

Contents

Foreword	4
Acknowledgements	5
Introduction	6

Lessons

Chapter 1	Year 1, Term 1: Lessons 1–12	12
Chapter 2	Year 1, Term 2: Lessons 13–24	21
Chapter 3	Year 1, Term 3: Lessons 25–36	30
Chapter 4	Year 2, Term 1: Lessons 1–12	40
Chapter 5	Year 2, Term 2: Lessons 13–24	47
Chapter 6	Year 2, Term 3: Lessons 25–36	56

Songs

Year 1

<i>The Grand Old Duke Of York</i>	65
<i>Jump!</i>	66
<i>It's Me!</i>	67
<i>The Dingledey Train</i>	67
<i>Spiller Teddy's Wellies</i>	68
<i>The Hokey Cokey</i>	69
<i>The Teeth Pop Up!</i>	70
<i>I'm Fred Wheelie Bin</i>	71
<i>I Hear Thunder/Frère Jacques</i>	72
<i>Twinkle, Twinkle Little Star</i>	72
<i>Hot Cross Buns/Billy Bind</i>	73
<i>Introducing Michael Finnigan to the Recycling Point</i>	74

Year 2

<i>What's My Name?</i>	75
<i>Bazookas!</i>	76
<i>The Giant's Garden</i>	78
<i>Mum! Mum! Quickly Come</i>	80
<i>Rats!</i>	82
<i>In The Crocodile Pool</i>	83
<i>I'm Sorry</i>	84
<i>What Annie McRae Wanted For Tea</i>	86
<i>Technology Grind</i>	88

Year 2 song sheets (photocopiable).....	90
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Appendices	99
The National Curriculum for England Key Stage 1 – Music	100
Contrast cards (photocopiable)	101
Note value cards (photocopiable)	105
Assessment grid (photocopiable).....	107
Activities and where they are first taught	108
CD track listing.....	109

Chapter 1

Year 1, Term 1

Theme: Contrasts

Concepts: Contrasting musical elements

Medium-term objective:

- To understand the importance of listening to music, focusing on the contrasts: Loud/Quiet, High/Low, Smooth/Jumpy, Fast/Slow

Music to listen to: *Carnival of the Animals* by Saint-Saëns

Songs: *The Grand Old Duke of York*; *Hickory Dickory Dock*; *Jump!*; *It's Me!*; *The Dingledey Train* and your own choice of songs, if required.

Resources: CD; a large selection of percussion instruments including a xylophone (see section at the end of the introduction listing percussion instruments); 4 copies of each of the 8 contrast cards from the back of the book; CD of *Carnival of the Animals*.

Lesson 1

Objective:

- To recognise, respond to, create and evaluate the contrasts: Loud/Quiet

Additional resource: A cuddly toy

Loud/Quiet Activity 1

- Take off socks and shoes (this is something you should always ask the children to do).
- Have the children clustered around you and introduce Pepsi (any cuddly toy). Say that he likes to sleep on his tummy. Encourage a conspiratorial silence and put him in the middle of the floor.
- Whisper to the children that you're all going to stand up and creep around him very, very quietly. After a few seconds suggest to the children that you be naughty and wake up Pepsi with 3 loud claps. Do that. Pepsi is not impressed so put him back to sleep and repeat the creeping. Then wake him again, this time with 3 loud stamps. Now he really has had enough! Put him somewhere else to sleep. He has done his job. The children have already appreciated the difference between loud and quiet.

Loud/Quiet Activity 2

- Tap quietly at a steady pulse on any percussion instrument and encourage the children to tiptoe

around the room, keeping in time with the beat. Point out members of the class who are matching your beat well and encourage them to demonstrate for the others.

- Now try again, only this time, the children should stand still as soon as they hear you stop playing.
- Now for a CONTRAST. Explain to the children that a contrast is something completely different. Ask them to march around the room to your beat lifting up their knees and swinging their arms like soldiers. Play your steady beat loudly. Make sure no one moves before you start playing. Who's the best starter and who's the best stopper? Start and finish with a salute!
- Next choose whether you are going to play quietly or loudly and start playing. The children must listen carefully to see if you're playing the quiet creeping music or the loud marching music, and then move accordingly. The children are already learning to listen and discriminate.

Loud/Quiet Activity 3

- Divide the class into two teams, half at one side of the room as soldiers, and the other half at the other side as creepers. They must remember what they are. When they hear you playing the music (a loud or quiet beat), they must march or tiptoe around the room accordingly. The moment you change the music to the other team's music, they must stop and go quietly back to their starting place.

Chapter 4

Year 2, Term 1

Theme: Stories

Concepts: Pitch (lower and higher notes)

Medium-term objective:

- To continue to develop listening, rhythmic and concentration skills
- To consolidate rhythm building and note values
- To learn a new note value - the semibreve
- To understand the new concept of pitch

Music to listen to: *The Nutcracker Suite* by Tchaikovsky

Songs: *What's My Name?*; (from *Rumpelstiltskin*); *Bazookas!* (from *Jack and the Beanstalk*); *The Giant's Garden* (from *The Selfish Giant*) and your own choice of songs, if required

Resources: CD; all note value cards; contrast cards; white/black board; a wide range of percussion instruments including Indian Bells or finger chimes; CD of *The Nutcracker Suite*; song sheets (optional)

Lesson 1

Objectives:

- To memorise a simple rhythmic sequence
- To understand the beginnings of pitch work

Stepping a sequence

- A simple activity to start with. Tap 4 minims followed by 8 crotchets, repeatedly on an instrument of your choice, the children should step around the room *in time* to your beat.

Beginning PITCH

- Using a xylophone you are going to introduce the concept of PITCH (lower and higher notes). The children should sit so they can all clearly see your xylophone. Demonstrate how the notes with the big bars make the low sounds and as the bars get smaller, the sounds get higher. Play all the notes from a lower C to a higher C (choosing Cs within vocal range). All sing the numbers 1 to 8 slowly as you play each note. Then sing down from 8 to 1.

Singing and growing

- Ask the children to kneel, curled over, in a space of their own. They should use the following actions to 'grow' while singing each number from 1 to 8 four times, as you play each of the notes

from low C to high C. Play each note four times.

- C = curled up (1)
D = kneel with bottom on heels (2)
E = kneel up (3)
F = kneel on one knee and one foot (4)
G = stand, but bent over (5)
A = straighten up a bit (6)
B = hands on shoulders, standing upright (7)
C = reach up high (8)



The 8 positions

- Now play just the lower C followed by the G, and tell the children these are numbers 1 and 5. Can they do the actions for C and G while singing each number four times, as you play these notes on the xylophone?

Learning SO and DO

- In music we call number 1, 'DO' (pronounced

The Grand Old Duke Of York

E B7 E B E

Oh the

E B

Grand Old Duke Of York, he had ten thousand men, he

E B7 E B7 E

marched them up to the top of the hill and he marched them down again. And

E B

when they were up they were up, and when they were down they were down, and

E B7 E B E

when they were on - ly half way up they were nei - ther up nor down.