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FOUNDATION PLANNING YEAR B



**Theme: I Wanna Play in a Band (Rock) (Charanga)
Autumn 1**

Year: 1/2

Term:

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| 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 |
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| 1 | <p><u>L.O. To be able to recognise the musical elements of Rock Music.</u></p> <p><u>Success Criteria</u></p> <ol style="list-style-type: none"> 1. I must listen carefully to the musical content. 2. I should be able to learn lyrics to a song. 3. I could find the pulse of a song. | <p>Starter: Listen and appraise the song- I Wanna play in a band. After listening talk about the song and <u>answer the questions on the slides.</u></p> <p>Answers:</p> <p>Instruments: Heavily-amplified guitar. ● Bass guitar. ● Drums. ● Keyboard sounds. ● Often male vocals with backing vocals from other band members. ● Frequent solo guitar. ● Sometimes distortion of the sound. ● A heavy backbeat.</p> <p>Style: Rock song</p> <p>Structure: Introduction ● Chorus ● Verse 1 ● Chorus ● Verse 2 ● Chorus ● Verse 3 ● Chorus ● Verse 4 ● Final Chorus ● Outro</p> <p>Task: Now begin with the warm up activity in Charanga. Then learn to sing the song 'I Wanna play in a Band' together. Listen to the song first before learning to sing. <u>What are the lyrics?</u> (The words to the song). Within the song, the children have to find the pulse using different parts of their body. <u>What is the pulse?</u> (the beat of the music).</p> <p>Perform the song together as a class. Record the performance (wherever you are up to) to help you assess the children at the end of the unit.</p> <p>Plenary: <u>What have we learnt in lesson today?</u> (Lyrics, pulse, instruments, style of music, structure).</p> | Charanga – I Wanna Play in a Band (Step One) | <p><i>I Wanna Play in a Band by Joanna Mangona</i></p> <p><i>Understanding the musical element of pulse</i></p> |

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| <p>2</p> | <p><u>L.O. To understand the skills to sing a melody accurately</u></p> <p><u>Success Criteria</u></p> <ol style="list-style-type: none"> 1. I must be able to understand what a melody. 2. I should be able to follow the melody carefully. 3. I could perform the melody accurately | <p>Starter: Listen and appraise the song We Will Rock You by Queen. (See Charanga). <u>Answer the questions on the slides.</u></p> <p>Answers:</p> <p>Instruments: The vocal line: how many singers? Male/female? Male, with some backing vocals. ● The backing/accompaniment: how many instruments? Which ones? A rock band: electric guitar, bass, drums, keyboards. ● Which instruments plays the solo? The electric guitar plays a solo. ● Is there a hook? Yes: it's in the chorus: "We will, we will rock you". The well-known drum and clapping riff is also a hook, we remember it, in fact we cannot get it out of our heads! ● The texture: is it thick, thin or inbetween? Are there many layers of sound, or just one/two? Are there many voices singing/instruments playing, or just one/two? The texture is thick all the way through the song, all the instruments play throughout the song. ● The tempo: is it fast, slow or inbetween? Inbetween. ● The dynamics: is the music loud, quiet or inbetween? Is it the same throughout or does it vary? As the texture thickens, more instruments come in, the dynamics get louder.</p> <p>Style: Rock</p> <p>Structure: Introduction ● Verse 1 ● Chorus ● Verse 2 ● Chorus ● Verse 3 ● Chorus ● Guitar solo</p> <p>Now recap the song I Wanna Play in a Band. Discuss with the class. <u>How are these two songs different?</u> Record answers as shared writing or class to complete in groups on large sugar paper. <u>How are these songs the same?</u> (Use answers from previous lesson to help when comparing).</p> <p>Task: Continue to learn to sing the song I Wanna Play in a Band. Ask the children <u>what is the melody?</u> (The main tune) Make sure they follow the melody accurately.</p> <p>Plenary: Children to perform and share what they have learnt from the lesson today. Record the children singing to assess progress throughout the unit.</p> | <p>Charanga – I Wanna Play in a Band (Step Two)</p> <p>Large sugar paper and markers to record answers</p> | <p><i>We Will Rock You by Queen</i></p> <p><i>Understanding the musical element of melody</i></p> |
| <p>3</p> | <p><u>L.O. To understand the skills on how to</u></p> | <p>Starter: Listen and appraise the song- Smoke on the Water. Ask children <u>what is the pulse of the music?</u> (the beat) and see if they can find the pulse.</p> | <p>Charanga – I Wanna Play in</p> | <p><i>Smoke on the Water by Deep</i></p> |

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| | <p><u>improvise in music</u></p> <p><u>Success Criteria</u></p> <ol style="list-style-type: none"> 1. I must know what improvisation means. 2. I should be able to clap improvised rhythms. 3. I could play improvised melodies on pitched instruments. | <p>After, <u>scroll through the questions together as a class.</u></p> <p>Answers:</p> <p>Instruments: The vocal line: how many singers? Male/female? Male. ● The backing/accompaniment: how many instruments? Which ones? A rock band: electric guitar, bass, drums, keyboards. ● Which instruments plays the solo? The electric guitar plays a solo after the second verse and chorus. ● Is there a hook? Yes: an instrumental hook played on the electric guitar. It is well known. ● The texture: is it thick, thin or inbetween? Are there many layers of sound, or just one/two? Are there many voices singing/instruments playing, or just one/two? It starts with a thin texture – just a few instruments – and builds up to a thicker texture. The guitar plays in the intro and verses with the drums; the bass comes in only in the chorus. This is unusual for a rock song. ● The tempo: is it fast, slow or inbetween? Inbetween. ● The dynamics: is the music loud, quiet or inbetween? Is it the same throughout or does it vary? As the texture thickens, with instruments playing, the dynamics get louder</p> <p>Structure: Long introduction adding instruments one by one playing the famous riff ● Verse 1 ● Verse 2 ● Chorus - “Smoke on the water” ● Introduction - famous riff ● Verse 3 ● Verse 4 ● Chorus - “Smoke on the water” ● Introduction - famous riff ● Guitar solo leading into ● Introduction ● Verse 5 ● Verse 6 ● Chorus - “Smoke on the water” ... ● Outro - famous riff</p> <p>Discuss with class <u>how is this song similar/different to our song</u>, ‘I Wanna Play in a Band’? (Use answers from lesson one to help you compare).</p> <p>Task: <u>What is improvisation?</u> Introduce what improvisation means. (To make up music on the spot). On the ‘Improvise with the song’ tab, use the Clap and Improvise video for children to understand how to improvise/make up rhythms. The second video uses instruments (glockenspiels) as well to improvise. If you would like to challenge the children, they will need to know where F and G are on the glockenspiels. The third video allows the freedom of improvisation. You can demonstrate as the teacher first and then let other children to have a go.</p> <p>Using this knowledge, add an improvised part to the performance of I Wanna Play in a Band (either clapping or playing instruments). Record the children improvising to assess progress throughout the unit.</p> <p>Plenary: Discuss <u>what have they learnt today.</u></p> | <p>a Band (Step Three)</p> <p>Glockenspiels</p> | <p><i>Purple</i></p> <p><i>Understanding the musical element of improvisation</i></p> |
| <p>4</p> | <p><u>L.O. To be able to use symbols to represent composition and use them in a</u></p> | <p>Starter: Listen and appraise the song- Rocking All Over the World by Status Quo. Now listen to I Wanna Play in a Band. Children to now discuss these two songs. <u>What is similar, what is different?</u> (Use answers from previous lesson to help comparison)</p> | <p>Charanga – I Wanna Play in a Band (Step Four)</p> | <p><i>Rocking All Over the World by Status Quo</i></p> <p><i>Understanding</i></p> |

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| | <p><u>performance.</u></p> <p><u>Success Criteria</u></p> <ol style="list-style-type: none"> 1. I must understand I can represent music using symbols 2. I should be able to follow symbols carefully to create a performance. 3. I could compose my own musical performance using symbols. | <p>Task: Recap last lesson. (If you didn't bring instruments into last lesson, do so for this lesson.)</p> <p><u>How should we play the glockenspiel safely and accurately?</u> Ask the children to discuss and share these rules. (Glockenspiel should be kept on the table at all times, you should only play when the teacher instructs and beaters should be out of our hands when they are not playing. Also, the key must be struck lightly and accurately to get the best sound out of the instrument). Recap <u>what the word improvise means.</u> Using the tab 'Improvise with the song' and the video named 'Improvise!' ask children to create short improvisations and use symbols to write down their improvisations. (Save this for next week).</p> <p>Plenary: Children include this playing into their performance. Encourage them to sing the song and improvise at the correct points in the song. Record the children performing to assess progress throughout the unit.</p> | <p>Glockenspiels</p> <p>Sugar paper and markers to notate down children's improvisations.</p> | <p><i>musical notation</i></p> |
| <p>5</p> | <p><u>L.O. To be able to create short, musical patterns.</u></p> <p><u>Success Criteria</u></p> <ol style="list-style-type: none"> 1. I must be able | <p>Starter: Listen and appraise the song Jonny B Goode by Chuck Berry. Discuss the song. <u>What are the similarity and differences between this song and I Wanna Play in a Band? Which song do you prefer? Why?</u> Discuss the different musical instruments within the song.</p> <p>Jonny B Goode: Electric guitar features in the introduction and all the way through. Piano, bass and drums accompany. The piano plays lots of flowery riffs too.</p> | <p>Charanga – I Wanna Play in a Band (Step Five)</p> <p>Glockenspiels</p> | <p><i>Jonny B Goode by Chuck Berry</i></p> <p><i>Understanding the musical element of</i></p> |

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| | <p>to play different musical patterns.</p> <p>2. I should be able to accurately play pitched instruments alongside a backing track.</p> <p>3. I could perform my composition with pitched instruments.</p> | <p>I Wanna Play in a Band: electric guitar, bass, drums, keyboards</p> <p>Task: Continue with last weeks lesson. Explain to children that now we have written down our improvisation, it is called composition. <u>What is composition?</u> (When a musician writes their own music). Learn the composed melodies and play with the music.</p> <p>Plenary: Children perform the song with the instruments. <u>How have we improved our performance from last week? How could we make it better for next week? Record the children performing to assess progress throughout the unit.</u></p> | | <p><i>composition</i></p> |
| <p>6</p> | <p><u>L.O. To understand how to accurately perform a rehearsed song</u></p> <p><u>Success Criteria</u></p> <p>1. I must rehearse and</p> | <p>Before this lesson, (if you would like to) invite music subject lead or any SLT to come and enjoy their final performance.</p> <p>Starter: Listen and Appraise, I saw her standing there by the Beatles. <u>What are the similarities and differences between this piece of I Wanna Play in a Band?</u> Children will now be use to the idea of discussing differences and similarities between the two songs. Replay to familiarise the children with the song.</p> | <p>Charanga – I Wanna Play in a Band (Step Six)</p> <p>Glockenspiels</p> | <p><i>I Saw her Standing There by the Beatles</i></p> <p><i>Understanding the musical element of pitch and dynamics</i></p> |

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| | <p>perform a piece of music using my knowledge of rock music.</p> <p>2. I should understand high, low pitch, loud and soft dynamics.</p> <p>3. I could experiment with different sounds using my voice and pitched instruments.</p> | <p>Task: Get the children to play the warm up game. They can use their instruments to repeat the rhythmic sections. The last part of the game is talking about pitch. <u>What is pitch?</u> (How high or low the note sounds). Discuss with children after the games what pitch is and can they understand the different high and low pitch notes.</p> <p>Children rehearse the song with their voices and composed glockenspiel parts. If the children have grasped the song well, try to add in dynamics. <u>What is dynamics?</u> (How loud or quiet the sound is.)</p> <p>Perform the song. Record the performance to assess the children in this unit.</p> <p>Plenary: Ask the children <u>have they enjoyed learning about rock music? What do they like about rock music? Will they continue to listen to rock music?</u></p> | | <p><i>Understanding how to perform.</i></p> |
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