

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

Subject: Music – Un-tuned percussion      Year: Phase 1 - Year A – Unit 2/3	
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 (Mary had a little lamb/Firework/Jingle bells)</li><li>• Know how to play along to songs on the djembe (Kye kye kule)</li><li>• Know how to listen to live and recorded music and make simple comments on the voices and music (Kye kye kule and trepak from the nutcracker)</li><li>• Know how to use a variety of instruments to add music to a scene (A stormy day and a rocket launch)</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 (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 tempo and pitch of 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 percussion instruments to add music to a story (Three billy goats gruff)</li></ul>	
Key Vocabulary Beat, tempo, body percussion, dynamics, Pulse, rhythm, pattern, chant, call and response, graphic score, un-tuned instrument	
Recommended resources: <ul style="list-style-type: none"><li>• Body percussion videos</li><li>• Songs: <i>Under the Sea</i>, <i>One Moment One People</i>, <i>Down by the Bay</i></li><li>• Classical listening: <i>In the Hall of the Mountain King</i> – Grieg; <i>Spring</i> – Vivaldi</li><li>• Un-tuned instruments: tambourines, maracas, woodblocks, shakers, hand drums</li><li>• Printable stick notation/graphic scores</li><li>• Pictures and stories for composition prompts (e.g., Three billy goats gruff)</li></ul>	
Curriculum connections: <ul style="list-style-type: none"><li>• English: Explore rhythm through rhymes and chants</li><li>• Phase 1 year A autumn – The children compose music to the story three billy goats gruff, which they read and retell in the autumn term.</li><li>• Phase 1 year A spring – The children learn to recite the poem, there was an old lady who swallowed a fly, this unit of work supports it by teaching the children to sing the song.</li><li>• PSHE: Working together through group composition</li><li>• Science: Exploring how sound is made (vibration and materials)</li></ul>	
Career opportunities: <ul style="list-style-type: none"><li>• Percussionist</li><li>• Sound Designer</li><li>• Conductor</li></ul>	

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- Music Therapist
- Composer

### Session 1:

#### 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 Butterfly Study – Chopin

Chopin wrote this short piece or study to help pianists get better at playing the piano. Chopin didn't call it the Butterfly study - other people came up with that name.

#### Singing

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

Begin to learn There was an old woman who swallowed a fly

Original composer – Alan Mills

Children's rhyme, nonsense song

Listen to the song and learn the first half up to swallowing the cat.

[https://www.youtube.com/watch?v=J0\\_4hkfR7WE](https://www.youtube.com/watch?v=J0_4hkfR7WE)

#### Musicianship

Discuss how we can make noises with our bodies (tap head, pat knees, stamp feet, clap hands, click tongue, snap fingers). This is called body percussion. Practise each of these movements counting to 4 to keep the pulse. Children to continue to practise these in pairs as the teacher assesses that everyone can make noises with their body and can do so in a 4/4 time signature. Now model a sequence of body percussion moves for the children to copy (eg. Head, head, stamp, stamp or pat, clap, pat, clap etc.) sticking to the 4/4 time signature.

#### Composing

Ask the children to improvise their own sequence of 4 movements for the rest of the class to copy.

Vocabulary: body percussion, beat, pulse

### Session 2:

#### Recap prior learning

Vocab: Chant, dynamics, call and response, un-tuned instrument, tempo

#### AfL

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

#### Listening

Listen to Butterfly Study – Chopin

Is the music fast or slow - how does this make you feel?

(contrast with the speed of 'Nobody loves you...' for the year 2 children)

### **Singing**

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

Continue to learn There was an old woman who swallowed a fly

Original composer – Alan Mills

Children's rhyme, nonsense song

Practise the first half then learn the second half of the song.

[https://www.youtube.com/watch?v=J0\\_4hkfR7WE](https://www.youtube.com/watch?v=J0_4hkfR7WE)

Begin to learn Count on me

Bruno Mars

Reggae/contemporary folk song

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

### **Musicianship**

Create a sequence of body percussion moves for the children to copy (eg. Head, head, stamp, stamp or pat, clap, pat, clap etc.) sticking to the 4/4 time signature.

Practice a 'Clap Clap' movement in the rhythm 'tom, tom'

Play the song, "If You're Happy and You Know It" (clap hands, stomp feet)

<https://www.youtube.com/watch?v=sCbOGCY-3Uk> – up to 39 seconds

### **Composing**

Children to add extra verses on to the end of "If You're Happy and You Know It".

Tap your head, pat your knees, click your tongue, snap fingers etc. Ensure the children are making a noise with their bodies.

Vocabulary: tempo, pattern, body percussion.

### **Session 3:**

#### **Recap prior learning**

Recap composing extra verses for "If You're Happy and You Know It".

#### **AfL**

What does tempo mean?

Can children clap and tap the 'tom, tom' beat?

#### **Listening**

Listen to Butterfly Study – Chopin

Can you spot when the music got higher?

Can you hear the pulse of the music? (Look at the little finger of the left hand - it mostly plays on the pulse)

### **Singing**

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

Experiment with changing the tempo

Continue to learn There was an old woman who swallowed a fly

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Continue to learn Count on me

Bruno Mars

Reggae/contemporary folk song

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

Begin to learn The bare necessities

Jungle book

Musical

Listen to the song then learn the first part, up to 47 seconds.

<https://www.youtube.com/watch?v=zCvGH8E1bco> – up to 1:14

### **Musicianship**

Warm-Up with a rhythmic name game – each child claps the rhythm of their name e.g char-lotte, kel-ly, mar-jor-ie

Practise clapping simple rhythms (tom, jojo, caterpillar).

Then do the same on different body parts.

Play the song: "We Will Rock You" by Queen

Can the children identify the pattern? (stomp-stomp-clap pattern).

Play the song again and have the children complete the pattern alongside the song.

### **Composition**

Create group rhythms using the syllables of classroom objects.

Vocabulary: Rhythm, syllables, pattern.

### **Session 4:**

#### **Recap prior learning**

Recap the 3 different beats, tom, jojo and caterpillar.

#### **AfL**

Can the children clap/stomp along to we will rock you?

Can they clap the rhythm of their name?

#### **Listening**

Listen to Butterfly Study – Chopin

How does the music finish? Is it loud or quiet, speeding up or slowing down?

#### **Singing**

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

Experiment with changing the dynamics

Practise There was an old woman who swallowed a fly

Original composer – Alan Mills

Children's rhyme, nonsense song

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### **Musicianship**

Start with a warm-up activity, play the mirror game where one child creates a rhythm, the others follow, ensure they are making a sound using different parts of their bodies.

Complete an activity practising alternating claps and stomps – clap, stomp, clap, stomp or clap, clap, stomp, clap etc.

Play the song: "Mary Had a Little Lamb" and ensure the children are familiar with it.

Listen to the song again and identify the rhythm pattern.

Clap the rhythm of the song

### **Composition**

Children compose and perform a rhythm using three dynamics: quiet, medium, loud.

Vocabulary: dynamics, loud, quiet, volume.

### **Session 5:**

#### **Recap prior learning**

Recap following each other's rhythms.

#### **AfL**

What does tempo mean?

What does dynamics mean?

Can they clap a rhythm back?

#### **Listening**

Listen to Butterfly Study – Chopin

The music is a short piece but can you hear the melody coming back? (repeated) 29 seconds

#### **Singing**

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

Experiment with changing the dynamics

Practise There was an old woman who swallowed a fly

Original composer – Alan Mills

Children's rhyme, nonsense song

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Jungle book

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### **Musicianship**

Warm-Up by whispering rhythms and shouting rhythms.

Activity: Change the volume and speed of simple rhythms.

Clap slowly and quietly then get louder.

Then get faster.

Repeat with stomping.

Listen to the song: "Old MacDonald Had a Farm" and ensure the children are familiar with it.

Identify the rhythm pattern and join in, vary the tempo and dynamics with each animal.

### **Composing**

Children to have a go at the above activity in small groups.

Vocabulary:

### **Session 6:**

#### **Recap prior learning**

Recap following each other's rhythms.

Recap changing the tempo and dynamics of the rhythms.

#### **AfL**

What does tempo mean?

What does dynamics mean?

Can they clap a rhythm back?

#### **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 There was an old woman who swallowed a fly

Original composer – Alan Mills

Children's rhyme, nonsense song

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Jungle book

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### Musical

Listen to the song then learn the first part, up to 47 seconds.

<https://www.youtube.com/watch?v=zCvGH8E1bco> – up to 1:14

### Musicianship

Warm-up with group clapping in unison, then stomp, then tap.

Activity: Divide the class into groups, each with a different percussion sound, some children clap, some stomp and some tap. Complete different rhythmic patterns: tom, tom, tom, tom/jojo, jojo, jojo, jojo/jojo, tom, jojo, tom etc.

Listen to the song: "The Hokey Pokey" and ensure the children are familiar with it.

Play the song again and each group does a different action for each verse.

### Vocabulary:

### Session 7:

#### Recap prior learning

Recap following each other's rhythms.

Recap changing the tempo and dynamics of the rhythms.

#### AfL

What does tempo mean?

What does dynamics mean?

Can they clap a rhythm back?

#### Listening

Listen to What a wonderful world - Louis Armstrong

"What a Wonderful World" is a song written by Bob Thiele (as "George Douglas") and George David Weiss. It was first recorded by Louis Armstrong and released in 1967 as a single. In April 1968, it topped the pop chart in the United Kingdom, but performed poorly in the United States because Larry Newton, the president of ABC Records, disliked the song and refused to promote it. It has a time signature of 3 beats per bar.

#### Singing

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

Experiment with changing the dynamics

Practise There was an old woman who swallowed a fly

Original composer – Alan Mills

Children's rhyme, nonsense song

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Continue to learn The bare necessities

Jungle book

Musical

Listen to the song then learn the first part, up to 47 seconds.

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### **Musicianship**

Warm-up by echo clapping (teacher claps a rhythm, students echo. Some children could do the rhythm for everyone else to copy.).

Activity: Create different rhythmic patterns: tom, tom, tom, tom/jojo, jojo, jojo, jojo/jojo, tom, jojo, tom etc.

Listen to the song: "Row, Row, Row Your Boat" and ensure the children are familiar with the song.

Play the song again and add a different body percussion sound for each verse.

Vocabulary:

### **Session 8:**

#### **Recap prior learning**

Recap copying the teacher's rhythms.

Recap changing the tempo and dynamics of the rhythms.

#### **AfL**

What does tempo mean?

What does dynamics mean?

Can they clap a rhythm back?

#### **Listening**

Listen to What a wonderful world - Louis Armstrong

Listen carefully to the song, what instruments are being played? (The violin, the drum, the flute, the double bass, the trumpet, and the harpsi chord.)

What mood does the song start with? (Starts quite sombre and san but gets happier, listen to the tinkling at 32s, his is much happier)

#### **Singing**

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

Experiment with changing the dynamics

Practise There was an old woman who swallowed a fly

Original composer – Alan Mills

Children's rhyme, nonsense song

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### **Musicianship**



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Warm-Up: Teacher claps a rhythm, students respond.

Activity: Students take turns being the leader to clap a rhythm for the rest of the class to repeat.

Listen to the song: "The Ants Go Marching" and ensure the children are familiar with it.

Play the song again and add in call and response, the leader calls, group responds with body percussion.

Vocabulary:

### Session 9:

#### Recap prior learning

Recap copying the teacher's and each other's rhythms.

Recap changing the tempo and dynamics of the rhythms.

#### AfL

What does tempo mean?

What does dynamics mean?

Can they clap a rhythm back?

#### Listening

Listen to What a wonderful world - Louis Armstrong

Listen to the instruments that are harmonised at the start of the song (piano, violin and small drum) Listen for when the trumpet joins in, can you hear it? (50seconds)

#### Singing

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

Experiment with changing the dynamics

Practise There was an old woman who swallowed a fly

Original composer – Alan Mills

Children's rhyme, nonsense song

Practise the first half then learn the second half of the song.

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Practise The bare necessities

Jungle book

Musical

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#### Musicianship

Warm-Up: Pass the clap around a circle, then pass the stomp. Do it as a tom, tom, tom pattern then jojo.

Activity: Simple choreographed movements with percussion (e.g., clapping while marching, tapping while jumping etc).

Listen to the song: "The Wheels on the Bus" and ensure they are familiar with it.

Play the song again and use body percussion for each action: clapping for wipers,

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stomping for wheels, etc.).

### Composition

Create your own 4-beat rhythm and teach it to a partner using echo.

Vocabulary: Echo, response, lead.

### Session 10:

#### Recap prior learning

Recap following each other's rhythms.

Recap changing the tempo and dynamics of the rhythms.

#### AfL

What does tempo mean?

What does dynamics mean?

Can they clap a rhythm back?

#### Listening

Listen to What a wonderful world - Louis Armstrong

What is the tempo of the song? (This song has a slow tempo throughout)

#### Singing

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

Experiment with changing the dynamics

Practise There was an old woman who swallowed a fly

Original composer – Alan Mills

Children's rhyme, nonsense song

Practise the first half then learn the second half of the song.

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Practise The bare necessities

Jungle book

Musical

Listen to the song then learn the first part, up to 47 seconds.

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#### Musicianship

Warm-Up: Pass the clap around a circle, then pass the stomp. Do it as a tom, tom, tom pattern then jojo.

Activity: Practise some of the songs learnt previously.

Listen to the song: "The Lion Sleeps Tonight" and ensure the children are familiar with it.

Play the song again and use body percussion for jungle sounds.

Vocabulary:

### Session 11:

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### Recap prior learning

Recap following the beat around the group.

Recap changing the tempo and dynamics of the rhythms.

### AfL

What does tempo mean?

What does dynamics mean?

Can they pass the clap at the correct time?

### Listening

Listen to What a wonderful world - Louis Armstrong

Describe the pitch of the song (The vocals are sung in a low, gravelly tone. There are a range of pitched instruments, some low and some higher pitched)

### Singing

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

Experiment with changing the dynamics

Practise There was an old woman who swallowed a fly

Original composer – Alan Mills

Children's rhyme, nonsense song

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Practise The bare necessities

Jungle book

Musical

Listen to the song then learn the first part, up to 47 seconds.

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### Composing

Drums for goats hooves – soft for baby goat, middle for middle goat, hard for big goat.

Tambourine or shakers for the troll, shake more vigorously each time to show increasing anger. Children can make own suggestions for instruments. Read the story and encourage children to join in with the instruments where appropriate. Year 2 to play in a specific rhythmic patterns and draw with graphic score (one for each goat and one for the troll) Continue next week.

Vocabulary:

### Session 12:

#### Recap prior learning

Recap following each other's rhythms.

Recap changing the tempo and dynamics of the rhythms.

### AfL

What does tempo mean?

What does dynamics mean?

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Can they clap a rhythm back?

### Listening

Listen to What a wonderful world - Louis Armstrong

How does the song end? (The last line of the song is repeated before a short instrumental brings the song to a close)

What is the tone/mood of the song? Why? (Calm, reflective, emotional due to the slow, low sound of the song)

### Singing

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

Experiment with changing the dynamics

Practise There was an old woman who swallowed a fly

Original composer – Alan Mills

Children's rhyme, nonsense song

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### Composing

Three Billy Goats Gruff

Drums for goats hooves – soft for baby goat, middle for middle goat, hard for big goat.

Play using tom and jojo – baby goat=jojo tom, middle goat=jojo tom, big goat=tom tom.

Tambourine or shakers for the troll, shake more vigorously each time to show increasing anger. Children can make own suggestions for instruments. Read the story and encourage children to join in with the instruments where appropriate.

Vocabulary: Rehearse, perform, evaluate.

Future learning this content supports:

In Phase 2 the children will listen to other classical piano and 20<sup>th</sup> century songs.

Phase 2: Use of tuned percussion and Western notation

Phase 2: Listening to orchestral music and identifying instrument families

Ensemble playing and group performance