

Music lesson planning form 1

<p>Learning aims - during this session, our objective is to.....</p> <p>Establish class management and expectations from pupils</p> <p>Perform one note successfully</p> <p>To sing, perform and memorise a simple song 'One Note Blues'</p>
<p>Musical Content (CD Backing, examples of style etc) <i>Musical Content may be delivered through...</i></p> <p>Listening and Appraising: <i>Listen to backing track and understand basic 4 beat bar</i></p> <p>Performance: <i>To sing and perform 'One Note Blues'</i></p> <p>Composition: <i>To respond to examples set by teacher and selected pupils</i></p>
<p>Pupil Assessment: <i>Assessment may be achieved in three ways.....</i></p> <p>Whole Class: <i>Success in mind gym, singing and whole class performance</i></p> <p>Group: <i>Assess via group work in playing back set rhythms</i></p> <p>Individual: <i>Assess success in producing one tone, buzzing, singing and performance. Success in individual improvisations on one tone. Some pupils will improvise rhythms on one note / two notes</i></p>
<p>Resources required:</p> <p>CD player and backing CD, Whiteboard or flipchart, Large safe space for 30 pupils and instruments etc</p>

KS2 national Curriculum	Common Approach	Focus on Musical Elements	
1a / 1b	A3 A5	Timbre	Dynamics
2a	B5 C2	Texture	Duration
3c	D1 D2 D4	Pitch	Silence
4a / 4b / 4c	E1 E2	Pace	Structure
5a / 5b			

Music lesson planning form 2

<p>Learning aims - during this session, our objective is to.....</p> <p>Establish class management and expectations from pupils and build on 'silent entry to room' achieved during lesson 1.</p> <p>Perform two notes successfully</p> <p>To sing, perform and memorise a simple song 'One Note Blues' and 'Feeling Down, Feeling Blue'</p> <p>Familiarise students with 4 beat, two beat and 1 beat notes - Froseth</p>
<p>Musical Content (CD Backing, examples of style etc) Musical Content may be delivered through...</p> <p>Listening and Appraising: Listen to backing track and understand basic 4 beat bar and divisions into semibreves, minims and crotchets (no terminology just concept)</p> <p>Listen to 'C Jam Blues' and discuss pitch and instruments</p> <p>Performance: To sing and perform 'One Note Blues' and Feeling Down</p> <p>Composition: To Improvise, in time with the music, two note riff over two bars.</p>
<p>Pupil Assessment: Assessment may be achieved in three ways.....</p> <p>Whole Class: Success in mind gym, singing and whole class performance</p> <p>Group: Assess via group work in playing back set rhythms</p> <p>Individual: Assess success in producing two tones, buzzing, singing and performance. Success in individual improvisations on two tones. Some pupils will improvise rhythms on one note / two notes</p>
<p>Resources required:</p> <p>CD player and backing CD, Whiteboard or flipchart, Large safe space for 30 pupils and instruments etc</p>

KS2 national Curriculum	Common Approach	Focus on Musical Elements	
1a / 1b	A3 A5	Timbre	Dynamics
2a	B5 C2	Texture	Duration
3c	D1 D2 D4	Pitch	Silence
4a / 4b / 4c	E1 E2	Pace	Structure
5a / 5b			

Music lesson planning form 3

<p>Learning aims - during this session, our objective is to.....</p> <p><i>Establish class management and expectations from pupils and build on 'silent entry to room' achieved during lessons 1 and 2.</i></p> <p><i>Perform two notes successfully and introduce third pitch</i></p> <p><i>To sing, perform and memorise a simple song 'One Note Blues' and 'Feeling Down, Feeling Blue', Scooby Jazz</i></p> <p><i>Improve students understanding of 4 beat, two beat and 1 beat notes - Froseth</i></p>
<p>Musical Content (CD Backing, examples of style etc) Musical Content may be delivered through...</p> <p>Listening and Appraising: <i>Listen to backing track and understand basic 4 beat bar and divisions into semibreves, minims and crotchets (no terminology just concept)</i></p> <p>Performance: <i>To sing and perform four pieces above</i></p> <p>Composition: <i>To Improvise, in time with the music, two note riff over two bars.</i></p>
<p>Pupil Assessment: <i>Assessment may be achieved in three ways.....</i></p> <p>Whole Class: <i>Success in mind gym, singing and whole class performance</i></p> <p>Group: <i>Assess via group work in playing back rhythms and completing Fish and Chips</i></p> <p>Individual: <i>Assess success in producing three tones, buzzing, singing and performance. Success in individual improvisations on three tones. Some pupils will improvise rhythms on two notes and three notes.</i></p>
<p>Resources required:</p> <p>CD player and backing CD, Whiteboard or flipchart, Large safe space for 30 pupils and instruments etc</p>

KS2 national Curriculum	Common Approach	Focus on Musical Elements	
1a / 1b	A3 A5	Timbre	Dynamics
2a / 2b	B5 C2	Texture	Duration
3c	D1 D2 D4	Pitch	Silence
4a / 4b / 4c	E1 E2	Pace	Structure
5a / 5b	F2		

Music lesson planning form 4

<p>Learning aims - during this session, our objective is to.....</p> <p>Establish class management and expectations from pupils and build on 'silent entry to room' achieved during lessons 1 and 2.</p> <p>Perform three notes successfully and refine technical ability</p> <p>To sing, perform and memorise songs from lessons 1 – 3. Introduce three new songs using three tones. Improve students understanding of 4 beat, two beat and 1 beat notes – Froseth. Introduce notation.</p>
<p>Musical Content (CD Backing, examples of style etc) Musical Content may be delivered through...</p> <p>Listening and Appraising: Listen to backing track and understand basic 4 beat bar and divisions into semibreves, minims and crotchets (no terminology just concept)</p> <p>Performance: To sing and perform four pieces above from memory. Two further pieces using notation.</p> <p>Composition: To Improvise, in time with the music, two note riff over two bars.</p>
<p>Pupil Assessment: Assessment may be achieved in three ways.....</p> <p>Whole Class: Success in mind gym, singing and whole class performance</p> <p>Group: Assess via group work in playing back rhythms and a performance of Fish and Chips</p> <p>Individual: Assess success in producing three tones, buzzing, singing and performance. Success in individual improvisations on three tones. Some pupils will improvise rhythms on two notes and three notes.</p>
<p>Resources required:</p> <p>CD player and backing CD, Whiteboard or flipchart, Large safe space for 30 pupils and instruments etc</p>

KS2 national Curriculum	Common Approach	Focus on Musical Elements	
1a / 1b	A3 A5	Timbre	Dynamics
2a / 2b	B5 C2	Texture	Duration
3c	D1 D2 D4	Pitch	Silence
4a / 4b / 4c	E1 E2	Pace	Structure
5a / 5b	F2		

Music lesson planning form 5

<p>Learning aims - during this session, our objective is to.....</p> <p>Establish class management and expectations from pupils and build on 'silent entry to room' achieved during lessons 1 - 4.</p> <p>Perform three notes successfully and refine technical ability</p> <p>To sing, perform and memorise songs from lessons 1 – 4. Introduce two new songs using three tones. Improve students understanding of 4 beat, two beat and 1 beat notes – Froseth. Refine understanding of notation.</p>
<p>Musical Content (CD Backing, examples of style etc) Musical Content may be delivered through...</p> <p>Listening and Appraising: Listen to backing track and understand basic 4 beat bar and divisions into semibreves, minims and crotchets (no terminology just concept)</p> <p>Performance: To sing and perform four pieces above from memory. Two further pieces using notation.</p> <p>Composition: To Improvise, in time with the music, three note riff over two bars. Improve individual compositions / improvisations on 'Fish and Chips'.</p>
<p>Pupil Assessment: Assessment may be achieved in three ways.....</p> <p>Whole Class: Success in mind gym, singing and whole class performance</p> <p>Group: Assess via group work in playing back rhythms and a performance of Fish and Chips</p> <p>Individual: Assess success in producing three tones, buzzing, singing and performance. Success in individual improvisations on three tones. Some pupils will improvise rhythms on two notes and three notes.</p>
<p>Resources required:</p> <p>CD player and backing CD, Whiteboard or flipchart, Large safe space for 30 pupils and instruments etc</p>

KS2 national Curriculum	Common Approach	Focus on Musical Elements	
1a / 1b	A3 A5	Timbre	Dynamics
2a / 2b	B5 C2	Texture	Duration
3c	D1 D2 D4	Pitch	Silence
4a / 4b / 4c	E1 E2	Pace	Structure
5a / 5b	F2		

Music lesson planning form 6 – Calypso and Reggae

<p>Learning aims - <i>during this session, our objective is to.....</i></p> <p>Revisit and improve technical knowledge via warm up</p> <p>Perform three notes successfully and introduce fourth tone</p> <p>Introduce Calypso and Reggae and structure of a musical round</p> <p>Sing and perform Yellow Bird</p>
<p>Musical Content (CD Backing, examples of style etc) <i>Musical Content may be delivered through...</i></p> <p>Listening and Appraising: <i>Listen to examples of Yellow Bird played on tradition Steel Pans and Bob Marley's 'By the River of Babylon'</i></p> <p>Performance: <i>To sing and perform Yellow Bird, Reggae Round and Three Note Calypso and Clapping Calypso</i></p> <p>Composition: <i>none</i></p>
<p>Pupil Assessment: <i>Assessment may be achieved in three ways.....</i></p> <p>Whole Class: <i>Singing and performance</i></p> <p>Group: <i>Assess via group work in performance of Clapping Calypso</i></p> <p>Individual: <i>Assess success in producing four tones, buzzing, singing and performance. Some pupils will demonstrate good performance to whole class</i></p>
<p>Resources required:</p> <p>CD player and backing CD, Whiteboard or flipchart, Large safe space for 30 pupils and instruments etc</p>

KS2 national Curriculum	Common Approach	Focus on Musical Elements	
1a / 1b	A1 A4 A5	Timbre	Dynamics
2b	B5 C3	Texture	Duration
3c	D2 D3 D5	Pitch	Silence
4d	E2	Pace	Structure
5a / 5b	F2		

Music lesson planning form 7 – Brass Bands / Marches

<p>Learning aims - <i>during this session, our objective is to.....</i></p> <p>Revisit and improve technical knowledge via warm up</p> <p>Perform three / four notes successfully</p> <p>Introduce March / Structure and Brass Band Instruments</p> <p>Perform 2 pieces. Compose and perform Gloucestershire Rock</p>
<p>Musical Content (CD Backing, examples of style etc) <i>Musical Content may be delivered through...</i></p> <p>Listening and Appraising: <i>Listen to examples of Brass Band Marches - various</i></p> <p>Performance: <i>Perform two pieces – Four Note Reminder / Play-a-long</i></p> <p>Composition: <i>Compose B section to Gloucestershire Rock</i></p>
<p>Pupil Assessment: <i>Assessment may be achieved in three ways.....</i></p> <p>Whole Class: <i>Performance and warm up</i></p> <p>Group: <i>Composition and group performance of Gloucestershire Rock</i></p> <p>Individual: <i>Assess success in producing four tones, buzzing, singing and performance. Some pupils will demonstrate good performance skills to whole class</i></p>
<p>Resources required:</p> <p>CD player and backing CD, Whiteboard or flipchart, Large safe space for 30 pupils and instruments etc</p>

KS2 National Curriculum	Common Approach	Focus on Musical Elements	
1a / 1b	A1 A4 A5	Timbre	Dynamics
2a / 2b	B5 C2 C3	Texture	Duration
3c	D2 D3 D5	Pitch	Silence
4d	E2	Pace	Structure
5a / 5b	F2		

Music lesson planning form 8 – Orchestra / Carnival of the Animals

<p>Learning aims - <i>during this session, our objective is to.....</i></p> <p>Assess whole class and individual technical and musical knowledge</p> <p>Perform four / five notes successfully notes</p> <p>Perform three pieces and one ensemble piece</p> <p>Listen to set work and discuss elements of music</p>
<p>Musical Content (CD Backing, examples of style etc) <i>Musical Content may be delivered through...</i></p> <p>Listening and Appraising: <i>Listen to set work / use of musical elements</i></p> <p>Performance: <i>Perform three pieces and one ensemble</i></p> <p>Composition: <i>employing correct use of elements in response to animals</i></p>
<p>Pupil Assessment: <i>Assessment may be achieved in three ways.....</i></p> <p>Whole Class: <i>Performance / warm up / Discussion of orchestral instruments and timbres</i></p> <p>Group: <i>Performance of ensemble piece</i></p> <p>Individual: <i>Assess success in producing five tones, buzzing, singing and performance. Some pupils will demonstrate good performance skills to whole class</i></p>
<p>Resources required:</p> <p>CD player and backing CD, Whiteboard or flipchart, Large safe space for 30 pupils and instruments etc</p>

KS2 national Curriculum	Common Approach	Focus on Musical Elements	
1a / 1b / 1c	A1 A3 A5	Timbre	Dynamics
2a / 2b	B5 C2 C3	Texture	Duration
3a	D3	Pitch	Silence
4b /	E2	Pace	Structure
5a / 5b / 5c	F1 F2		

Music lesson planning form 9 – Bronze Award

<p>Learning aims - <i>during this session, our objective is to.....</i></p> <p>Assess whole class and individual technical and musical knowledge</p> <p>Perform four notes successfully</p> <p>Perform two pieces successfully</p> <p>Improvise over two bars / echo three notes in step</p> <p>Assess knowledge of musical elements from KS2 curriculum</p>
<p>Musical Content (CD Backing, examples of style etc) <i>Musical Content may be delivered through...</i></p> <p>Listening and Appraising: <i>Appraising own and others performances</i></p> <p>Performance: <i>Perform two pieces – set piece changing elements</i></p> <p>Composition: <i>Via improvisation on three notes</i></p>
<p>Pupil Assessment: <i>Assessment may be achieved in three ways.....</i></p> <p>Whole Class: <i>Performance / warm up</i></p> <p>Group: <i>Performance and questioning</i></p> <p>Individual: <i>Assess success in producing four tones, buzzing, singing and performance. Some pupils will demonstrate good performance skills to whole class</i></p>
<p>Resources required:</p> <p>CD player and backing CD, Whiteboard or flipchart, Large safe space for 30 pupils and instruments etc</p>

KS2 national Curriculum	Common Approach	Focus on Musical Elements	
1a / 1b	A1 A4 A5	Timbre	Dynamics
2a / 2b	B5 C3	Texture	Duration
3c	D2 D3 D5	Pitch	Silence
4d	E2	Pace	Structure
5a / 5b	F2		