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FEEL GOOD FRIDAY CURRICULUM & LESSON PLANS

Autumn Half-Term 1

Autumn Half-Term 1

- **Musical Toolkit:** Core musical skills focusing on **beat/pulse, rhythm, pitch, tempo** and **dynamics**.
- **Vocal Zone:** How to develop good **singing techniques**.
- **Sing & Sign:** Learn the lyrics, singing parts and Makaton signs to '**Best Day of My Life**' by American Authors.
- **Performances:** Songs from the movies, including some **Disney** classics!

KS1 Subject Content: Musicianship, singing and listening

- Enabling pupils to develop a strong internalised sense of pulse, rhythm and pitch through a rich range of musical interactions.
- Pupils should use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Listen with concentration and understanding to a range of high-quality live and recorded music.

Autumn Half-Term 2

- **Musical Mini-Games:** Putting core musical skills to the test with mini-games focusing on **beat/pulse, rhythm** and **pitch**.
- **Instrument Families:** An intro into **musical instrument families**.
- **Sing & Sign:** Learn the lyrics, singing parts and Makaton signs to '**Three Little Birds**' by Bob Marley.
- **Performances:** Songs from the movies, including hits from **popular children's films**!

KS1 Subject Content: Musicianship, singing and listening

- Enabling pupils to develop a strong internalised sense of pulse, rhythm and pitch through a rich range of musical interactions.
- Pupils should use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- The teaching of music is enriched by developing pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to.

Autumn Half-Term 1

- **Beat Masters:** Exploring the importance of the **beat, tempo, note durations, repeating and reading rhythms.**
- **Vocal Zone:** How to develop good **singing techniques.**
- **Musical Word of the Week:** Explore **musical elements** and expand the children's **musical vocabulary.**
- **Performances:** Clap or tap along to each week's **instrument spotlight** song.

KS2 Subject Content: Musicianship, understanding, singing and listening

- Pupils will continue to internalise key musical skills and techniques through a range of activities.
- Introduce and understand the differences between crotchets, quavers and paired quavers. Apply word chants to rhythms, understanding how to link syllables to musical notes.
- Sing a widening range of unison songs of varying styles and structures tunefully and with expression.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.

Autumn Half-Term 2

- **The Rhythm Clock:** Understand how to recognise and repeat rhythms using **crotchets and quavers.**
- **Planet Rock:** We explore why **songs about space** have taken on a world of their own!
- **Musical Word of the Week:** Explore **musical elements** and expand the children's **musical vocabulary.**
- **Performances:** Songs that shine a spotlight on the different **musical elements.**

KS2 Subject Content: Musicianship, understanding, singing and listening

- Introduce and understand the differences between crotchets, quavers and paired quavers. Apply word chants to rhythms, understanding how to link syllables to musical notes.
- The teaching and learning of music is enriched by developing pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.
- Develop an understanding of the history of music.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

Autumn Half-Term 1

- **The Theory Lab:** Exploring the basics of **reading music** and **understanding chords**.
- **Vocal Zone:** How to develop good **singing techniques**.
- **Musical Word of the Week:** Explore **musical elements** and expand the children's **musical vocabulary**.
- **Sound Pioneers - Iconic Albums:** Songs from **legendary albums** by musical pioneers.

KS2 Subject Content: Musicianship, understanding, singing and listening

- Pupils will continue to internalise key musical skills and techniques through a range of activities.
- Develop an understanding of the history of music.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Developing an awareness of the importance of warm-ups, breathing, posture and vocal health in relation to singing.

Autumn Half-Term 2

- **The Theory Lab:** Experimenting with **dynamics**, intervals and introducing the **semi-quaver** to our knowledge of reading music.
- **The Production Zone:** How technology has **transformed the way we make and listen to music**.
- **Musical Word of the Week:** Explore musical elements and expand the children's musical vocabulary.
- **Sound Pioneers - Unsung Heroes:** We will be learning all about some of the **incredible musicians** who prefer to **stay behind the mixing desk**.

KS2 Subject Content: Musicianship, understanding, singing and listening

- Pupils will continue to internalise key musical skills and techniques through a range of activities.
- Develop an understanding of the history of music.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- The teaching and learning of music is enriched by developing pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.

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RECEPTION - YEAR 2 LESSON PLANS
with Tommy and friends

**FEEL GOOD FRIDAY
LESSON PLANS**
Autumn Half-Term 1



Week 1

- **The Musical Toolkit:** Tommy will reveal a special skill from the musical toolkit and teach the children about what it means and how to use it! First up, **we discuss the importance of beat.**
- **Vocal Zone:** We start with some **fun vocal warm-ups** that enable the children to learn and repeat back simple chants, as well as **learning about posture and the importance of warming up their voice.**
- **Sing & Sign:** We will be learning to **sing and Makaton sign** to 'Best Day of My Life', an uplifting pop song by **American Authors.**
- **Performance:** We love songs from the movies! This half-term is all about celebrating well known Disney classics. We'll get things started with our Feel Good Friday version of 'You've Got a Friend In Me' from the **Toy Story** movies!

FEEL GOOD FOLLOW-ON

Year R: Put on some music and see if you can get the children clapping, tapping or dancing along to a beat and counting to 4!

Year 1-2: Can the children all play along to a steady beat in time counting to 4 using percussion instruments? Put on some music with a strong beat, get them counting to 4 along with the beat and then try playing along on their percussion instrument.

Week 2

- **The Musical Toolkit:** We look at another special skill from the musical toolkit and teach the children about what it means and how to use it! This week, **we discuss the importance of pitch.**
- **Vocal Zone:** Time to get the children's voices nice and warmed up. Last week Rachel taught the children a fun chant that used all different parts of their voices. What **fun warm-ups** has she got up her sleeve this week to **help the children understand pitch?**
- **Sing & Sign:** We continue our learning of 'Best Day of My Life', the uplifting pop song by **American Authors.** Tommy will teach the children the **singing parts and Makaton signs** for the first verse!
- **Performance:** This week, enjoy a brilliant cover of 'How Far I'll Go' from the hit film **Moana.**

FEEL GOOD FOLLOW-ON

Year R: Why not practice one of the fun copycat warm-ups Rachel has taught us over the last two weeks? 'Boom Chikka Boom' and 'Lickety Split' are both great activities to explore pitch further.

Year 1-2: 'Pass the Pitch'. Use an instrument of choice to play the children one note. Then play the children a second note and ask them if they think the second note was higher or lower in pitch than the first.

Week 3

- **The Musical Toolkit:** Tommy will reveal another special skill from the musical toolkit and teach the children what it means and how to use it! This week, **we talk about rhythm.**
- **Vocal Zone:** Rachel has another **fun warm-up song** for the children. It's all about her Granny who likes to go gigging with her band!
- **Sing & Sign:** We continue our learning of 'Best Day of My Life'. Tommy will teach the children the **singing parts and Makaton signs** for the second verse!
- **Performance:** Join us in belting out 'Into the Unknown', the hit song from **Frozen 2!**

FEEL GOOD FOLLOW-ON

Year R: Why not try a game of copycat rhythms? Try clapping short rhythms and getting the children to repeat that rhythm back to you.

Year 1-2: Why not have a go at practising '[Gigging Granny](#)' in class and making sure the children know all the actions!

Week 4

- **The Musical Toolkit:** How does volume work in music? Are all songs the same volume? **Tommy introduces the children to dynamics**, an important musical skill which they can add to their own musical toolkit!
- **Vocal Zone:** This week's song is all about a shipwreck at the bottom of the sea. All aboard '**The Nervous Wreck!**'
- **Sing & Sign:** We continue our learning of 'Best Day of My Life'. Tommy will teach the children the **singing parts and Makaton signs** for the middle-8.
- **Performance:** We love songs from the movies! Our Disney classic this week is '**We Don't Talk About Bruno!**'

FEEL GOOD FOLLOW-ON

Year R: Show the children some images of animals or things that they will be familiar with the sound of and ask them to identify if the sound is loud or soft. For example, motorbike = loud, butterfly = soft.

Year 1-2: Why not practice '[The Nervous Wreck](#)' then try linking it back to dynamics and try singing the song quietly, then loudly, then go from quiet to loud as you sing the song!

Week 5

- **The Musical Toolkit:** We have some great skills in our musical toolkit now! This week, **Tommy will teach the children all about tempo** and how it's used in music and songs!
- **Vocal Zone:** We're going to try '**singing in the round**', but what does that mean exactly? Rachel will explain all in this week's Vocal Zone!
- **Sing & Sign:** To celebrate the children learning all the **singing parts and Makaton signs to 'Best Day of My Life'**, Tommy will lead the children through a full run-through of the song.
- **Performance:** Have a little boogie with us as we share our Feel Good Friday version of '**The Bare Necessities**' from **The Jungle Book** with you all!

FEEL GOOD FOLLOW-ON

Year R: This week Tommy taught the children all about tempo. Why not build on this with the children by playing them a mixture of different fast and slow pieces of music and getting them to move around the classroom in time to the music.

Year 1-2: How about you get your whole class singing ['The Nervous Wreck'](#) in a round.

Week 6

- **Halloween Mini-Games:** It's the Feel Good Friday Halloween Special. To celebrate, we'll be kicking off the stream with not one, not two, but **three Halloween-themed mini games focusing on beat, rhythm and pitch!**
- **Sing & Sign:** In honour of one of our favourite spooky songs, Tommy will be teaching the children some of the **singing parts and Makaton signs** for the smash Halloween hit, '**Ghostbusters**' by **Ray Parker Jr!**
- **Performance:** We know the words, we know the signs and technically it still fits our songs from the movies theme for our weekly performances so, let's end this half-term with a spook-tacular version of '**Ghostbusters**'!

FEEL GOOD FOLLOW-ON

Year R: Get your class focused on counting. Counting to 4 to create a steady beat is a crucial skill for children to learn early on. Why not use our [Traffic Light Cards](#) to play a game with the children. When the traffic light is green they count to 4 out loud and when the traffic light turns red the children stop counting out loud, but continue to count beat of 4 in their head.

Year 1-2: Why not practise playing a game of 'Higher or Lower'? Simply play the children two separate notes and then ask them to tell you whether the second note they heard was higher or lower than the first?

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YEAR 3 - 4 LESSON PLANS
with Jack and friends

**FEEL GOOD FRIDAY
LESSON PLANS**
Autumn Half-Term 1



Week 1

- **Beat Masters:** Jack is on a mission to make Beat Masters out of all our Year 3 & 4 viewers! A great place to start is discussing **what beat means and how important it is in music.**
- **Vocal Zone:** Our singing feature kicks off with some **tips and tricks about posture.** Good posture is a crucial part of being ready to sing!
- **Musical Word of the Week:** We're aiming to expand our musical vocabulary by discussing key words and terms. **This week, our word is 'Rhythm'.**
- **Performance:** Each week, we feature a song that has a particular instrument as its focus. This week is all about the drums, and what better place to start than with the anthemic **Queen classic, 'We Will Rock You'!**

FEEL GOOD FOLLOW-ON

The children learned about beat and rhythm and the difference between the two. Why not try putting this into practice in your classroom?

Split the children into pairs or small groups and get one child clapping the beat and counting 1234, 1234 over and over whilst the other child makes up their own rhythms on top.

Encourage them to make sure the rhythm is in time with the beat, but emphasise the difference between the two. You could even try this with instruments if you have access to percussion instruments for your class.

Week 2

- **Beat Masters:** Now we know what beat is, we turn our attention to rhythm and play a fun game called **'Rhythm Rally'!**
- **Vocal Zone:** Warming up as a singer is incredibly important, and these exercises will enable the children to **get their voices properly warmed up** before they do any singing.
- **Musical Word of the Week:** What is **'Pitch'** in music? We will learn about one of the fundamental properties of music and how it is used.
- **Performance:** This week, we're thinking about keyboards, which will be showcased in the 80's synth chart-topper, **'The Final Countdown'!**

FEEL GOOD FOLLOW-ON

Our Rhythm Rally game from this week is a great activity to follow up in class. In the game, you simply clap or play the children a short rhythm and they must repeat it back to you. We also teach the children a 'danger rhythm' to listen out for. When they hear this rhythm they **MUST NOT** clap back. If they spot the danger rhythm and remember not to clap, they get a point!

Week 3

- **Beat Masters:** Now we know what beat and rhythm are, the next step is to learn about **how rhythms are written down**.
- **Vocal Zone:** Our singing feature with Rachel continues with some thinking about pitch. Can we sing up and down a **five note scale in unison**?
- **Musical Word of the Week:** We take a look at '**Tempo**' this week. We'll play a game of '**Tap That Tempo**' to help us explore things further.
- **Performance:** We're moving on to the strings, and **Coldplay's 'Viva La Vida'** is a great example of the string family in action!

FEEL GOOD FOLLOW-ON

Build on the children's musical note knowledge with these exercises:

1. First ask the children if they remember the names of the two notes they learned (crotchet and quaver)
2. Do they remember how many beats each was worth? (crotchet = 1 beat, quaver = ½ beat)
3. What action do we use to help us remember the speed for these notes? (crotchet = walk, quavers = run-ning)
4. See if the children can read some of the rhythms on our [Rhythm Cards](#).

Week 4

- **Beat Masters: 'Silly Samba'.** We're going to put our Beat Master knowledge to the test than by **learning a bit of Samba** together.
- **Vocal Zone:** Rachel will show the children how to extend the **12345 scale singing exercise** into something with a bit more flare.
- **Musical Word of the Week:** What is '**Melody**' and how does it relate to pitch? Jack reveals all this week!
- **Performance:** This week is a BIG one. The electric guitar needs no introduction, and to prove that, we have a Feel Good Friday version of **Metallica's 'Enter Sandman'** to share with you!

FEEL GOOD FOLLOW-ON

Why not carry on our Silly Samba in class? Put the class into small groups, and give each group a different rhythm to play with you acting as conductor, telling each group when to start or stop their rhythm. You can use the rhythms from our stream or simply experiment with layering up some different rhythms with your class.

Week 5

- **Beat Masters:** Jack will test the children's concentration skills with a game of **'Follow the Leader'**.
- **Vocal Zone:** Rachel will explain to the children how **melody and counter-melody** works in pop music.
- **Musical Word of the Week:** We take a look at **'Harmony'** and how it relates to pitch and melody.
- **Performance:** We're thinking about the best instrument of all - the voice! We will hear some great vocals in action with our Feel Good Friday version of **Katy Perry's** pop anthem, **'Firework'**.

FEEL GOOD FOLLOW-ON

You could try building on some of the sections in this week's stream with your class by creating your own Silly Samba. Try playing parts in unison, copycat rhythms where the children can take turns in getting the rest of the class to play their rhythm back, and you could even create your own questions and answers!

Week 6

- **Hocus Pocus Rhythm Focus:** Jack will test the children with a **spooky rhythm challenge!**
- **Ministry of Musical Magic:** We'll be making a stop at the **'Ministry of Musical Magic'** to discover some of the secrets of how we can make music sound a bit spooky.
- **Musical Word of the Week:** What does **'Chromatic'** mean in music? We will find out how chromatic notes can add colour to music.
- **Performance:** As it's the Halloween special, we decided that only a Halloween-themed performance would do! Sit back and enjoy watching the Feel Good Friday team present their spook-tacular version of **'Ghostbusters'!**

FEEL GOOD FOLLOW-ON

In our Halloween special this week, we learned some secrets to making songs sound spooky! Why not try using those secrets to compose your own creepy compositions in class?

Top Tip: notes close together on a keyboard or xylophone will sound super spooky, and don't forget to build up those dynamics from quiet to loud to help build tension!

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YEAR 5 - 6 LESSON PLANS
with Kieran and friends

FEEL GOOD FRIDAY LESSON PLANS

Autumn Half-Term 1

Week 1

- **The Theory Lab:** We're off to the Rocksteady Theory Lab with Tom who will breakdown elements of music theory for us. This week, we discuss **why the number 4 is so important in pop and rock music**.
- **Vocal Zone:** Our singing feature kicks off with some **tips and tricks about posture**. Good posture is a crucial part of being ready to sing!
- **Musical Word of the Week:** In this section, we're aiming to expand our musical vocabulary by discussing key words and terms. **This week, our word is 'Hook'**.
- **Sound Pioneers - Iconic Albums:** We will be discussing awesome people who have **influenced the course of music history** and hear examples of their work performed by the Feel Good Friday team. First up is **The White Stripes**.

FEEL GOOD FOLLOW-ON

This week in The Theory Lab, the children learned all about the 'Power of 4' and why the number 4 is so important in music.

Can they create their own fact sheet based on what they have learned? Or if you fancy taking the experiment to another level, pick five popular songs that the children know or that you sing in school and see how many of those five songs you can count 4 along to.

Week 2

- **The Theory Lab:** Tom will break down elements of music theory for us. This week, **we discuss duration**, which is all about how long musical notes last.
- **Vocal Zone:** Our singing feature is back, and Rachel will be talking about the **importance of breathing when singing**.
- **Musical Word of the Week:** Our musical word is '**Technique**'. What does this mean and how can we utilise different techniques in music?
- **Sound Pioneers - Iconic Albums:** The focus for this half-term is iconic albums, and this week we will look at **Pink Floyd's** seminal album '**The Wall**'.

FEEL GOOD FOLLOW-ON

This week in The Theory Lab, the children learned all about duration. We learned about four different types of notes - crotchets, quavers, semi-breves and minims - but how many beats is each note worth? Try testing out the children's memory with our [Note Value Cards](#).

Week 3

- **The Theory Lab:** This week in the Theory Lab, Tom explains how pitch works on the **musical stave**.
- **Vocal Zone:** Rachel will demonstrate how singers often use **scales to exercise their singing skills**.
- **Musical Word of the Week:** What is 'Tuning' and how can it be used in different styles of music?
- **Sound Pioneers - Iconic Albums:** We're looking at **Joni Mitchell's album 'Ladies of the Canyon'**, which is considered a masterpiece and we will find out why this week!

FEEL GOOD FOLLOW-ON

Why not try your own pitch investigation?

1. Try finding a variety of different instruments and get the children to investigate which instruments make high or low pitch.
2. Find a random selection of instruments and get the children to compare the sound of each one to see if they make a high or low-pitched sound. If you don't have instruments, try using clips of different instruments on YouTube and get the children to tell you which instruments have higher or lower pitches.

Week 4

- **The Theory Lab:** We'll be learning about **harmony**, how it looks written down on the musical stave, and Tom has a listening challenge to see if we can hear when harmony is right or wrong.
- **Vocal Zone:** Rachel will demonstrate how we can use notes from the **singing scales to create harmony** when we're singing.
- **Musical Word of the Week:** What are 'Layers' in music and how does it relate to cake?
- **Sound Pioneers - Iconic Albums:** **Queen** gave us so many great albums over years, but '**News of the World**' was one of the most iconic, so that album is our focus today.

FEEL GOOD FOLLOW-ON

See how much the children can remember with our [Name That Note worksheet](#) all about the notes on the stave.

As an extension activity, you could do a bit of musical spelling. Can the children create some simple words using the notes on the stave? For example, BAD, CAGE, BADGE. They would need to come up with a word that uses letters only from the musical alphabet (A-G) and then try and draw the word on the stave using what they know about the names of the notes.

Week 5

- **The Theory Lab:** Tom will explain what **major and minor chords** are and how they are different.
- **Vocal Zone:** Using our new chord knowledge, Rachel will demonstrate how we can use notes from the **singing scales to create major and minor chords with vocals.**
- **Musical Word of the Week:** 'FX' is this week's musical word and how do musicians use it to change a sound?
- **Sound Pioneers - Iconic Albums:** We'll be looking at **Florence and the Machine** and how they burst onto the indie-rock scene in 2009 with their debut album '**Lungs**', which is now considered a classic album.

FEEL GOOD FOLLOW-ON

If you have access to keyboards or glockenspiels in your schools, why not try building the children's knowledge on major and minor chords? You could even do this using a keyboard app on an iPad.

Try using the C major chord as the easiest example. If they play C E G, they should be able to hear the three notes from the major chord, but if they change the third note to a Eb, they can change the chord to minor.

Week 6

- **The Theory Lab:** We have worked hard to learn some of the rules of music and music theory, but this week we are going to experiment with **breaking a few of those musical rules.**
- **Vocal Zone:** We'll be doing a bit of a **recap of everything we've learned** this half-term - posture, breathing techniques, warming up and finish up doing some singing all together.
- **Musical Word of the Week:** Our final musical word is '**Tone**'. Kieran explores the tonal qualities of different instruments.
- **Sound Pioneers - Iconic Albums:** To round off our iconic album section, we finish with **The Who's** classic rock album '**My Generation**'!

FEEL GOOD FOLLOW-ON

To build on the children's knowledge of major and minor chords, play them the songs below and get them to guess which combinations of major and minor they are hearing.

Answers:

'Counting Stars' - Am C G F (Minor Major Major Major)

'Let it Be' - C G Am F / C F G (Major Major Minor Major / Major Major Major)