



ART	D&T	Geography	History	ICT	MFL	MUSIC X	PE & SPORT	PSHE/SMSC	RE	SCIENCE
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Lesson	Learning Objective and Success Criteria	Learning Tasks & Activities	Resources/ICT	Links to the Arts
1	<p><u>L.O. To be able to perform some bright clear singing.</u></p> <p><u>Success Criteria</u></p> <ol style="list-style-type: none"> 1. I must be able to sing high and low. 2. I should be able to sing long and short notes. 3. I could play percussion instruments with my performance. 	<p>Introduction: Talk about the children’s favourite foods and any rhymes they know about food (eg ‘Pat-a-Cake’, ‘Peter Piper,’ ‘One Potato, Two Potatoes’, Hot Cross buns, Little Miss Muffet, 5 currant buns, Sing a Song a Six Pence, Ten Fat sausages, etc)</p> <p>Input: Play the video on the website given and follow the activities: Listen to the famous rhyme ‘One Potato, Two Potatoes’ and catch its rhythm.</p> <ul style="list-style-type: none"> • Face a partner, to say it with ‘tomatoes’ (instead of ‘potatoes’) while counting out the numbers on your fingers. • Turn this into a song, adding rhythmic ‘munches’ afterwards, all making Verse 1. • Go ‘higher up’ to sing Verse 2 about carrots, with ‘crunch’ instead of ‘munch’. • Verse 3 is higher still, with peas going ‘pop’. • Verse 4 (higher again) has a different rhythm for ‘broccoli’ and the extra sound is ‘scrunch’. • Verse 5 is about potatoes, with the sound ‘yum’. • Listen to hear how each verse of ‘One Tomato, Two Tomatoes’ features a percussion sound - 1 = drum; 2 = guiro/scrapper; 3 = woodblock; 4 = cabaça; 5 = cymbals. You can pause the video here and children can use different percussion instruments to join in with these activities. <p>Activity: Perform the song. Use the video below which include lyrics (if needed). Record the performance to help you assess the children in this unit.</p> <p>Plenary: What did you learn today?</p>	<p>https://www.bbc.co.uk/teach/school-radio/music-ks1-music-food-fest-1-one-tomato/z4qjwty</p> <p>A variety of simple percussion at hand (eg a drum, a scrapper, a woodblock, a cabaça or shaker, and a cymbal).</p>	<p>Music- One potato, Two potato.</p> <p>Singing clearly</p> <p>Playing percussion instruments</p> <p>Pitch/duration</p>

<p>2</p>	<p><u>L.O. To understand to sing together as a group</u></p> <p><u>Success Criteria</u></p> <ol style="list-style-type: none"> 1. I must be able to listen carefully and learn lyrics 2. I should be able to sing higher and lower and louder and quieter. 3. I could begin to recognise different timbre. 	<p>Introduction: Discuss with the children what a pulse is. It is the beat of the music. Can the children click their fingers? Can they click their fingers together in time? (If they cannot click, can they tap their fingers together instead).</p> <p>Input: Play the video on the website given and follow the activities: Learning the song 'The Kitchen Sink':</p> <ul style="list-style-type: none"> • Guessing a sound (a dripping tap) and where it's coming from (the kitchen). • Clicking fingers in time with the drip-drops, then 'saying' the drip-drops at the same time. • Copying the words of Verse 1 as a follow-my-leader, then doing drip-drop actions as above. • Listening to high-to-low sounds on pots and pans, then copying Verse 2 as a follow-my-leader and pretending to play pot-and-pan rhythms with imaginary wooden-spoons. • Listening to fork-twangs and spoon-rhythms, then copying Verse 3 as a follow-my-leader and adding finger-twiddles and spoon-on-knee actions. • Listening to mug and plate sounds (higher and lower), then copying Verse 4 as a follow-my-leader and pretending to play mug and plate rhythms with imaginary wooden-spoons. <p>Activity: Perform the song. Use the video below which include lyrics (if needed).</p> <p>Plenary: What did you learn today?</p>	<p>https://www.bbc.co.uk/teach/school-radio/music-ks1-music-food-fest-2-kitchen-sink/z77snrd</p> <p>Kitchen implements, such as forks, spoons, mugs, plates, a high-sounding pot or pan and a low-sounding one to play the instrumental parts</p>	<p>Music- The Kitchen Sink'</p> <p>Dynamics, pitch, melody, timbre</p>
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<p>3</p>	<p><u>L.O. To be able to sing smoothly and gently.</u></p> <p><u>Success Criteria</u></p> <ol style="list-style-type: none"> 1. I must be able to sing high and low. 2. I should be able to go up and down in pitch. 3. I could discuss musical language. 	<p>Introduction: Discuss what the children favourites fruits are? Why are they your favourite fruit? Do they make you feel happy or sad? Calm or hyper? What would your fruit sound like if it was a piece of music? Loud and scary or calming and smooth?</p> <p>Input: Play the video on the website given and follow the activities: Learning the song 'The Song Tree Grows Apples'</p> <ul style="list-style-type: none"> • Listening to 'magical orchard' sounds and music, then reaching up and out with hands, to pick fruits from the imaginary trees. • Joining in humming the tune, which goes smoothly up and down, while waving arms side to side - like a magic song tree which has many different fruits on its branches. • Copying Verse 1, as a follow-my-leader. • Copying the chorus, which is similar to the verse, noticing how the second half rises and then falls. • Joining a verse to a chorus, following an 'introduction'. • Listening to the word-sounds for Verse 2, then singing them. • Verse 3 features some exotic fruits, while Verse 4 is a repeat of Verse 1. • After Verse 4 comes a 'coda', for which children hum the tune of the chorus softly, gradually slowing down. • Try to make the singing of phrases in 'The Song Tree Grows Apples' as natural as possible, breathing as you would when saying the words gently. • Don't worry if the children can't remember all the fruit names. If you practise the song a few more times together, they'll gradually pick them up. There is a video down below with the lyrics in to help the children and yourself when performing. <p>Activity: Perform the song. Use the video below which include lyrics (if needed).</p> <p>Plenary: What did you learn today?</p>	<p>https://www.bbc.co.uk/teach/school-radio/music-ks1-music-food-fest-3-song-tree-grows-apples/znfk92p</p>	<p>Music- The Song Tree Grows</p> <p>Pitch, texture, melody, structure</p>
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<p>4</p>	<p><u>L.O. To understand how to use rhythmic patterns to sing a song</u></p> <p><u>Success Criteria</u></p> <ol style="list-style-type: none"> 1. I must keep a steady beat. 2. I should be able to keep tune 3. I could change tempo 	<p>Introduction: What are healthy foods? What are unhealthy foods? Why do we need healthy foods?</p> <p>Input: Play the video on the website given and follow the activities: Learning the song 'Growth and Energy...Amazing Food!'</p> <ul style="list-style-type: none"> • Listening to the sounds of drums, marimba and rockband. • Practising clapping a steady beat together, then clicking fingers, then tapping feet in time. • Learning the tune of the chorus, which 'leaps' down / up / down / up and so on. • Fitting in the rhythm of the word 'energy' quickly each time and singing the chorus loudly. • The 'rap' verses have words about scientific concepts (protein, carbohydrates, etc) in short bursts. These are introduced by 'Professor Forrester', with offbeat finger-clicks or use unpitched percussion instruments. • After Verse 2, sing the chorus twice, getting faster and faster. Try to keep together! • Try keeping a steady beat on different parts of your body - toes, knees, hips, chest, hands, fingers, nose, head, etc. • In the 'Growth and Energy' song, the rap-verses are 'spoken in time', while the children need to pitch the ups-and-downs of the chorus-melody carefully. <p>Activity: Perform the song. Use the video below which include lyrics (if needed).</p> <p>Plenary: What have you learnt today?</p>	<p>https://www.bbc.co.uk/teach/school-radio/music-ks1-music-food-fest-4-growth-energy/zmhrqwx</p> <p>Percussion instruments.</p>	<p>Music- 'Growth and Energy'</p> <p>Rhythm, pulse, pitch, tempo, dynamics</p>
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<p>5</p>	<p><u>L.O. To be able to make simple rhythms.</u></p> <p><u>Success Criteria</u></p> <ol style="list-style-type: none"> 1. I must be able to create a rhythm. 2. I should be able to explain tempo. 3. I could explore sounds 	<p>Introduction: What is your favourite foods for breakfast/lunch/dinner? What do you eat on special occasions? E.g. Religious celebrations, birthdays, family gatherings?</p> <p>Input: Play the video on the website given and follow the activities: Learning the song 'Food is for Celebration'</p> <ul style="list-style-type: none"> • Thinking about food for parties, celebrations and the food in our Music Foodfest songs - especially vegetables, fruits and 'bake-makes'. • Clapping the rhythm-pattern 'Food is for Celebration', all keeping together, noting the 'catchiness' of the syncopated rhythm. This is the basis for each phrase of the whole song. • Trying the words of Verse 1 as a follow-my-leader, considering ideas about how food is essential for life and 'something for everyone'. • Trying the chorus, which begins in the same way, then the tune is different in its second half. Thinking about 'sharing' food. • Verse 2 celebrates the seasons and foods associated with them. Concentrate on fitting in some tricky words, then follow with a chorus. • Verse 3 focuses on special food-times in the day (breakfast, lunch and parties...) • Have some 'global' percussion at hand (see above) to add the 'Food is for Celebration' rhythm-pattern in different verses of the main song. • Encourage the children to sing the main song with a 'dance-feel', perhaps swaying and rocking their bodies in time, to give extra 'bounce' to their singing. <p>Activity: Perform the song. Use the video below which include lyrics (if needed). Record this song to complete the assessment of children in this unit.</p> <p>Plenary: What have we learnt this unit? Discuss what the children know about pitch (high or low), duration (long or short), tempo (fast or slow), rhythm (the repeated patterns in music) and timbre (the musical sound).</p> <p><u>Objectives of this unit:</u></p> <ul style="list-style-type: none"> • aspects of pitch: higher and lower, up and down, and tunes that leap and jump • duration: steady beat, keeping in time, long and short notes, changing tempo and syncopation • recognising timbre 	<p>https://www.bbc.co.uk/teach/school-radio/music-ks1-music-food-fest-5-food-is-for-celebration/zdmvy9g</p> <p>Some 'global' percussion instruments - eg African drums, South American percussion, Indian bells, plus shakers and scrapers from around the world.</p>	<p>Music-'Food is for Celebration'</p> <p>Rhythms, dynamics, timbre.</p>
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