

LOs	Activities	Differentiated activities			Resources /vocab
<p>4a to listen with attention to detail and recall sounds with increasing aural memory</p> <p>3a analyse and compare sounds</p> <p>(1-2 lessons)</p>	<p>To listen carefully and to develop aural memory</p> <p>Rhythm-clapping as a starter.</p> <p>Aural test, using pitch recognition using 2 and 3 notes, duration between crotchets and minims, and differentiation of melodies and chords</p>	<p>Begin to recognise rhythm and pitch</p> <p><i>I can differentiate between long and short sounds</i></p>	<p>recognise rhythm and pitch</p> <p><i>I can recognise high and low pitch</i></p>	<p>recognise rhythm and pitch, and differentiate melody</p> <p><i>I can hear differences in melodies</i></p>	<p>OHP sheets, piano, books, pencils</p> <p><i>Aural, melody, pitch, rhythm</i></p>
<p>5b responding to a range of musical and non-musical starting points</p> <p>(1-2 lessons)</p>	<p>Group work based on using words as rhythms</p> <p>Use word-patterns based on words connected to ancient Greece e.g. Zeus, Hercules, Poseidon, Ares, Nike, Hermes and Hades, Olympus. Clap the rhythms through first, then use asstd perc insts from group boxes. Can chn keep to a regular pulse?</p> <p>In groups class produce music to illustrate space.</p> <p>Going on to using rhythm boxes for composition and performance, using music notation based on the space word rhythms.</p>	<p>Clap and play the words.</p> <p><i>I can improvise repeated patterns and combine several layers of sound with awareness of the combined effect.</i></p>	<p>Clap and play the rhythms to a steady pulse</p> <p><i>I can improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within musical structures.</i></p>	<p>Clap and play the insts to a steady pulse and suggest ideas for playing.</p>	<p>asstd insts, WB, rhythm boxes,</p> <p><i>rhythm, improvise, pulse</i></p>
<p>1a sing songs, in unison and 2 parts, with clear diction, control of pitch, a sense of phrase and musical expression</p>	<p>To learn and sing a Greek song in 2 parts</p> <p>Learn to sing “<i>Sailing to Paro</i>”, compose instrumental accompaniment using asstd perc insts</p>	<p>Sing the song</p> <p><i>I can sing in tune</i></p>	<p>Sing the song with good diction, suggest accompaniment ideas</p> <p><i>I can sing in tune with expression</i></p>	<p>Sing the song with good diction and intonation, suggest and perform accomp. ideas</p> <p><i>I can sing in tune with expression</i></p>	<p><i>Sailing to Paro</i> words on OHP, asstd perc insts, <i>Harmony, tune, diction, melody</i></p>
<p>3b explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary</p> <p>4d how time and place can influence the way music is created,</p>	<p>To focus listening</p> <p>Class to listen to <i>Zorba the Greek</i>, looking at Greek instruments, old and new.</p> <p>Create a dance to the music</p>	<p>listen to the music and identify some features e.g. mood, tempo etc.</p> <p><i>I can recognise how the different musical elements</i></p>	<p>listen to the music and identify several features e.g. mood, timbre, dynamics, tempo etc.</p> <p><i>I can recognise how the different musical elements are</i></p>	<p>listen to the music and identify the features e.g. mood, timbre, dynamics, texture, tempo etc.</p> <p><i>I can describe, compare and evaluate different kinds of</i></p>	<p>CD, player, my music sheets, features of music on IWB, CD templates,</p> <p><i>Dynamics, timbre, pitch, tempo,</i></p>

performed and heard (e.g. occasion and venue)		<i>are combined and used expressively</i>	<i>combined and used expressively</i>	<i>music using an appropriate musical vocabulary.</i>	<i>crescendo, rhythmic</i>
to begin an understanding of music notation, using 2 and 3 line staves	<p>Using representations of the glock onto a 3-line staff. Can chn sing the notes? Use Kodaly hand signs. Chn then play them, on glocks or keyboards.</p> <p>Can some of the chn play their melodies to the rest of the class? How well did I do today? Did I work well with my partner? What did I think of my melody? Is my music composing neat?</p> <p>Homework – chn to write their own melodies.</p>	Sing and play the notes with practice.	Sing and play the notes correctly, and write their own melody.	Sing and play the notes correctly to a steady pulse, and write their own melodies.	<p>IWB, notation cards, glocks and chime bars, books, pencils,</p> <p><i>Notation, pulse, beat, scale, melody,</i></p>