and the pitch movement? (The actions, lyrics and pitch all move downwards during the first three lines and all rise up for the last line)  Practise singing the song with the actions.  When the lyrics and actions are secure, perform the song three times through with the backing track:  – first time: sing without actions;  – second time: sing with actions;  – third time: actions only, listening to the song in your heads (internalising)  **Activity 2**  Listen to *Dig dig dig*. How do the flowers grow in the music at the end of the verse? (In little upward steps)  Play *Dig dig dig* as a circle game. Choose one child to be the gardener, who walks around the inside of the circle ‘planting’ the seeds, ‘watering’ them and watching them ‘grow’. The standing children pretend to be planted. They crouch down when pointed to, then they uncurl and grow, responding to the rise of pitch in the music after ‘watch the flowers grow’  Listen to *Dig dig dig listening game*, looking at the image. The flowers grow differently this time. Identify and match the endings to the display pictures. (First time, in little upward steps; second time, in bigger upward leaps; third time, fast slide up)  **Activity 3**  Briefly recap what you have learned about pitch (high, low, moving up, moving down etc) then listen to the song *Let the sun shine high*.  Listen again and invite children to respond to the pitch shape of the melody with hands or whole body actions, finding their own ways to express the pitch movement of the song. If any need support, you might lead with these movements:  – line 1: stretch high, crouch low;  – line 2: stay low, hands spread, palms facing the floor;  – line 3: repeat line 1;  – line 4: gradually rise to stretch high again. | **Activity 1**  Listen to the recording of a real cuckoo call, *Cuckoo call*, and discuss the pitch. (Two sounds; the second one lower in pitch than the first)  Listen to the song *Cuckoo in the tree*, and play this game. In an open space, children walk to the steady beat of the song. As soon as they hear the cuckoo call they stand still and wait for the singing to begin again.  Learn the song and when this is secure, play the game with the backing track. Remind children that the cuckoo call has two sounds, the second one lower than the first, and they only stop when they hear that signal. (Beware of false signals in the audio, e.g. two sounds on the same pitch)  **Activity 2**  Watch the movie demonstration of the game, *Answer the call*, then discuss how the game worked:  – a drum keeps the steady beat;  – everyone performs the chant, marking the beat with body percussion;  – the clapping continues until the cuckoo call is heard played by tuned percussion notes, G and E  Practise the chant and when secure, play the game yourselves, inviting two confident children to play the drum beat and the tuned percussion. (Conceal the instrument and player behind a screen to ensure everyone listens for the signal rather than watching.) Repeat to enable other children to perform the drum and tuned percussion parts.  Increase the challenge: instead of clapping until the cuckoo calls, each child performs one of the other body percussion sounds.  **Activity 3**  Listen to the *The Cuckoo (extract)* from *The carnival of the animals*. Explain that *The carnival of the animals* is a piece for orchestra by French composer, Saint-Saëns. It is a collection of short musical portraits of different animals including a cuckoo, a swan, a tortoise, and an elephant  Listen to the extract again with the instrument pictures on display. Which of the two instruments pictured do they think plays the cuckoo call? (Clarinet) How many other instruments are playing? (One; the piano) Ask if the music sounded as if the weather was stormy or calm, and why. (Calm – the music was quiet, slow and smooth) |
| Outcomes : | **Working Wall**  .  **Class book** | **Working Wall**  **Class book** | **Working Wall**  **Class book** |
| Resources : | * Music Express   voice  body percussion | * Music Express   voice  body percussion | * Music Express   voice  body percussion  instruments |
| Vocabulary: | •Dynamics - loud/quiet, louder/quieter •Pitch - high/low, higher/lower | •Pitch - high/low, higher/ lower, step, leap, slide | •Beat  •Pitch - high/low, higher/ lower, falling/rising |

**Foundation Subject Planning document**

| Travel (Year 2) | | | |
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|  | Session 1  Travel songs | Session 2  More travel songs | Session 3  Travel instruments |
| Learning Objective: | To respond to a song with movement. | To combine steady beats and rhythm to accompany a song. | To prepare and improve a performance using movement, voice and percussion |
| Concept focus : | Performance | Performing | Performing |
| Assessment: | B:With support from a teacher, instructions of when to play an  instrument are followed.  A:Instructions of when to play an  instrument are generally followed  correctly.  E:Instructions of when to play an  instrument are well understood  and-f-ollowed. | B:With support from a teacher, instructions of when to play an  instrument are followed.  A:Instructions of when to play an  instrument are generally followed  correctly.  E:Instructions of when to play an  instrument are well understood  and-f-ollowed. | B:With support from a teacher, instructions of when to play an  instrument are followed.  A:Instructions of when to play an  instrument are generally followed  correctly.  E:Instructions of when to play an  instrument are well understood  and-f-ollowed. |
| Task ideas including differentiation: | **Activity 1**  *Watch the movie demonstration of the song and actions for Simama kaa.*  *Stand in a circle to perform the actions for the repeating line, ‘ruka, ruka, ruka, simama kaa’. Explain that the meaning of each word in Swahili is the action:*  *– ruka: jump;*  *– simama: stand;*  *– kaa: sit down.*  *Can children guess what the words ‘tembea’ and ‘kimbia’ mean? (Walk and run)*  *All join in performing the song with the movie or performance track, performing the movements on the spot.*  **Activity 2**  Listen to the song Going to town on a bus, then ask which types of transport were mentioned. (Bus, train, bike, car) Discuss whether anyone came to school on these forms of transport and which would be the fastest or slowest journey.  Learn to sing the song. Draw attention to the rhyming words (e.g. ‘bus’ and ‘Russ’; ‘fare’ and ‘there’).  Ask the children to suggest actions for the song. Practise these whilst singing the song with the performance track. Perform the song with actions to the backing track.  **Activity 3**  Watch the *Accompaniment movie* to see the tuned percussion accompaniment to Going to town on a bus. Can anyone identify which word is sung when the pattern begins? (Bus.)  All practise singing the accompaniment notes to the words, ‘bus bus bus’, with *Accompaniment audio*. Invite a small group to play the accompaniment on tuned percussion, notes G and F. Use the movie demonstration for support if needed.  Perform the complete song with the backing track: a small group performs the accompaniment (singing or playing instruments) while the rest perform the song. (Make sure the accompaniment singers change their word each verse, i.e. ‘bus bus bus’ becomes ‘train train train’, etc.)  Repeat so that other children have turns at singing or playing the accompaniment | **Activity 1**  All stand in a circle to revise the song and movements of *Simama kaa* (on your own or with the audio support).  Learn the three *Simama kaa* accompaniments on body percussion using the *Accompaniments* audio or video for support:  – accompaniment 1: tap the beat on your knees;  – accompaniment 2: tap on different parts of the body the rhythm of the words ‘simama kaa’, ‘tembea’ and ‘kimbia’ each time they are sung;  – accompaniment 3: tap chest for the rhythm of the words ‘ruka ruka ruka’ each time they are sung  When all are confident, invite three small groups to transfer the patterns onto percussion instruments. Allocate a different instrument for each pattern. Rehearse each group individually.  Practise combining the rhythms and the beat to accompany the rest of the class as they perform the song and movements. Use the backing track for support if you wish.  **Activity 2**  Tell the class that they are going to listen to a piece of music called *Short ride in a fast machine*. Ask them to think about the following as they listen then discuss their ideas:  – how the music describes the ride (e.g. very fast, loud and exciting; swooping up and down in places; fast, repetitive steady beats giving the impression of movement);  – what fast machine they imagine it to be about (e.g. train, racing car, spaceship, plane...).  Watch the movie *Train ride*, which has *Short ride in a fast machine* as its soundtrack. Did the music work well with the train ride? Why? Why not? Would it work well with a roller coaster?  Watch the movie *Roller coaster ride* and discuss whether the music would work well with it. (There are no right or wrong answers, but the music has a constant steady beat, whereas the roller coaster speeds up and slows down.)  **Activity 3**  Divide the class into four instrumental groups: claves; shakers; cymbals; drums. Explain the game *Our short ride*:  – all listen to the *Performance*, each group with its instruments in front of them ready to play;  – verses 1–4: each group joins the ride for their verse, playing the steady beat on their instrument as soon as it is named;  – verse 5: all groups rejoin the ride playing the steady beat and keeping in time as it speeds up then slows to a stop.  Practise the game a couple of times with the performance track. Can children keep the steady beat in time with the changing tempo and finish together when the ride stops?  Lead the game yourself with the backing track, choosing your own order for the four groups. | **Activity 1**  Listen to *Short ride in a fast machine*. Ask children to describe how the music starts (a steady beat played on claves followed by fast repeated rhythms on other instruments).  Listen again, and ask children to identify when they hear drum sounds by playing imaginary drums when they hear them in the music  **Activity 2**  Use the four teaching tracks and the image to learn patterns in four small groups. When each group is confident repeating their pattern individually, practise combining them. You or a confident individual counts a steady beat while groups 1 and 2 repeat their patterns over and over in time with it.  When groups 1 and 2 are secure, add groups 3 and 4. They repeat their patterns at intervals instead of continuously – either you or a confident child from each group indicates when to play. Repeat the activity to enable different children to have a go performing the different instrument ideas.  **Activity 3**  Display *Theme park* and discuss each of the rides shown.  Ask children to suggest sounds for each ride (e.g. regular clicking sounds changing speed for the train; splashes and drips for the water ride; quiet, scary sounds for the ghost train). Explore making the sounds on instruments.  Divide the class into small groups, one for each ride, each with appropriate instruments. Conduct an improvised performance of a trip to a theme park, pointing to each ride on the score in your own order. When their ride is pointed at, each group improvises sounds on their instruments until you move on to the next ride. Choose a child to conduct.  Record or film the performance and listen back. Discuss the successful ways the music described a trip to a theme park. |
| Outcomes : | **Working Wall**  .  **Class book** | **Working Wall**  **Class book** | **Working Wall**  **Class book** |
| Resources : | * Music Express   voice  body percussion | * Music Express   voice  body percussion | * Music Express   voice  body percussion  instruments |
| Vocabulary: | •Beat  •Rhythm  •Accompaniment | •Beat  •Rhythm  •Tempo  •Dynamics  •Accompaniment | •Beat  •Rhythm  •Ostinato  •Timbre  •Score  •Improvisation |