

Unit Title: Our World	Unit Skills Focus: Listen and Appraising Singing and Performing Composition and Improvisation	Genre: Nursery Rhyme
------------------------------	------------------------------------------------------------------------------------------------------------	-----------------------------

	1	2	3	4	5	6
Music	I can listen attentively.	I can listen and respond to a piece of music.	I can listen to and join in with simple songs.	I can join in and sing simple songs in small group situations.	I can sing simple songs from memory and practise adding a musical instrument.	I can adapt a simple song and independently select and instrument to accompany the song.
Focus	Appraise Charanga/Our World/Step 1	Appraise Charanga/Our World/Step 2	Singing and Performing Charanga/Our World/Step 3	Singing and Performing Charanga/Our World/Step 4	Singing and Performing Charanga/Our World/ Step 5	Compose and Improvise Charanga/Our World/Step 6
TAKE AWAYS Development Matters (bold text) Charanga takeaways	<ul style="list-style-type: none"> ✓ Listen attentively, move to and talk about music, expressing their feelings and responses. ✓ Understand how to listen carefully and why listening is important. ✓ Listen carefully to rhymes and songs, paying attention to how they sound. <p>Listening and responding to different styles of music.</p>	<ul style="list-style-type: none"> ✓ Listen attentively, move to and talk about music, expressing their feelings and responses. ✓ Understand how to listen carefully and why listening is important. ✓ Listen carefully to rhymes and songs, paying attention to how they sound. <p>Listening and responding to different styles of music.</p>	<ul style="list-style-type: none"> ✓ Sing in a group or on their own, increasingly matching the pitch and following the melody. ✓ Understand how to listen carefully and why listening is important. <p>Learning to sing or sing along with nursery rhymes and action songs.</p>	<ul style="list-style-type: none"> ✓ Sing in a group or on their own, increasingly matching the pitch and following the melody. ✓ Understand how to listen carefully and why listening is important. <p>Improvising leading to playing classroom instruments. Singing and learning to play instruments within a song.</p>	<ul style="list-style-type: none"> ✓ Sing in a group or on their own, increasingly matching the pitch and following the melody. ✓ Understand how to listen carefully and why listening is important. <p>Share and perform the learning that has taken place. Singing and learning to play instruments within a song.</p>	<ul style="list-style-type: none"> ✓ Explore and engage in music making and dance, performing solo or in groups. ✓ Combine different movements with ease and fluency. <p>Embedding foundations of the interrelated dimensions of music.</p>

Unit Title: Our World	Unit Skills Focus: Listen and Appraising Singing and Performing Composition and Improvisation	Genre: Nursery Rhyme
------------------------------	------------------------------------------------------------------------------------------------------------	-----------------------------

Lesson Steps	<ol style="list-style-type: none"> 1. Listen and Respond - <i>Lovely Day</i> performed by Bill Withers: Play the song. 2. Give some information about the song context. 3. Think about instruments and vocal part. 4. Listen to and discuss the song <i>Days of the Week</i> (Addams Family) and how the two songs are linked by vocabulary. Days of the Week - Addams Family 5. Learn to sing and play <i>Old Macdonald</i>. Listen to and learn the song <i>The Wheels on The Bus</i>. 	<ol style="list-style-type: none"> 1. Listen and Respond - <i>Beyond The Sea</i> sung by Robbie Williams. <i>Play the song</i>. 2. Think about how the music makes you feel, what is the artist singing about? 3. Think about the instruments and vocal part. 4. Listen to and compare the alternative song <i>Under the Sea</i> from the Little Mermaid. Under the Sea, The Little Mermaid 5. Recap the song <i>Wheels on the Bus</i>, then listen to and learn the song <i>Incy Wincy Spider</i>. 	<ol style="list-style-type: none"> 1. Listen and Respond – <i>Mars</i> from the Planets by Gustav Holst. 2. Play the song and find the pulse together. 3. Recap <i>Incy Wincy Spider</i> then listen to and learn the song <i>Baa Baa Black Sheep</i>. 4. Continue to rehearse both of the songs and add actions to them. 	<ol style="list-style-type: none"> 1. Listen and Respond – <i>Frogs Legs and Dragons Teeth</i> by Bellow Head. 2. Play the song and find the pulse. 3. Quickly recap the song <i>Baa Baa Black Sheep</i>. 4. Introduce the Glockenspiel and model how to hold the beater and play use the instrument safely. 5. Demonstrate how to play the percussion instrument and how to keep a regular single beat. 6. Practise keeping a regular beat with the teacher. Children to work in pairs with instruments. (15 Glockenspiels for a class of 30) 	<ol style="list-style-type: none"> 1. Listen and Respond - <i>Aint No Mountain High Enough</i> by Mavin Gaye and Tammi Terrell. 2. Demonstrate how to play the percussion instrument and how to keep a regular single beat. 3. Practise keeping a regular beat with the teacher. Children to work in pairs with instruments. 4. Listen to <i>Incy Wincy Spider</i> from week 3 and teacher to model how to play the notes D and E on the Glockenspiel in time with the rhyme. 5. Allow the children time to practise and rehearse in pairs, one child singing and one child playing, then swap over. <p>* Ensure the Glockenspiel is available as part of the continuous provision to allow children to consolidate their learning.</p>	<ol style="list-style-type: none"> 1. Listen and Respond – <i>Singing in the Rain</i> by Gene Kelly 2. Allow the children time to practise and rehearse in pairs what they learned in the last lesson, one child singing and one child playing, then swap over. 3. Teacher to demonstrate a different rhythm of the rhyme <i>Incy Wincy Spider</i>. Children to listen and copy back, “I do, you do” approach. 4. Children to volunteer to perform their version of the song with one child singing and one child playing their Glockenspiel.
---------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Challenge
In ongoing provision have a Glockenspiel available for children to play and explore a rhythm to a rhyme of their choice. Can you play a rhythm to your favourite nursery rhyme?

Vocab	sounds e.g., soft/loud, music, instrument, rhythm, rhyme, song, singing, perform, fast/slow, tap/clap/beat.
--------------	-------------------------------------------------------------------------------------------------------------