



HOUNSLOW MUSIC SERVICE

Primary Music Curriculum

Appendix (i) – Possible Teaching Activities

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Primary Music Framework – Possible activities for Year 1

UNIT 1 – Beats, Rhythm & Pitch

Part 1 – Teacher leads clapped and simple body percussion (clap, slap on thighs, stomp) pupils copy back – rhythms should be 4 beats long

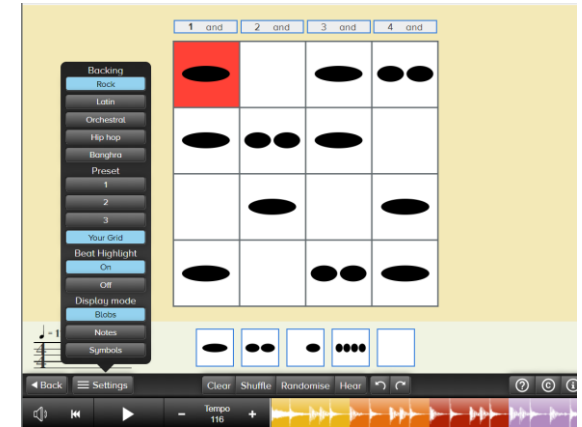
Part 2 – Don't Clap This one back – Clap a series of rhythms for pupils to copy (as part 1) but when they hear the rhythm of the words 'don't clap this one back' they must put hands next to their sides and stand like statues.

Extension Activity – Add 2nd rhythm 'or this one either' or add additional body percussion sounds.

<https://www.youtube.com/watch?v=I4KN94wUxtA>

Part 3 – Active Listening - Find the Pulse – listen to a piece of music and find the pulse. Use pieces of different Tempi (speeds) these should be long enough to allow children to do different actions to the pulse – clap, stomp, jump, by an animal, nod your head. [Charanga – Scheme Year 1 – Flexible Games Tracks/Warm Up games](#)

Part 4 – Rhythm Grids – Use a simple rhythm grid with lines of 4 beats to allow pupils to create their own rhythms. They can be simple printed out grids for individual pupils to populate or the online interactive grids with backing tracks. Extension – Pupils can decide if double dots (quavers) and single dots (crotchets) are high and low and add pitch to their composition. [Charanga – Scheme Year 1 – Flexible Games Tracks/Warm Up games \(see Image\)](#)



Learning – finding/keeping a pulse; aural recognition and repetition of rhythms; recognition of forbidden patterns; composition; performance.

Vocabulary - crotchet, quaver, minim, adagio, allegro, bar, tempo

UNIT 2 – Active Listening

BBC 10 Pieces – Finlandia

For full resources and lesson guides go to: <http://downloads.bbc.co.uk/learning/tenpieces/EYSEN/Finlandia/Finlandia%20EYFS%20and%20KS1.pdf>

Part 1 – Quiet & Loud – Talk to the children about passive and active listening – listen for sounds in your classroom when all the children are very quiet, what can you hear? Explain that you are going to listen and watch Finlandia and give the children some background on how music can tell a story, describe a place or a feeling. You can stop regularly or listen through and then listen to smaller sections. Ask questions; how does it make you feel? Does it sound like hot or cold weather? Does it sound like day or night? Re-listen to the first 45 seconds and ask children to focus on loud and soft sounds. You can then do some of the following activities to get children creating their own loud and soft sounds (dynamics) Ask children to create body percussion sounds and then explain whether these are loud and soft, sing a song and ask the children to choose loud or soft for the verse and chorus.

Part 2 – Graphic Score – Focusing on the first 45 seconds of Finlandia – ask the children to identify 3 types of weather, like thunder and lightning, rain, wind. Create hand signals or flash cards for these sounds, create a sound palate using instrument, household objects or body percussion sounds to match you signals or flash cards. In small groups ask the children to use these sounds to create, rehearse and perform their own piece of music Extension Activity – duplicate these steps using a different type of weather of animals with children creating their own signals or cards and choosing their own sound palate.

Part 3 – World Music – explain that Finlandia was written for the people of Finland, but all countries have music and songs that are special to them. Choose a song from a country or in another language and (Example Frere Jacques in French and then English)

Part 4 – Tempo – Sing a simple song then ask the children if they can sing it faster? Can they sing it slower? Using a drum or tapping on the floor teacher keeps a steady beat and children move in time with the music. Stop and ask them to listen to a new tempo for 4 beats before moving to the new tempo. This could be in a stationary position or walking around to the beat of the music. Listen to a small extract of Finlandia, on the second time ask children to move their hands to the music.

Part 5 – Making Music – Ask children to list/draw/discuss some of their favourite things where they live – park, school, house, etc. Leave a range of noise makers available to the children (percussion instruments, spoons, buckets, shakers, anything that makes sounds!) Can children use the objects/instruments to create something inspired by their favourite things? Children need time to create and rehearse before performing this piece to their classmates. When children have performed ask them to review their own and others pieces, discuss loud and quiet, spikey and smooth sounds.

Learning – Active listening, loud and soft, musical identity of a country, graphic scores, finding and moving with pulse, changing tempi, singing in different languages.

Vocabulary – Dynamics, tempo, composition, improvisation, body percussion, notation.

UNIT 3 – Singing

BBC Radio Sun, Sea & Song! For full resources, videos, backing tracks, vocal warm ups go to: <https://www.bbc.co.uk/teach/school-radio/music-ks1-sun-sea-song-warm-up/z7qg382>

For each lesson it is recommend to warm up with a short session on vocal health, how to use your voice and vocal warm ups. There is a vocal warm up with the song pack on the link above, but there is also a full set of videos and vocal warm up in [Charanga Song Centre](#)

Part 1 – ‘The Big Ship Sails’ – Discuss with children if they have ever been to the sea side – what did they see? What could they hear? Learn the song ‘The Big Ship Sails’. Discuss how the first four words and notes have the same length (duration) can the children identify if they stay the same or go high or lower in pitch? (same) Do the notes after this seem faster or slow? Is this because they are shorter or longer? Can they spot the difference in Verse 3? (Tempo slows down) Can they spot the lines that repeat? Divide class into 2 to play ‘spot the rests’ group A sings ‘climb the rigging’ group 2 claps in the rests, they practice going in correctly.

Part 2 – ‘There’s A Hole in The Bottom of the Sea’ Children actively listen to the song and describe it. Break it down and ask children to listen and identify if each line goes higher or lower in pitch. Can the spot what happens to the first line in each verse? Words are added to make the line longer. Learn to sing the song. Listen to ‘Sailing by’ (composed by Ronald Binge, 1963) Can the children describe the mood of the piece? Can they describe any instrument sounds? Are these smooth or spikey? Which ones are playing high and which ones are playing low pitched notes? Which ones have short fast notes and which ones have slow notes?

Part 3 – ‘Suki Over the Ocean’ – Listen to the song & learn verses 1 to 3. Ask the children to spot what happens in the verses – the second half is different depending on what they catch, the first verse is longer. Focus on the rhythms getting children to clap or us body percussion to show the rhythm of the words. Listen to ‘Storm’ from ‘Four Sea Interludes’ (composed by Benjamin Britten, 1945) ask children to focus on using descriptive words, can they explain what the dynamics and tempo are doing?

Part 4 – ‘A Sailor Went to Sea’ focus on fast and slow notes and rhythms. Listen and learn to sing the song. Can the children clap the rhythm to a sailor went to Sea, Sea, Sea? What notes are fast and which are slow? Break the class into 2 groups can one group clap the rhythms whilst the other group sings the song? Suggested Listening - ‘By the Sleepy Lagoon’ (composed by Eric Coates, 1930).

Primary Music Framework – Possible activities for Year 2

Unit 1 – Ensemble Skills; Beats & rhythms

Learning based on two rhythmic chants/songs; The Beat Stays the Same & Rain on the Green Grass

Part 1: Children warm up with a simple unison song (nursery rhyme/[Charanga unit song](#)) Children then listen and find the pulse with the same tune, using a variety of body percussion and actions such as animal movements. Children are asked to describe what they are clapping, are the notes the same length? Are you clapping with the words? Which do you think is a beat and which is a rhythm? Teacher leads the children in the chant the Beat Stays the Same. This is split into two sections and should be taught and developed a section at a time with discussion of how they differ. Once children know the words focus on clapping the beat in the first half of the rhyme and the rhythm in the second half. <https://www.youtube.com/watch?v=dxwhLuYoqhQ>

Part 2 – Start with a warm up of finding the pulse and then copy back rhythms on a simple unison song. In a circle start a slow beat and then ask children to clap their name/favourite food in turn over the beat. Revise 'The Beat Stays the Same' Split class into 2 groups, beat and rhythm, they need to clap only for their part of the chant and all say the words. Learn the words to Rain on the Green Grass (<https://www.youtube.com/watch?v=842IJQwtrzk>) Get children to clap the pulse whilst singing the rhyme. Once they are confident ask them to create their own actions to the song. Practice in 2 groups with one group keeping the beat and one group doing the actions then swap. You could ask the children to stand in lines facing one another, can they watch and listen to the other group and keep their own part?

Part 3 – Revise 'The Beat Stays the Same' and 'Rain on the Green Grass' with Beats & Actions. Rain on the Green Grass - Ask the children to say a line and then clap the rhythm. Practice clapping the rhymes as a whole class. You can now split into 3 groups; beats, actions and rhythms. Practice keeping all 3 parts going, they can be rotated through the groups.

Part 4 – Perform and record both pieces and ask children to actively listen to their performance and describe what they liked? What went well and what they feel could be better? Now select another song ([Charanga Unit Song](#), [Sing Centre](#) or Nursery Rhymes) and practice the beats and rhythms with or without actions.

Learning – Ensemble skills, performance, pulse & rhythm, loud and soft, duration, finding and moving with pulse, changing tempi,

Vocabulary – Duration, tempo, rhythm, pulse, dynamics,

Unit 2 – Singing, Listening, Pulse & Rhythm

This Unit is available in: [Charanga Scheme – Spring Term 1](#) with additional percussion activities.

For Drumming activities, you can use: buckets, pans, chop stick on the floor or knee slaps/claps.

Part 1 – Listen and appraise 'I Wanna Play in a Band'. What does the count in at the beginning tell you about the pulse? What instruments are there? What do you think the red and yellow sections on the sound bar at the bottom of the screen mean? Are the matching colour sections the same or different? A section that repeats in a song is called a Chorus; is this the yellow section or the red section on the song? Using the warm up games track clap the rhythms and then as children to lead making up their own for the class to copy. Using copy back sing and learn the song 'I Wanna Play in a Band'

Part 2 – Warm up with singing 'I Wanna Play in a Band' and flexible games track with rhythms and pulse. Listen and Appraise 'We Will Rock You', Queen - how body percussion and rhythm have been used to create the song? Listen again with children joining in with the stomp-stomp-clap. Discuss body percussion-what other sounds can you create? Children are given some time to create their own 2 bar body percussion sound and take turns leading the class.

Part 3 – Improvising using drums, untuned percussion, buckets, etc or body percussion. Use the Warm Up Games Track to get the children starting to respond to a rhythm with their own pattern. Children can do one at a time or the whole class can have a go. Teacher leads the group in taking turns to improvise their own 2 bar improvisation. These can be improvised based on a call and response with the teacher leading. Use the two improvisation tracks for 'I Wanna Play in a Band', with longer gaps for original response.

Part 4 – Listen and compare 'Smoke on the Water' and 'Rocking All Over the World'. How do the songs differ? Songs can tell stories or make you want to dance/join in, which do these do? At the beginning of 'Smoke on The Water' focus on the repeating riff/Ostinato. Using Body percussion/drums/etc break into small groups and use a rhythm grid to begin creating a percussion piece.

How to Guide: http://downloads.bbc.co.uk/tv/tenpieces/lessonplans/creative_response_meredith_connect_it.pdf

Part 5 – Listen and Appraise Jonny B Goode – of the pieces listened to across the unit which is your favourite? Why? Children break into groups to review, rehearse their compositions. Each group then performs for the class and all provide feedback.

Learning – Song structure, Improvisation, composition, body percussion, Rock n roll, Rock, band instruments

Vocabulary – Rock n roll, Rock, ostinato, riff, verse, chorus

Unit 3 – Singing

Part 1 – Begin with physical warm up and vocal warm up games and activities ([Charanga](#)) Begin with a simple round; Frere Jacques, learn as a whole class and then start working in two groups. Sing against the backing track in [Charanga](#). Alternative rounds can be used; <https://www.bussongs.com/round-songs>

Part 2 – ‘Black Socks’ – This can be sung as a round, but you can also use ostinato pattern, alternative melody, etc. Children learn the simple tune for ‘Black Socks’ then split into two groups to sing as a round, then split into three groups with 2 rounds and 1 ostinato. Ask children to keep the beat with thigh slaps or stomps whilst singing. <https://scratchgarden.com/blog/singing-round-songs>

Part 3 – Warm up games with spot the difference, sing a phrase from one of the rounds and then change to a higher or lower pitch, sing the 2 phrases but this time change tempo, etc. Ask the pupils to describe what has changed. Listen to the round ‘Harry Potter’ (<https://www.youtube.com/watch?v=dXWs3moq4Eg>) to the tune of Frere Jacques. Can the children make up their own words to a round they have learnt? Break into small groups and ask children to create their own round, rehearse and perform for the class with review and feedback.

Part 4 – Ask Children to contribute to a short performance program to showcase their singing work, including their own rounds. Arrange for this to be watched by another class/a teacher/headteacher. Children should consider the venue, program, set up, performance behaviour, etc. If possible, the performance should be recorded and once the performance has been given children should review and respond to their performance.

Learning – Vocal health and warm ups, part singing, improvisation, composition, performance preparation and behaviour.

Vocabulary – Performance, repertoire, rounds, dynamics, tempo, ostinato.

Primary Music Framework – Possible activities for Year 3

NB: To meet the requirements of the National Curriculum, from Year 3 onwards children should learn to play a pitched instrument with at least 3 notes. These Units are generic but Charanga resources recommend either half class of glockenspiels or full class of recorders. Scores for other instruments are available.

Unit 1 – Combined: Reggae - Listening, Rhythm, Pulse, Pitch, Performing, Singing, Composing. (Charanga, Year 3, Spring Term 1)

Part 1 – Listen and Appraise 'Thee Little Birds'. What does the music make you feel? What is the message the song is conveying? Is it loud or soft? Fast or slow? Can you find the pulse? Using the Bronze Warm Up Games Track can you clap back the rhythm of the main words? Singing the phrases from the song can you identify whether the notes are moving to higher or lower pitch or staying the same? Learn to sing the song by breaking it down into Verse and Chorus with and with backing tracks. Perform the Song.

Part 2 – Listen to 'Jamming'. Focus on the off-beat rhythm get children to clap or tap the off-beat rhythm. Discuss the origins of Reggae music and find Jamaica on a map. How does the music reflect the pace of life on a tropical island? Using a pitched instrument practice your notes and play along with the track.

Part 3 – Listen and Appraise 'Small People', Ziggy Marley. Focus on finding the pulse. This piece is in 2/4 can children clap the first beat loud and the second beat of each bar soft? Using the rhythm grid explore rhythms in 2/4 and 3/4. Teacher leads clap back and body percussion session with 3 or 4 rhythms in each time signature, can children copy and identify which time signature is being used?

Part 4 – Using the flexible games track find the pulse of the piece. Using the 'other games' tab, now try clapping on the off-beat. Using pitched instruments practice and perform the piece. There are two levels, so as an extension exercise you can split the class into two groups with both parts on screen for easy and medium difficulty parts.

Part 5 – Composing – Using the online composition tool (Unit Lesson 5) - if you have iPad or laptops this can be done in small groups, but it can also be done as a whole class exercise using the IWB. Using 'treble clef' 'five notes' first decide on a rhythm using a variety of note lengths and a grid. You then add a selection of 3 or 5 pitched notes by selecting a note and moving it higher or lower in pitch. You can listen back to the work you have created, download the musical notation, review and discuss.

Learning – Rhythm, Pitch, Pulse, recognising and keeping time in different time signatures, Singing, Composition, performance.

Vocabulary – Reggae, Time signature, Off-Beat.

Additional Resource for pitched instruments: [Three Note Reggae \(Charanga\)](#)

Unit 2 – Active Listening, Singing – Traditional music

All resources named below are available in [Charanga Sing & Charanga Listening Centre \(or via search\)](#) alternates can be found at English Folk Dance & Song Society (EDSF) resource pages: <https://www.efdss.org/learning/resources/resources> or from the British Library at: <https://sounds.bl.uk/World-and-traditional-music>

Part 1 – Listen and Appraise 'Skye Boat Song' what do children think this is about? Which of the words repeated to form the chorus? Is the singing mostly high pitch or low pitched? Background on the songs history and how folk music was often used to tell stories about important events in history. Which country do you think this is from (Scotland) Learn to sing the song.

Part 2 – Vocal Warm up and continue to learn 'Skye Boat Song' Focus on keeping the pulse with hands on knees or swaying motion. This piece is in 6/8 but children will feel it in groups of 3. Listening exercise – 'Roll Alabama' Bellow Head – This song describes the story of the CSS Alabama. Can children follow the story? Which country do you think made the boat? Where did the boat sink? Once they have listened you can look at the lyrics to follow the story. Children should listen and find the pulse in 3/4.

Part 3 – Listen and Appraise 'The Devil & The Ploughman. This is a different kind of folk music, and although many countries have a tale or version of their own this version is traditional English story of the cursed wife. What do the children think this is about? How is this story different to 'Skye Boat'? This song is meant as a funny tale; is this reflected in the music? Using call and copyback, learn the song.

Part 4 – Singing – continue with vocal warm ups and learn to sing 'The Devil & The Ploughman' and perform. Listening – Manin' Neighbour This traditional Guyana song is about the relationship between neighbours in good and bad times. How is the calypso style different from what we have sung and listened to? Focus of the syncopated rhythms that give the style. Ask children to pick out and repeat a syncopated rhythm and reproduce it using body percussion or untuned percussion instruments.

Part 5 – Learn the Irish Song 'Cuckoo!' – begin with listening, then learn the ostinato 'cuckoo' part and sing against the recorded backing track. Learn the chorus and break the class into two groups to practice with each group getting a chance to hold the Ostinato and the tune.

Learning: National musical styles, syncopated rhythms, two-part song

Vocabulary: Folk Song, ostinato.

Unit 3 – Listening & Composition

This unit uses resources from BBC 10 Pieces – Carmina Burana – ‘O Fortuna’ by Carl Orff:

<https://www.bbc.co.uk/programmes/articles/3Cj3llLqxGNB2jpd241vHwK/carmina-burana-o-fortuna-by-carl-orff>

Part 1 – Introduce the project with the video and listening ‘O Fortuna’ and discuss. Listening again to the opening focus on the call to the Goddess of fortune. Can children move or create statues to the opening? Listen again and see if children can spot where it moves from the opening into the ‘um pa’ rhythm and clap to the steady beat.

Part 2 – Warm up with a pulse and rhythm game – ask the children to think of a phrase about fate (ex. ‘the sun will shine’) and clap the whilst the rest of the class keep the beat. Listen again to the piece and focus on the ‘Um pa’ rhythm that drives the music. Ask children to choose two body percussion sound and alternate to keep the rhythm with the music. Using pitched percussion children can use D & A to keep the rhythm or two different unpitched instruments to Um pa.

Part 3 – Recap what Ostinato means and listen again to the piece trying to find the Ostinato in the piece. Ask children to come up with their own fortune phrase and repeat this whispering over a teacher lead um pa pulse. You can give children an opportunity to perform their ostinato for the class. When you have one or two ideas let the children choose the one for their composition and transfer this to a sung pattern (Orff uses; D C A D) practice pulling these together and record your piece so far.

Part 4 – Splitting into small groups ask the children to create short melodies (2 bars) for good and bad luck phrases. Get children to perform and listen to these in turns as a class. They can be recorded in the board or as audio and the class can decide how to order them to create a longer piece.

Part 5 - Warm up and then pull together the ostinato and pulse section into a crescendo, practicing when to start and stop. The melody section can be done with this or at the end, although it is easier to pull together as two separate sections.

Learning – Listening, composing, performing

Vocabulary – Melody, crescendo, ostinato, tuned and untuned percussion, pulse.

Primary Music Framework – Possible activities for Year 4

NB: To meet the requirements of the National Curriculum, from Year 3 onwards children should learn to play a pitched instrument with at least 5 notes or 4 chords. These Units are generic but Charanga resources recommend either half class of glockenspiels or full class of recorders. Scores for other instruments are available.

Unit 1 - Combined: Beatles - Listening, Rhythm, Pulse, Pitch, Performing, Singing, Composing. (Charanga, Year 4, Summer Term 1)

Part 1 – Listen & Appraise 'Blackbird' Beatles. Discuss the elements of the music and how they are use. Discuss the historical context of the song and the civil rights movement. Vocal Warm Ups (Charanga; Sing) Listen again and tap knees to keep the steady pulse. Use Warm Up Games Bronze to copy back the main rhythms, and melodic phrases.

Part 2 – Teacher to lead with call and copy back learning the song 'Blackbird'. Using Flexible Games Track and 'move to the pulse' use a range of actions and activities to keep the pulse, you can also use a teacher led improvisation asking children to respond by clap back their own rhythms. Using pitched instruments with three notes (C A G) learn the easy part for 'Blackbird'

Part 3 – Silver Level Warm Up challenge – this can be done with instruments, children take turns in leading a rhythm clapping back, copy back on instruments and singing. This can be done with or without the supporting backing track. Revise 'Blackbird' singing and playing with the easy part. Split Children into two groups, this can be by ability or evenly depending on the class and the pitched instrument being used. Rehearse the medium difficulty part.

Part 4 – Warm up using the flexible games track gold challenge. You can ask children if they want actions to move faster or slower to the pulse and change the screen actions using 'pulse per move' at the bottom of the screen. Sing through Blackbird and perform, record and review. In two groups practice play both instrument parts – you can choose rehearsal or performance speed settings. Again perform, record and review the instrumental performance.

Suggested additional listening activities: Hey Jude, Yellow Submarine, Can't Buy Me Love, Yesterday & Let It Be.

Learning: Musical in historical context, rhythms, pulse, pitch, singing, ensemble skills, playing, performance, review and assessment.

Vocabulary: Civil rights movement, chorus, verse, ensemble.

Unit 2 – Performing (Instruments) Composing & Improvising

Water Xylophones - This unit has cross curricular links to sound experiments in science. You will need: a suitable set up space, 5 or 6 sets of 5 matching glasses, water, towels, labels or post it notes.

Part 1 – Warm up with a singing/listening/pitch exercise (**Charanga**) Split the class into small groups with 5 matching glasses and a carton of water. Ask children to pour different amounts of water into each glass and tap them to see what they sound like. Can the children now arrange them in order from the highest pitched sound to the lowest pitch sound? If they empty some of the water from one container how does this change the order of the glasses? Do they get different sounds tapping on the rim, side/bottom of the glass?

Part 2 – In the same groups' children are given a set of notes on a xylophone/piano/screen and asked to fill the glasses until they match the pitch of the notes, C D E F G. Label the glasses using a strip of paper underneath or a Post It note on the side (you can colour code these to match the music notes – see link) Hand out five simple tunes one to each group. Example: <https://www.entropy.com.au/blogs/entropy-toys/5-songs-for-the-xylophone> you can also use colour coded treble clef notation.

Part 3 – Children will again need to begin by 'tuning' their xylophone to C D E F G. Continue to rehearse in their groups using the pieces from last week and emphasise the importance of adding the correct rests and rhythms to make it sound like the tune. Take turns to allow each group to perform their piece without introducing the tune. Can the class correctly guess the tune from their performance?

Part 4 – This week you will need to ask children to listen carefully to a new scale and tune their glasses to a C Pentatonic Scale (C D F G A) Children can improvise freely using a range of backing tracks (available on music streaming services, YouTube, CD) you can also ask them to move/fill the 'A' glass so it becomes the first note and they can freely improvise in A Minor Pentatonic. They use the same notes but the two improvisations sound different because there is a different 'key' or 'home' note.

Part 5 – Children work in their groups, using one of the scales covered in the unit, to create their own compositions. Encourage children to 'think outside the box' and use the water xylophone as one tool. They can add vocal sound effects, singing, body percussion, more than one note at a time. Ensure all children in the groups are contributing and have a part in the composition. A group at a time performs and the class reviews the compositions.

Learning; Adjusting to correct pitch, improvisation, composition, reading music, performance, assessment and review,

Vocabulary: Major, minor, pentatonic, tuning, scales, soundwave, vibration, timbre.

Unit 3 – Singing

The purpose of this unit is to develop singing skills to enable children to sing in a directed group and perform with confidence pieces with two parts. All songs and listening are available in [Charanga](#). Each part below is a suggested step but all should contain a general musicianship warm up/game, a singing warm up and teacher led improvisation. Vocal Warm Ups: [Charanga sing centre](#) or London Philharmonic Orchestra resource: <https://www.lpo.org.uk/creative-classrooms-connect/let-s-sing.html> General Musicianship activities: <https://www.youtube.com/hashtag/benedettisessions> - [Charanga Warm Up Games/Flexible Games Tracks](#)

Part 1 – Vocal Warm Up – Listen and appraise ‘Don’t Stop Believing’ Journey. How many voices do you hear? Which sections have only one voice which have two? etc. Learn to sing – the song is broken down into smaller sections with backing. You can use the improvisation track; warm up games track or instruments tracks to extend their understanding of the piece. Ensure that they are confident with the main tune and lyrics throughout the piece.

Part 2 - Vocal Warm Up – revise the main tune sections of ‘Don’t Stop Believing’ and perform with the backing track – break for a general musicianship activity. Learn to sing the second part of ‘strangers waiting’ section against the backing track before rehearsing in two groups with both parts – repeat this for the second part on ‘don’t stop believing’ section. Pull together and perform the piece so far.

Part 3 - Vocal Warm Up – Revise ‘Don’t Stop Believing’. Listen and appraise the Glee version of the same song. What do they do differently in the introduction section? Do they use the ostinato from the guitar part with their voices throughout? Can the children use this ostinato and sing it against the backing track with the vocals switched off? Ask children if they want to add this to the part for the second part singing group. Perform the piece with all the parts so far. Listen and appraise ‘Respect’ Otis Reading/Aretha Franklin. You can choose to listen to a full recording or the charanga arrangement. In Charanga - How is the voice used differently in the rap section? How many parts do they hear?

Part 4 - Vocal Warm Up – revise ‘Don’t Stop Believing’ – learn to sing ‘Respect’ Otis Reading – start with the Rap section as a whole class and then split into two groups. Learn to sing the verse and chorus by singing a line at a time and singing back. Focus on the short harmony section at the end of each verse and chorus.

Part 5 - Vocal Warm Up – Perform the songs learnt and provide an opportunity for the children to assess and appraise their performance

Learning – voice production, articulation, singing with body percussion, keeping the off-beat, pop music, backing vocals

Vocabulary – Backing singers, pitch, phrase, melody, harmony, register, timbre.

Primary Music Framework – Possible activities for Year 5

NB: To meet the requirements of the National Curriculum, children should learn to play a pitched instrument with at least 5 to 8 notes or developed chord progressions. These Units are generic but Charanga resources recommend either half class of glockenspiels or full class recorders. Scores for other instruments are available.

Unit 1 – Combined: Make You Feel My Love - Listening, Rhythm, Pulse, Pitch, Performing, Singing. (Charanga, Year 5, Spring Term 1)

Part 1 – Listen through 'Make You feel My Love', Adele. Discuss the what the song is about, the emotion behind it. Which sections of the song are louder? What does this do to the lyrics? Who is singing? What kind of voice? What is the structure, tempo of the song? Break it down into smaller sections – what is the difference between the introduction and the instrumental section? (texture) In which section does the pitch suddenly change? Why do you think this happens? Using the Bronze Games Track find and keep the pulse on your instrument, clap back the main rhythms of the tune, copy back the main riffs firstly on your instrument and then singing.

Part 2 – Vocal Warm Up – Learn 'Make You fell My Love' Using the section version of the song with teacher leading and children singing back a line at a time before combining each song section. Listen and compare Bob Dylan's original version of the song to Adele's. What is different in the texture and timbre? Focus on the qualities of the singer's voice and the instrumental solo. Using the Flexible Games Track you can switch off the prompts and split the class into two groups, one keeping the pulse and the other clapping the rhythm of the tune, you can also rehearse the song with the same groups keeping pulse and singing.

Part 3 – Warm Up with Instruments using the silver warm up challenge. Copy the rhythmic notation, and copy back the main riff and rhythms. Select children to lead the group in improvising their own rhythms and the group copying back against the backing track. Listen and Play your instruments – recorder and xylophone parts are provided to play on their own or together. You can also use quiet drums with you tuned instruments.

Part 4 – Vocal Warm Up - Rehearse your singing version of 'Make You Feel My Love' Starting with the basic improvisation track ask the class to improvise against the question-and-answer section (bronze= 1 note, silver = 2 notes, etc) once children are relaxed about making their own noise move onto the Extended Improvisation. This has sections for instrumental improvisation on three notes and free vocal improvisation. Ask children to do it all at the same time, which may sound chaotic, but allows them to become confident, then ask who would like to do individual improvisation in front of the class with the backing track.

Part 5 – Vocal Warm Up – Final rehearsal of the piece followed by a performance. This may contain singing and 1 or 2 different instruments (record or ask for an audience) Allow children to review and assess their performance.

Suggested additional listening: 'Hello' Lionel Richie, 'So Amazing' Luther Vandross, 'The Way You Look Tonight' Tony Bennett, 'Love Me Tender' Elvis Presley.

Learning: Singing, improvisation, rhythm, pulse, pitch, playing instruments.

Vocabulary: Timbre, texture, instrumentation, structure, dynamics.

Unit 2 – Composition & Descriptive Music with found sounds.

This unit focuses on creating soundscapes and descriptive music. You can use this flexibly with resources from Charanga, BBC Ten Pieces, YouTube. It can be developed and extended, depending on the available resources and technology. For a more technology-based version the recommended pieces are 'Tomorrow Never Knows' Beatles and 'Doctor Who Theme' Delia Derbyshire, which use recordings, sound effect and reversed sounds. For technology free you can focus on creating mood music or soundscapes using classroom instruments and sounds found around the school or home. ([Night on Bare Mountain](#), [The Elephant/The Aquarium](#), [Storm from Peter Grimes - Charanga](#))

Part 1 – Before starting the lesson ensure you have noise making materials in the room – instruments, spoons, pots, etc. Listen and Appraise 'The Aquarium' Saint-Saens (audio Wikipedia, video [Charanga](#)). Discuss the sounds and how you think they relate to the environment they are describing. How are the musical elements used to create the effects? Watch Sonic Explorers – Under the Sea (<https://www.bbc.co.uk/teach/bring-the-noise/eyfs-music-sonic-explorers-under-the-sea/zvrpqp3>) Break the class into small groups and give each group 5 pieces of card. Ask them to draw 5 things to do with the sea that they are going to make the sounds for. Ask them to 'find' the sounds in the classroom. Once they have found sound for their groups ask them to create a piece of music that they think describes their cards. Ask each group to think about the tempo, dynamics and timbre of the sounds they are creating. Each group comes to the front and puts their cards onto a board or stand and then performs their piece.

Part 2 – Doctor who – what noise would a time machine make? listening to the sound of the Tardis (<http://downloads.bbc.co.uk/doctorwho/sounds/tardis.mp3?ject>)

Ask the children to guess what the sound actually is. It's a door key scratched across a piano string and the played backwards and forwards at the same time. You can watch the video introduction to the theme tune (BBC Ten Pieces) and the original soundtrack. If you have keyboards, the sound effects can be use, if you have two recording devices children can pay on one whilst recording on the other, each time adding another layer of sound or you can use Bandlab or other software to layer your sounds. In groups ask children to come up with their own monster, character, space ship and create a sound scape for this. Each group will need to give a short description of their idea before presenting their sound scape

Part 3 – In their groups ask children to choose either their underwater or imaginative/science fiction piece and create their own graphic score on a large sheet/flip chart. Ask the groups to choose something that is completely different to the soundscapes they have created i.e., a day on the beach, a roller coaster ride. This time they will need to incorporate instruments, singing, vocal effects or body percussion with their 'found sounds'. Once they have created their piece each group performs without any introduction. After each performance the class discusses what it made them think of before the group verbally describes what their soundscape is. For each group they should consider how changing the tempo, volume, etc would have affected their soundscape.

Learning; Creating effects/moods and descriptions using sound, composition, dimensions of music, graphic score

Vocabulary; electronic music, melody, found sounds, sound effects.

Unit 3 – Singing

The purpose of this unit is to develop singing skills to enable children to sing in a directed group and perform with confidence pieces with parts and a range of notes. All songs and listening are available in Charanga. Each part below is a suggested step but all should contain a general musicianship warm up/game, a singing warm up and teacher led improvisation. Vocal Warm Ups: [Charanga sing centre](#) or London Philharmonic Orchestra resource:

<https://www.lpo.org.uk/creative-classrooms-connect/let-s-sing.html>. General Musicianship activities: <https://www.youtube.com/hashtag/benedettisessions> - [Charanga Warm Up Games/Flexible Games Tracks](#)

Part 1 – Vocal warm up – Listen and appraise ‘Dancing in The Street’ Martha and the Vandellas. You can use the extended games track, with or without instruments to practice rhythm and singing. Using the Learn to Sing (extended) version learn the song a section at a time starting with the lead vocal. As a whole class rehearse the backing vocals section by section with the tune as background. (NB parts are available at most levels for students learning an instrument – these can be added if wanted)

Part 2 – Vocal warm up – Revise the lead and backing vocals for ‘Dancing in the Street’. Split the class into 3 groups, if children find a high or low backing track more difficult, move the groups until they have a part that is comfortable for their range. Listen and Appraise ‘Halo’ Beyonce – what does the body percussion do in this song? Can you raise your hand when you think the harmonies begin? Do harmonies happen in one particular section of the song?

Part 3 – Vocal warm up – revise ‘Dancing in the Street’ – Learn to sing ‘Halo’ Focusing on the intro can children get the body percussion on the off-beat? The vocal line of Verse 1 and the bridge can be learnt as a whole class and then split into two groups with body percussion and vocal lines swapping between groups. Learn the main vocal of the chorus and then the second part by singing as a whole class against the backing. Split into two groups and perform the sections learnt so far.

Part 4 – Vocal warm up – revise ‘Dancing in the Street’ – rehearse ‘Halo’ in sections through to the end. Break for a musicianship game – Listen and appraise ‘Price Tag’ Jessie J. This is a pop song by a similar artist to Beyonce – what are the difference in the songs? Do both use percussion on the off-beat? Discuss the musical elements and compare songs. Learn to sing – break down into sections asking children to pick out the pitch for each part. Discuss what they think they have learnt about using their singing voice – is it easier to sing with accurate pitch loudly or quietly? Do they feel they are more confident singing in two parts? What do they find most challenging in the pieces they have learnt? Ask children to plan a small performance of the pieces.

Part 5 – Vocal Warm Up and game – be positive with children and ask them how they feel about the performance they will give. Perform for a given audience in a setting the children have chosen, if possible, record the performance and give children an opportunity to listen/watch back and discuss what the felt went well, what could have gone better, etc.

Learning – Voice production, articulation, singing with body percussion, keeping the off-beat, pop music, backing vocals.

Vocabulary – Backing singers, pitch, phrase, melody, harmony, register, timbre.

Primary Music Framework – Possible activities for Year 6

NB: To meet the requirements of the National Curriculum, children should learn to play a pitched instrument with at least 5 to 8 notes or developed chord progressions. These Units are generic but Charanga resources recommend either half class of glockenspiels or full class recorders. Scores for other instruments are available.

Unit 1 – Music & Me: Composition, Inspirational British Women Artists, Musical Identity

This unit is based on Music & Me ([Charanga Year 6, Summer 1](#)) created in Partnership with Youth Music, Brighter Sounds, Arts Council of England & National Lottery.

Part 1 – Watch the introduction video and discuss what this unit of work is about. Listen and Appraise and selection of short extracts from the four artists the unit focuses on and discuss what do they do? How are they different? Watch the introductory videos for each artist. Break into small groups and discuss, what do we mean by musical identity? What music is important to you? To your culture? How do you think you can express this through music? How do the artists you've listened to express this in their music? On a flip chart sheet or piece of paper ask the children to compile their ideas and present back to the class. Read through and discuss with the class the document 'Create - A Guide to Writing Your Own Music'



Part 2 – Listen and appraise 'Something Helpful' Anna Meredith. Allow the children to select any one other artist from the inspirational Women's Timeline and listen (YouTube/Streaming) Compare and discuss these two exercises. Watch some or all of the videos on Anna's music (who is Anna? The composer, Anna's music, Way into writing music) Break into small groups; create a group name and discuss how you are going to compose your piece. You can use your own lyrics, rap, melody and add your own instruments. You can use the beat track provided in the unit or you can create your own beats using 'Quickbeats' ([Charanga: Step 3](#)) Once you have created a plan remember to start with a simple first step and be willing to change as you create. This week you can agree a theme for your lyrics and start writing down the key words, phrases and ideas you want to use.

Part 3 – Listen and Appraise 'V-A-C Moscow' Shiva Feshareki – you can discuss just this piece or choose another artist from the timeline to compare it with. Watch some or all of the videos on Shiva (Who is Shiva? confidence, work and role models) Break into your groups and continue to work on your compositions. Break into groups to continue your composition – make sure everyone in the group gets a chance to contribute their musical identity – you could interview each other to make sure key things are included for every member of the group.

Part 4 – Listen and Appraise 'Shades of Blue' Eska - you can discuss just this piece or choose another artist from the timeline to compare it with. Watch the videos on Eska (Who is Eska, My Purpose in the World) If you have decided to create your own beat focus on using Quickbeats and getting your track down and recorded, so you can develop your lyrics over the top. If you have decided to use a beat track, focus on getting your lyrics finalised and rehearsed.

Part 5 – Listen & Appraise 'The Middle' Afrodeutsche and watch the associated videos. Break into your groups and rehearse and finalise your compositions. Take turns for each group to perform and record their performance. Allow children to provide feedback to other groups and to review and appraise their own performance.

Learning – Musical identity, composition, rap, beat creation,

Vocabulary – Rap, lyrics, electronic and acoustic music, DJing, turntables.

Unit 2 – Singing

The purpose of this unit is to develop singing skills to enable children to sing in a directed group and perform with confidence pieces with parts, complex melodies and syncopated rhythms. All songs and listening are available in Charanga. Each part below is a suggested step but all should contain a general musicianship warm up/game, a singing warm up and teacher led improvisation. Vocal Warm Ups: [Charanga sing centre](#) or London Philharmonic Orchestra resource: <https://www.lpo.org.uk/creative-classrooms-connect/let-s-sing.html>. General Musicianship activities:

<https://www.youtube.com/hashtag/benedettisessions> - [Charanga Warm Up Games/Flexible Games Tracks](#)

Part 1 – Vocal Warm up – 'Happy' Pharrell Williams – This song is well known and has overlapping vocal lines and is a good starting point to part singing. Using the backing track set the backing to vocal part 1, then vocal part 2. Once the class is confident in singing both parts you can split into two groups and practice singing the whole song with both parts. Finish the session with a general musicianship game.

Part 2 – Vocal Warm up – Revise 'Happy' to get the voices singing. Listen and Appraise 'Manin' Neighbour' arr. Jason Yarde. This is a traditional Guyana folk song. Discuss where the world is from? Why does the rhythm feel swinging like a dance? Can they move their bodies in time to the music? Work on the main theme of the song and focus on articulation exercises to develop the pronunciation of the words. This is a conversation between two neighbours and has two vocal parts throughout. Split into two groups and focus on each part with just this part and the backing track. At the end of the lesson pull together the two parts.

Part 3 – Vocal Warm up – continue to develop 'Manin Neighbour' – focus on the off-beat clapping rhythm at the beginning. If children are confident with the 2-part harmony there are additional parts for the intro, verse and chorus. Once you have rehearsed the individual parts pull all the groups together with the backing track with vocals on for reference, to help them gain confidence holding their part.

Part 4 – Vocal Warm up – Refresh 'Happy' and 'Manin Neighbour' – learn to Sing 'Can You Feel the Love Tonight' – This song is two part throughout and isn't broken down into parts against the backing track. Use small sections of the song and ask children to follow the notation. Can they identify and sing back the part that they believe matches each line? Teacher may need to lead each part for each small section before bring them together. Ask children to decide on the performance – who will watch? How will they perform? Where will the performance take place?

Part 5 – Final rehearsal and performance – ensure children have properly warmed up and are confident in the songs for performance. Provide a review opportunity.

Unit 3 – Combined: You've Got A Friend - Listening, Rhythm, Pulse, Pitch, Performing, Singing. (Charanga, Year 6, Spring Term 2)

Part 1 – Listen and Appraise 'You've Got a Friend' Discuss all the musical elements of the piece and listen in smaller sections to discuss the voice, emotion, message, texture, etc. Use the bronze games track – find the pulse, clap back key rhythms, play the rhythms on your instrument – can you pause the track and identify the types and pitch of notes on the notation? Using the Vocal Warm Up video get ready to learn to sing the song. Teacher leads each section in line and repeat then larger sections.

Part 2 – Use the flexible games track to warm up but switch off all action prompts. The teacher can then use the open backing to find the pulse, ask children to clap back or improvise rhythms, add their own singing improvisation. Listen to 'Loco Motion' – although this was written by the Carol King & Gerry Goffin it was performed by Little Eva – what in the music makes it sound like a locomotive? How is this different to our main song and the style of Carol King? Use Vocal Warm Up Video 2 and continue to rehearse the unit song.

Part 3 – Listen & Compare two pieces by Carol King & Gerry Goffin – 'Up on the Roof' & 'One Fine Day' focus on the texture of the pieces, and the role of the backing singers – are they acting in harmony with the tune? Are they using words or sounds? What happens in the bridge? Use Vocal Warm up video 3 and sing the unit song. Using your instruments learn to play the easy part for your instrument

Part 4 – Listen to 'Will You Still Love Me Tomorrow' – focus on the use of harmony. Teacher leads two groups and find the notes of each part of the harmony in a smaller part of the song? Can you sing these notes back with the harmony together? With your instruments learn to play the medium part (if you have students that learn a different instrument outside of lessons parts are available at all levels for most instruments – these can be printed out and added to your performance)

Part 5 – Warm up with Vocal video 4 – rehearse the vocal and instrumental parts and arrange the children into groups. Ask them to decide how to perform the piece and how to arrange themselves so that they can listen to each other. Practice the piece as an ensemble and perform.

Learning – Singing, playing, improvising, comparing musical styles, pulse, rhythm, pitch.

Vocabulary – Composer, lyricist, melody, backing singer, harmonies.

Additional Resources: Hounslow Music Service currently provides fully funded access to the Charanga Musical School online learning platform, including:

- A full scheme of work for Reception to Year 6
- Safe online learning space for children with teacher allocated work and self-driven learning tools
- Assessment Scheme and online evidence recording
- Lesson planning, student groups, uploading of resources
- Downloadable lessons and Interactive Apps
- Online interactive learning tools
- CPD & Teacher Training
- School Production Packs with full resources
- Music Projects
- Listening centre with over 150 activities
- Collaboration with BBC, Friday Afternoons and Others
- Sing Centre with over 500 songs for the classroom, assemblies and choirs with interactive backing track
- Early Years Centre with rhymes, action songs and interactive activities
- Online access to instrumental courses for whole class for all abilities
- Dedicated Send Resources

Resource/Project	Description	Links	KS	Pulse	Rhythm	Melody	Listening	Composing, Improvising	Performing	Singing
BBC Ten Pieces	Classical music projects	https://www.bbc.co.uk/teach/ten-pieces	1/2							
BBC Teach – Bring the Noise!	Online resources and projects	https://www.bbc.co.uk/teach/bring-the-noise	1							
BBC Teach – School Radio	Topic based singing projects	https://www.bbc.co.uk/teach/school-radio	1/2							
BBC Radio – The Song Tree	Singing projects with resources	https://www.bbc.co.uk/programmes/b03g64pj	1/2							
Chrome Music Lab	Online music experiment tools	https://musiclab.chromeexperiments.com	1/2							
School of Noise – Graphic Scores		https://www.schoolofnoise.com/global-graphic-score-project	2							
Ableton Music - learning	Online music creation tools	https://learningmusic.ableton.com	1/2							
Minute of Listening	Free trial – listening playlists	https://www.minuteoflistening.org	1/2							
Classical 100	100 listening with activities	https://gb.abrsm.org/en/classical100primary/	1/2							
Music for Youth	Composition projects	https://www.mfy.org.uk/about/education/classroom/	2							

ABC Music	Primary Resource Bank	http://www.abccreativemusic.com/	1/2									
Music Mark	Links to resources	https://www.musicmark.org.uk/resources/	1/2									