

## Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Music – Glockenspiel	Year: Phase 1 - Year A – Unit 3/3
NC/PoS:	
<ul style="list-style-type: none"><li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li><li>• Play tuned and untuned instruments musically</li><li>• Listen with concentration and understanding to a range of high-quality live and recorded music</li><li>• Experiment with, create, select and combine sounds using the interrelated dimensions of music</li></ul>	
Expected Prior Learning (what pupils already know and can do)	
<ul style="list-style-type: none"><li>- Know how to sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch (Hello, how are you?/Boom chicka boom/Jelly on a plate/ there was an old lady who swallowed a fly/count on me/the bare necessities)</li><li>- Know how to play un-tuned percussion (tambourine and shakers)</li><li>- Know how to listen to live and recorded music and make simple comments on the voices and music (Butterfly Study and what a wonderful world)</li><li>- Know how to use a variety of instruments to add music to a story (Three billy goats gruff)</li></ul>	
End Points (what pupils MUST know and remember)	
<ul style="list-style-type: none"><li>• Know how to sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch (Hello, how are you?/Boom chicka boom/Jelly on a plate/There’s a hole in my bucket/oats and beans and barley grow/Can’t stop the feeling (mainly the chorus))</li><li>• Know how to play two songs on the glockenspiel (There’s a hole in my bucket and Mary had a little lamb)</li><li>• Know how to listen to live and recorded music, identify dynamics and make simple comments on the voices and music (Night ferry – Anna Clyne, Hound dog – Elvis Presley)</li><li>• Know how to use a variety of instruments to add music to a theme (Animals)</li></ul>	
Key Vocabulary	
Glockenspiel, tempo, mallet, dynamics, tune, melody	
Recommended resources:	
<ul style="list-style-type: none"><li>• Instruments: Glockenspiels</li><li>• Online Resources: Song track.</li></ul>	
Curriculum connections:	
<ul style="list-style-type: none"><li>• Maths: Counting beats and patterns.</li><li>• Science: Exploring vibration and sound production.</li><li>• Literacy: Rhyming songs and storytelling through music.</li></ul>	
Careers opportunities:	
<ul style="list-style-type: none"><li>• Musician</li><li>• Composer</li><li>• Music Teacher</li><li>• Sound Engineer</li><li>• Conductor</li><li>• Performer (instrumentalist, vocalist)</li><li>• Songwriter</li><li>• Sound designer</li><li>• Music therapist</li></ul>	
Session 1:	

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### Recap prior learning

Djembe origin and how it works (skin and air vibrates to create sound when you bounce your hand).

### AfL

Reassess anyone who didn't meet the end points of the prior unit of work.

### Listening

Listen to Night Ferry by Anna Clyne

Clyne took some ideas from the suffering of the composer Schubert. (Contemporary of Beethoven) The illness shadowed Schubert throughout his adulthood, and it impacted and inspired his art dramatically. His friends report that in its most troublesome form, he suffered periods of "dark despair and violent anger"

### Singing

Vocal warm up: Hello, how are you?/Boom chicka boom/Jelly on a plate  
Experiment with changing the tempo

Learn new song - Oats and beans and barley grow

Traditional British and American folk song – 1380

<https://www.youtube.com/watch?v=K9fDuoCJQ5E>

### Musicianship

Introduce the glockenspiel and explore the different pitches that the keys make. Explore increasing and decreasing the pitch. Encourage children to have the beater (mallet) bounce gently off the key. Find the big c then start with doing 4 bounces. Then repeat with the keys d and e. Practise playing them in random orders ensuring the children are bouncing their beater off the keys gently. For any children that are struggling use the smaller glockenspiels that can be deconstructed, pull out the 3 keys that are being used.

Vocabulary: Glockenspiel, tempo

### Session 2:

### Recap prior learning

Recap the 3 keys we learned last week, c, d, e. Remind the children they should bounce their beaters.

### AfL

Reassess anyone that couldn't change the tempo while singing.

Reassess anyone that couldn't bounce the beater or identify the 3 keys.

### Listening

Listen to Night Ferry by Anna Clyne

This is a piece that describes feelings on a journey. Can you think of some words to describe the feelings expressed or the type of journey described?

### Singing

Vocal warm up: Hello, how are you?/Boom chicka boom/Jelly on a plate  
Experiment with changing the tempo

Continue to learn new song - Oats and beans and barley grow

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Traditional British and American folk song – 1380  
<https://www.youtube.com/watch?v=K9fDuoCJQ5E>

Start to learn There's a hole in my bucket.  
Traditional, folksy. Originated in Germany in 1700.  
<https://www.youtube.com/watch?v=59cIISN9ByE>

### **Musicianship**

Recap the work from the prior lesson. Practise playing the following combinations of notes c, d, e and c, c, d. Ensure the children can play them seamlessly increasing the speed as you go along. Say as you play.

Vocabulary:

### **Session 3:**

#### **Recap prior learning**

Remind the children of playing the notes c, d and e.

#### **AfL**

Reassess anyone that couldn't change the tempo while singing.  
Reassess anyone that couldn't bounce the beater or identify the 3 keys.

#### **Listening**

Listen to Night Ferry by Anna Clyne  
How does this piece start? (with a quite driving rhythm – with the drums) Then other instruments come in first horns with long notes and then other themes on other instruments.

#### **Singing**

Vocal warm up: Hello, how are you?/Boom chicka boom/Jelly on a plate  
Experiment with changing the tempo

Practise - Oats and beans and barley grow  
Traditional British and American folk song – 1380  
<https://www.youtube.com/watch?v=K9fDuoCJQ5E>

Continue to learn There's a hole in my bucket.  
Traditional, folksy. Originated in Germany in 1700.  
<https://www.youtube.com/watch?v=59cIISN9ByE>

Start to learn 'Can't stop the feeling' Justin Timberlake  
Soul music, Children's Music, Dance/Electronic, Pop  
<https://www.youtube.com/watch?v=VUdeIFQtDYU>

### **Musicianship**

Begin to play the 3 notes from the prior lessons in groups of 4 e.g ccde, ddde, cdec etc.  
Ensure the children say the notes as they play.

### **Composing**

Children should use the 3 notes we have been practising and create their own combinations of 4, practise their combinations and share them with the class.

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Vocabulary:

### Session 4:

#### Recap prior learning

Remind the children of playing the notes c, d and e.

#### AfL

Reassess anyone that couldn't change the tempo while singing.

Reassess anyone that couldn't bounce the beater or identify the 3 keys.

#### Listening

Listen to Night Ferry by Anna Clyne

Can you hear high longer notes (woodwind) and angry grumbling notes (piano and drums)? Why do you think the composer did this?

Can you hear a tune or melody? (no!, there are some themes - short musical ideas, but no memorably melody)

#### Singing

Vocal warm up: Hello, how are you?/Boom chicka boom/Jelly on a plate

Experiment with changing the dynamics

Practise - Oats and beans and barley grow

Traditional British and American folk song – 1380

<https://www.youtube.com/watch?v=K9fDuoCJQ5E>

Continue to learn There's a hole in my bucket.

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#### Musicianship

Practise finding the c, d, and e notes from last lesson. Play first line of 'There's a hole in my bucket'. Start with the first few notes then build up. When well practised get each table to play the tune for the other children to listen to.

Vocabulary: dynamics, tune, melody

### Session 5:

#### Recap prior learning

Remind the children of playing the notes c, d and e and the first line of there's a hole in my bucket.

#### AfL

Reassess anyone that couldn't change the dynamics while singing.

Reassess anyone that couldn't bounce the beater or identify the 3 keys.

#### Listening

Listen to Night Ferry by Anna Clyne

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At 1 minute 40sec there is a change in the music. What happens? The driving rhythm stops and there is different music with lots of notes running up and down on different instruments. At 3 minutes can you describe what happens in the music? The music dies down and there are lots of falling (descending) note patterns. There are some long low notes from wind instruments and then the driving rhythm carries on but there are some hiccups can you hear where the rhythm breaks but then carries on?

### Singing

Vocal warm up: Hello, how are you?/Boom chicka boom/Jelly on a plate  
Experiment with changing the dynamics

Practise - Oats and beans and barley grow

Traditional British and American folk song – 1380

<https://www.youtube.com/watch?v=K9fDuoCJQ5E>

Continue to learn 'There's a hole in my bucket'.

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### Musicianship

Practise the first line of 'There's a hole in my bucket'. Play second line of 'There's a hole in my bucket'. When well practised get each table to play the tune for the other children to listen to.

Vocabulary:

### Session 6:

#### Recap prior learning

Remind the children of playing the notes c, d and e and the first two lines of there's a hole in my bucket.

#### AfL

Reassess anyone that couldn't change the dynamics while singing.

Reassess anyone that couldn't bounce the beater or identify the 3 keys.

#### Pre-teach vocab

Dynamics – loud or quiet

#### Listening

Listen to Butterfly Study – Chopin

Chopin didn't call it the Butterfly study - other people came up with that name. Can you hear why? How is it like a butterfly?

### Singing

Vocal warm up: Hello, how are you?/Boom chicka boom/Jelly on a plate

Experiment with changing the dynamics

Practise - Oats and beans and barley grow

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### Musicianship

Practise playing all of 'There's a hole in my bucket' as a whole class. If the children are proficient with this, have half the class play the glockenspiel whilst the other half sing then swap.

Vocabulary:

### Session 7:

#### Recap prior learning

Remind the children of playing the notes c, d and e and the first two lines of there's a hole in my bucket.

#### AfL

Reassess anyone that couldn't change the dynamics while singing.  
Reassess anyone that couldn't bounce the beater or identify the 3 keys.

#### Pre-teach vocab

Dynamics – loud or quiet

#### Listening

Listen to hound dog by Elvis Presley  
"Hound Dog" was originally a twelve-bar blues song written by Jerry Leiber and Mike Stoller. It was first recorded by Big Mama Thornton on August 13, 1952. Presley's version, which sold about 10 million copies globally, was his best-selling song and "an emblem of the rock 'n' roll revolution". It was simultaneously number one on the US pop, country, and R&B charts in 1956, and it topped the pop chart for 11 weeks—a record that stood for 36 years.

#### Singing

Vocal warm up: Hello, how are you?/Boom chicka boom/Jelly on a plate  
Experiment with changing the dynamics

Practise - Oats and beans and barley grow  
Traditional British and American folk song – 1380  
<https://www.youtube.com/watch?v=K9fDuoCJQ5E>

Practise There's a hole in my bucket.  
Traditional, folksy. Originated in Germany in 1700.  
<https://www.youtube.com/watch?v=59cIISN9ByE>  
Begin to allow the children to sing the two separate parts (boys vs girls, or one half vs the other half of the class)

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Continue to learn 'Can't stop the feeling' Justin Timberlake  
Soul music, Children's Music, Dance/Electronic, Pop  
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### Musicianship

Recap exploring increasing and decreasing the pitch. Encourage children to have the beater bounce gently off the key. Recap the c, d, e notes and play 'there's a whole in my bucket'. Introduce the 'g' note.

Vocabulary:

### Session 8:

#### Recap prior learning

Remind the children of playing the notes c, d and e and the first two lines of there's a hole in my bucket.

#### AfL

Can the children play there's a hole in my bucket?  
Can some children sing along to the song?

#### Listening

Listen to hound dog by Elvis Presley  
How does the song start? (It goes straight in with male vocals)  
What can you hear? (Male vocals, clapping and the instruments used in this songs are guitars, drums, keyboards and bass.)

#### Singing

Vocal warm up: Hello, how are you?/Boom chicka boom/Jelly on a plate  
Experiment with changing the dynamics

Practise - Oats and beans and barley grow  
Traditional British and American folk song – 1380  
<https://www.youtube.com/watch?v=K9fDuoCJQ5E>

Practise There's a hole in my bucket.  
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Begin to allow the children to sing the two separate parts (boys vs girls, or one half vs the other half of the class)

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### Musicianship

Recap the work from the prior lesson and play 'There's a hole in my bucket'. Practise edcd, eee, ddd, egg, edcd, eeee, dded, cd. Ensure the class play it at the same speed and in harmony.

Vocabulary:

**Session 9:**

**Recap prior learning**

Remind the children of playing the notes c, d and e and the first two lines of there's a hole in my bucket.

**AfL**

Can the children play there's a hole in my bucket?  
Can some children sing along to the song?

**Listening**

Listen to hound dog by Elvis Presley  
Discuss the tempo of the song. (The song has a quick tempo)

**Singing**

Vocal warm up: Hello, how are you?/Boom chicka boom/Jelly on a plate  
Experiment with changing the dynamics

Practise - Oats and beans and barley grow  
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**Musicianship**

Play first line of 'Mary had a little lamb'. Start with the first few notes then build up. When well practised get each table to play the tune for the other children to listen to.

Vocabulary:

**Session 10:**

**Recap prior learning**

Remind the children of playing the notes c, d and e and the first two lines of there's a hole in my bucket.

**AfL**

Can the children play there's a hole in my bucket?  
Can some children sing along to the song?

**Listening**

Listen to hound dog by Elvis Presley  
What happens at 49s-1m5? (There is an instrumental section)  
Is there another time in the song when the singing stops but the music continues?  
(1m21)



### **Singing**

Vocal warm up: Hello, how are you?/Boom chicka boom/Jelly on a plate  
Experiment with changing the dynamics

Practise - Oats and beans and barley grow  
Traditional British and American folk song – 1380  
<https://www.youtube.com/watch?v=K9fDuoCJQ5E>

Practise There's a hole in my bucket.  
Traditional, folksy. Originated in Germany in 1700.  
<https://www.youtube.com/watch?v=59cIISN9ByE>  
Begin to allow the children to sing the two separate parts (boys vs girls, or one half vs the other half of the class)

Practise 'Can't stop the feeling' Justin Timberlake  
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### **Musicianship**

Play second line of 'Mary had a little lamb'. Start with the first few notes then build up.  
When well practised get each table to play the tune for the other children to listen to.

### **Composing**

This builds on the in the garden unit from reception. Allow children the freedom to select their own instruments to represent some animals that have been discussed. In groups of 5/6, ask the children to put the animal noises in an order, any order is fine, allow them to choose. Use the symbol cards to play along to. (<https://www.twinkl.co.uk/resource/ks1-animal-themed-music-symbol-cards-t-mu-1668755557>) Challenge the children to make sets of 4 (red-squir-rel-whale or rab-bit-dol-phin etc) Children could begin to create their own simple narrative if confident – especially the year 2 children. They have played along to stories and narratives since nursery so have heard/seen it being done. Year 2 to play in a specific rhythmic patterns and draw with graphic score, choice of tuned and untuned.

Vocabulary:

### **Session 11:**

#### **Recap prior learning**

Remind the children of playing the notes c, d and e and the first two lines of there's a hole in my bucket.

#### **AfL**

Can the children play there's a hole in my bucket?  
Can some children sing along to the song?

#### **Listening**

Listen to hound dog by Elvis Presley  
How does the song end? (The singing ends just before the end but the drums do a small solo at the very end)

### **Singing**

Vocal warm up: Hello, how are you?/Boom chicka boom/Jelly on a plate

Experiment with changing the dynamics

Practise - Oats and beans and barley grow

Traditional British and American folk song – 1380

<https://www.youtube.com/watch?v=K9fDuoCJQ5E>

Practise There's a hole in my bucket.

Traditional, folksy. Originated in Germany in 1700.

<https://www.youtube.com/watch?v=59cIISN9ByE>

Begin to allow the children to sing the two separate parts (boys vs girls, or one half vs the other half of the class)

Practise 'Can't stop the feeling' Justin Timberlake

Soul music, Children's Music, Dance/Electronic, Pop

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### **Musicianship**

Recap playing first line. Recap playing the second line. Play first and second line of 'Mary had a little lamb' together and add the third line. Then play all of it together lines 1, 2, 3, 1, 2, 4.

### **Composing**

This builds on the in the garden unit from reception. Allow children the freedom to select their own instruments to represent some animals that have been discussed. In groups of 5/6, ask the children to put the animal noises in an order, any order is fine, allow them to choose. Use the symbol cards to play along to. (<https://www.twinkl.co.uk/resource/ks1-animal-themed-music-symbol-cards-t-mu-1668755557>) Challenge the children to make sets of 4 (red-squir-rel-whale or rab-bit-dol-phin etc) Children could begin to create their own simple narrative if confident – especially the year 2 children. They have played along to stories and narratives since nursery so have heard/seen it being done. Year 2 to play in a specific rhythmic patterns and draw with graphic score, choice of tuned and untuned.

Vocabulary:

### **Session 12:**

#### **Recap prior learning**

Remind the children of playing the notes c, d and e and the first two lines of there's a hole in my bucket.

#### **AfL**

Can the children play there's a hole in my bucket?

Can some children sing along to the song?

#### **Listening**

Listen to hound dog by Elvis Presley

What is the tone/mood of the song? (upbeat, happy, energetic, makes you want to dance)

#### **Singing**

Vocal warm up: Hello, how are you?/Boom chicka boom/Jelly on a plate

Experiment with changing the dynamics

Practise - Oats and beans and barley grow

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Practise 'Can't stop the feeling' Justin Timberlake

Soul music, Children's Music, Dance/Electronic, Pop

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### Musicianship

Play 'Mary had a little lamb' again and allow children time to practise in groups – The children don't need to sing at the same time but if they are playing the tune well you could have half play and half sing then swap.

### Composing

This builds on the in the garden unit from reception. Allow children the freedom to select their own instruments to represent some animals that have been discussed. In groups of 5/6, ask the children to put the animal noises in an order, any order is fine, allow them to choose. Use the symbol cards to play along to. (<https://www.twinkl.co.uk/resource/ks1-animal-themed-music-symbol-cards-t-mu-1668755557>) Challenge the children to make sets of 4 (red-squir-rel-whale or rab-bit-dol-phin etc) Children could begin to create their own simple narrative if confident – especially the year 2 children. They have played along to stories and narratives since nursery so have heard/seen it being done. Year 2 to play in a specific rhythmic patterns and draw with graphic score, choice of tuned and untuned.

Vocabulary:

Future learning this content supports:

Phase 2 keyboards – the children will play the same songs on the keyboard to support learning the keys.