

Big Bear Funk - transition unit	
Links made with other subjects	NA
The BIG Question	Who lives in our world?
The BIG Outcome	Learn to sing nursery rhymes and action songs: Big Bear funk
Music objectives (link to NC)	Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place
Prior knowledge What prior knowledge is needed for children to be successful in this unit?	<i>Children already know:</i> Some nursery rhymes and action songs
Future learning Consider the conceptual knowledge within a subject that pupils need for future learning not just the recall of facts but the importance of concepts	This unit gives prior knowledge to: Pulse/Beat/Metre, Rhythm, Pitch: Melody, Tempo, Dynamics, Timbre, Texture, Structure (Form) Charanga Y1
Music strands	Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.
Vocabulary/ Glossary	Pulse, rhythm, high, low, sound, pitch, pattern, note, melodic, beat
Knowledge (see italics for knowledge to remember)	The knowledge that children will learn and remember: Listen and Respond Knowledge and Skills ● To know twenty nursery rhymes off by heart. ● To know the stories of some of the nursery rhymes. ● To learn that music can touch your feelings. ● To enjoy moving to music by dancing, marching, being animals or Pop stars. Explore and Create (Musical Activities) Knowledge Skills ● To know that we can move with the pulse of the music. ● To know that the words of songs can tell stories and paint pictures. There are progressive Music Activities within each unit that embed pulse, rhythm and pitch. Children listen to and work with the Games Track to complete the following in relation to the main song: ● Activity A Games Track Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse. ● Activity B Copycat Rhythm Copy basic rhythm patterns of single words, building to short phrases from the song/s. ● Activity C High and Low Explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel. ● Activity D Create Your Own Sounds Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song. ● Extension Activity Adding a 2-note melody to the rhythm of the words. Playing with two pitched notes to invent musical patterns. Singing

Music Scheme of Work REC Summer 1

	<p>Knowledge Skills ● To sing or rap nursery rhymes and simple songs from memory. ● Songs have sections. ● To sing along with a pre-recorded song and add actions. ● To sing along with the backing track.</p> <p>Share and Perform</p> <p>Knowledge and Skills ● A performance is sharing music. ● Perform any of the nursery rhymes by singing and adding actions or dance. ● Perform any nursery rhymes or songs adding a simple instrumental part. ● Record the performance to talk about.</p>
SEND expectations	<ul style="list-style-type: none"> ● Differentiated lessons ● SEND Charanga scheme – Anyone can play. 5 activity sequence