

INTRODUCTION TO MUSIC MADE SIMPLE

This very simple and accessible scheme supports the following units from the International Primary Curriculum and is aimed at the generalist practitioner, with half-termly units of work for every age group, comprising a medium term overview and three music lesson plans per unit.

YEAR GROUP	AUTUMN 1 & 2	SPRING 1 & 2	SUMMER 1 & 2
Y1	All about me	Live and let live	How are you?
	What's it made of?	Our world	Time travellers
Y2	The Earth our home	Super humans	Hooray, let's go on holiday
	People of the Past	Time detectives	I'm alive
Y3	Land, sea and sky	Turn it up	Different places
	Scavengers and settlers	How humans work	Saving the world
Y4	Temples, tombs and treasures	Freeze it!	Chocolate
	See the light	Fashion	Living together
Y5	The great, the bold and the brave	Making new materials	Weather and climate
	Mission to Mars	Bake it!	Extreme survivors
Y6	Out of Africa	What a wonderful world	AD900
	Full Power	Go with the flow	Fit for life

	AUTUMN 1 & 2	SPRING 1 & 2	SUMMER 1 & 2
Y1	ALL ABOUT ME Building self-confidence through singing and exploring sounds	LIVE AND LET LIVE Celebrating creatures' characteristics through music	HOW ARE YOU? Self-care – happy and healthy
	WHAT'S IT MADE OF? Exploring sound quality (timbre) on untuned percussion	OUR WORLD Celebrating creatures' characteristics through music	TIME TRAVELLERS The Great Fire of London
Y2	THE EARTH OUR HOME Bumblebees, peas and homes to please!	SUPER HUMANS Lifestyle: exercise, diet, knowing body parts & function	HOORAY, LET'S GO ON HOLIDAY Holiday packing, travel & destinations
	PEOPLE OF THE PAST Music, monarchy and medicine: Mozart, Elizabeth I, & Florence Nightingale	TIME DETECTIVES Aspects of life in Victorian Britain	I'M ALIVE Creatures: characteristics, life-cycles & habitat
Y3	LAND, SEA AND SKY Habitats	TURN IT UP Sounds mechanical & instrumental	DIFFERENT PLACES – SIMILAR LIVES Food enjoyed across the world
	SCAVENGERS AND SETTLERS Fossils, Stone Age and Bronze Age settlements	HOW HUMANS WORK Healthy lifestyle options: vegetables, strong teeth and exercise	SAVING THE WORLD The rainforest: songs, raps, composing & creating scores
Y4	TEMPLES, TOMBS AND TREASURES The Ancient Egyptians explored through creative performance	FREEZE IT! Icy timbres and textures in a range of contexts	CHOCOLATE Chocolate enjoyed through song, performance and composition
	SEE THE LIGHT All that sparkles & shines in song and sounds	FASHION Fashion through music - from a foolish king to modern bling!	LIVING TOGETHER Celebrating communities through musical interaction
Y5	THE GREAT, THE BOLD & THE BRAVE Perform topic-related songs in contrasting musical genres	MAKING NEW MATERIALS Recycled and unconventional materials as sound-makers	WEATHER AND CLIMATE Songs and film music composition focusing on polar landscapes
	MISSION TO MARS 'Mars' depicted in Holst's music, in song and performance	BAKE IT! Songs, raps and instrumental arrangements about baking	EXTREME SURVIVORS Genre songs & pieces re survivors to inspire improvisation & composition
Y6	OUT OF AFRICA The birthplace of an ancient & rich musical tradition	WHAT A WONDERFUL WORLD Children's music games across continents plus a world 'showstopper'	AD 900 'The Maya': a song to inspire improvising, composing & performing
	FULL POWER Powerful & electric performance through song and composition	GO WITH THE FLOW River music - for listening, singing and improvising	FIT FOR LIFE Songs, chants, body percussion, brain-gym & improvisational activities for well-being

MUSIC PLANNING

MEDIUM TERM PLANNING INCLUDES:

- **MUSICAL LEARNING** This defines the progressive aims/learning objectives and is based on the statements from 'Minimum Expected Standards' by kind permission of Jo Milne (London Borough of Barking and Dagenham)
- **RESOURCES PROVIDED**
 - songs from 'Sing Up'
 - 'Singing Breakfast Club' a free downloadable resource form:
https://www.singup.org/uploads/involve/user.../Breakfast_Club_Activity_Folder.pdf
 - PowerPoint slides
 - recordings of original songs and raps
 - lists of published resources
- **SUPPORT MATERIALS** e.g. images, scores, grids, YouTube references and photocopiables

THE STRUCTURE OF THE THREE LESSON PLANS

- a warm-up or focus-builder
- a list of specific percussion instruments and resources required for the lesson
- a sequence of musical activities matched to age-appropriate objectives
- references to 'Sing Up', YouTube clips or published material
- extension ideas and follow-up activities

There are three lessons per unit, in recognition of teachers' overfull timetables, but extension tasks, provide ample material to develop and expand the musical learning over the half term period.

Most songs are to be found on the Sing Up Song Bank, but the list is augmented with bespoke and original songs composed for the scheme: these are copyright to Sue Nicholls.

Some key publications/ resource books are incorporated to supplement the programme:

KS1

Bobby Shaftoe Clap Your Hands	published by Collins
The Handy Band	published by Collins
Listening to Music 5+	published by Collins
Let's Go Shoolie-Shoo	published by Collins

KS1 & 2

The Song Stack	published by MES
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KS2

Great Weather Songs	published by Collins
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Non-fiction: 'The Fossil Girl' by Catherine Brighton published by Francis Lincoln ISBN 9781 8450 77327

An mp3 download: 'March from the Courtly Dances' by Julian Bream

The musical content of each unit will cover the **interrelated dimensions** (see table below) delivered through the **strands** of singing, performing, listening, improvising, composing and appraising/evaluating. The 'interrelated dimensions' are the building blocks of music:

Interrelated dimensions of music'	Definition
Pitch	High and low Notes that 'step' (next-door notes) and 'jump' (notes that lie further apart)
Duration	Pulse (strong beat) and rhythm (patterns that fit exactly with and between strong beats) Long and short sounds
Texture	Single sounds or layers of sound played together
Timbre (<i>tarm-br</i>)	The different qualities of sounds e.g. dry, hollow, deep, scratchy etc.
Dynamics	Loud, quiet - getting louder & quieter - and silence
Tempo	Pace: fast and slow, getting faster and slower
Structure	How the music is arranged or structured: e.g. different sections, echoes, verse and chorus, call and response etc.

The interrelated dimensions can be compared the components of written language e.g. verbs, nouns, pronouns, adjectives etc. but just as no piece of writing is constructed entirely of nouns, neither is a piece of music built from one element: it is the blend that gives every piece its own characteristics.

The scheme offers a basic and straightforward programme of music-making for the under-confident non-specialist, but it has its limitations, for instance there is no integrated technology strand.

Tuned percussion is referred to as sets of chime bars: these are robust, modestly priced and arguably the easiest type of melodic percussion to buy and store in primary schools. However, xylophones and glockenspiels work equally well in primary music-making.

Unfamiliar terminology has been kept to a minimum, however, one term that is used in many units is '**ostinato**' (plural '**ostinati**')....a repeated pattern that is threaded through a piece of music or song: it can be rhythmic or melodic.

The acronyms **WWW** (What Worked Well) and **EBI** (Even Better If) set out on the following pages are suggested to encourage pupil critique and evaluation of their own and their peer's music-making.

www

EBI