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FEEL GOOD FRIDAY CURRICULUM & LESSON PLANS

Autumn Half-Term 2

Autumn Half-Term 2

- **Musical Mini-Games:** Putting core musical skills to the test with mini-games focusing on **beat, 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:** We will be listening to performances of 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.

Spring Half-Term 1

- **The Listening Train:** The Listening Train takes the children around the world to learn about different **musical traditions and cultures**.
- **Musical Masters:** Games, activities and challenges to develop **key musical skills**.
- **Sing & Sign:** Learn the lyrics, singing parts and Makaton signs to '**You've Got A Friend**' by Carole King.
- **Performances - Songs From Around the World:** Let's listen to some tunes that have helped **shape music history!**

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.
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- 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 2

- **Rhythm Clock:** Understand how to recognise and repeat rhythms using **crotchets, quavers and rests**.
- **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 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.

Spring Half-Term 1

- **Rhythm Masters:** We will be composing our own rhythms using **crotchets, quavers and rests**.
- **Genre Jukebox:** Learning about the **cultural context** of various styles of music.
- **Guess That Groove:** Listening to try to recognise and identify the **genre of music** by the defining song features.
- **Musical Word of the Week:** Explore **musical elements** and expand the children's **musical vocabulary**.

KS2 Subject Content: Musicianship, understanding 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 2

- **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 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.

Spring Half-Term 1

- **The Elements:** Focusing on the key elements of the **musical staff** and how to **read and interpret staff notation.**
- **The 12-Bar Blues:** Learning about the Blues, the structure of the **12-bar, the pentatonic scale** and the power of **improvisation.**
- **Musical Word of the Week:** Explore **musical elements** and expand the children's **musical vocabulary.**
- **Performances:** Continuing with the **Blues** theme, we'll hear performances of songs that have been inspired by the genre.

KS2 Subject Content: Musicianship, understanding and listening

- Use and understand staff and other musical notations.
- 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 2



Week 1

- **Musical Mini-Games:** In this core-skills feature, Tommy will test the children's musical knowledge with a new game each week. First up is **Rhythm Riddles!**
- **Instrument Families:** Tommy teaches the children how musical instruments are grouped into families and we will also hear some examples. We start things off with the **string family**.
- **Sing & Sign:** Time to sing and Makaton sign! This half-term, we will be learning **Bob Marley's** feel-good classic, '**Three Little Birds**', and we'll start by learning the chorus together.
- **Performance - Songs from the Movies:** This half-term is all about celebrating well-known Pop songs featured on the big screen! Up first is the school-disco favourite, '**Can't Stop the Feeling**' from **Trolls**.

FEEL GOOD FOLLOW-ON

Try building on the instrument family work in the classroom with our game Mystery Instrument. Use our [Mystery Instruments 1](#) cards to describe an instrument and see if the children can tell you which is which.

Week 2

- **Musical Mini-Games:** Tommy will test the children's musical knowledge with a new game. Roll up, roll up! It's time for a round of **Rhythm Bingo!**
- **Instrument Families:** This week's family is the **woodwind family**. Tommy will demonstrate what some of these instruments sound like.
- **Sing & Sign:** We continue our learning of '**Three Little Birds**', the feel-good classic by **Bob Marley**. Tommy will teach the children the words, singing parts and Makaton signs for some of the verse!
- **Performance - Songs from the Movies:** 'Gotta Catch 'Em All'! This week's song from the big screen is '**Pokémon!**'

FEEL GOOD FOLLOW-ON

Try building on our instrument family work in the classroom with our game Mystery Instrument. Use our [Mystery Instruments 2](#) cards to describe an instrument and see if the children can tell you which is which. We have four new instrument cards for you each week.

This week, we also have our [Tea & Coffee Rhythm Cards](#) for you to practise your Rhythm Bingo skills with the class!

Week 3

- **Musical Mini-Games:** Magnifying glasses at the ready for **Pitch Detectives!**
- **Instrument Families:** The children will be learning about the **brass family** and get to listen to some of these instruments in action!
- **Sing & Sign:** We continue our learning of 'Three Little Birds', the feel-good classic by **Bob Marley**. Tommy will teach the children the words, singing parts and Makaton signs to more of the verse!
- **Performance - Songs from the Movies:** This week's iconic film song is the Rock song, 'Eye of the Tiger' from the movie **Turbo!**

FEEL GOOD FOLLOW-ON

Try building on the instrument family work in the classroom with our game Mystery Instrument. Use our [Mystery Instruments 3](#) cards to describe an instrument and see if the children can tell you which is which. We have four new instrument cards for you each week.

Week 4

- **Musical Mini-Games:** Are you ready for **Pitch Detectives part two?** Grab your magnifying glasses as we search high and low for pitch clues.
- **Instrument Families:** It's time for Tommy's favourite group of instruments - the **percussion family**, of course! The children will learn all about drums and beat making.
- **Sing & Sign:** We continue our learning of 'Three Little Birds', the feel-good classic by **Bob Marley**. Tommy will teach the children the words, singing parts and Makaton signs for the final part of the verse!
- **Performance - Songs from the Movies:** It's one Shrek of a song this week - 'I'm A Believer'!

FEEL GOOD FOLLOW-ON

We have a special worksheet this week called [Musical Mix & Match](#). This short worksheet helps re-enforce what the children have been learning about rhythm and pitch. All they have to do is mix and match!

Week 5

- **Musical Mini-Games:** We've been focusing on rhythm and beat so far, now watch out for those pesky **Beat Bugs!**
- **Instrument Families: Keyboards** are the next instrument family we will be learning about.
- **Sing & Sign:** Tommy will lead the children for a full run-through of the words, singing parts and Makaton signs for '**Three Little Birds**'!
- **Performance - Songs from the Movies:** Rock-out with us along to '**Immortals**' from **Big Hero Six**.

FEEL GOOD FOLLOW-ON

Here is the [Beat Bugs worksheet](#) to practice your beat making!

Week 6

- **Musical Mini-Games:** It's a festive game this week - **Jingle Jukebox!**
- **Instrument Families:** Tommy will test the children's knowledge of the four main instrument family groups with a fun game of **Guess the Mystery Instrument**.
- **Sing & Sign - Festive Edition:** We will be singing and Makaton signing for the festive classic, '**We Wish You a Merry Christmas**'.
- **Performance - Songs from the Movies:** We finish up this term with a medley celebrating the many wonderful songs from **The Greatest Showman!**

FEEL GOOD FOLLOW-ON

No follow-on this week. Merry Christmas!

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YEAR 3 - 4 LESSON PLANS
with Jack and friends

**FEEL GOOD FRIDAY
LESSON PLANS**
Autumn Half-Term 2



Week 1

- **Rhythm Clock:** This half-term, we are introducing the Year 3 & 4s to the **Rhythm Clock**. Each hour of the clock features a rhythm using **crotchets and quavers**. We start this week by simply reading and clapping rhythms from around the clock!
- **Planet Rock:** The children are going to explore a whole new dimension as we explore music that has been written about space. We start this week by introducing **Gustav Holst's 'The Planets'**.
- **Musical Word of the Week:** Our musical word this week is **'Texture'**. We explore what texture is and the impact it has on a piece of music.
- **Performance:** We are building on our Musical Word of the Week by shining a spotlight on **texture** with our Rocksteady version of **Dua Lipa's 'Break My Heart'**.

FEEL GOOD FOLLOW-ON

This half-term, we are introducing the children to the Rhythm Clock with 4-beat rhythms using a combination of quavers and crotchets, but the rhythms will get more complex each week.

Why not try using our [Rhythm Clock worksheet](#) in class? Either clap your way around the clock or clap a rhythm and get the children to work out which one they have heard.

Week 2

- **Rhythm Clock:** Are we ready to rock around the clock again? We will be challenging the children to **identify various rhythms** from around the Rhythm Clock just by hearing them.
- **Planet Rock:** We continue our voyage into the world of music inspired by space. We compare more pieces from **Gustav Holst's 'The Planets'**.
- **Musical Word of the Week:** This week's word is **'Hook'**. What is a hook and why is it such an important part of a Pop song?
- **Performance:** We will be shining a spotlight on a song with an incredibly **famous hook**. It's the Rock classic, **'Sweet Child O'Mine'**.

FEEL GOOD FOLLOW-ON

This week, the children were introduced to 'Mars' from Gustav Holst's 'The Planets'. Mars is depicted as the 'Bringer of War', and there are lots of elements of the music that help depict that, but how would the children explain the music in their own words?

If you are feeling creative, the class could draw the planet using its famous red colour, then label the planet with some descriptive words of what they have heard. For example, the music could be said to be loud, spiky, intense, dramatic, scary etc.

Week 3

- **Rhythm Clock:** We discover what a **rest** is and begin adding musical rests to our rhythms!
- **Planet Rock:** The children will explore another piece from **Gustav Holst's 'The Planets'** and compare the pieces we've heard so far. How does the music paint a picture of each different planet?
- **Musical Word of the Week:** This week's word is '**Chorus**'. A catchy chorus is a fundamental part of any great Pop song, but what exactly is a chorus and what makes them so catchy?
- **Performance:** A great 80's classic with one of the most famous choruses of all time will be a great end to the week. Our very own version of **Bon Jovi's 'Living on a Prayer'** is sure to get the whole class singing along!

FEEL GOOD FOLLOW-ON

Challenge your class to start thinking about and discussing what a piece of music about our own planet Earth could sound like.

What characteristics would we want the music to depict? Could Earth be the 'Bringer of Kindness'? How would music sound kind? Or maybe you could incorporate some science. Earth is known as 'The Blue Planet' because of all the water across its surface. How would that sound?

If your class are up for the challenge and you have instruments in school, why not try composing a piece of music about Earth using those suggestions? We'd love to hear some of your compositions!

Week 4

- **Rhythm Clock:** The Rhythm Clock is back with added rests! Can the Year 3 & 4s clap these more **complex rhythms**?
- **Planet Rock:** One artist who has written many songs about space is **David Bowie**. What is it about space that captured his imagination and inspired so many of his songs?
- **Musical Word of the Week:** We learn all about song '**Structure**' and the different elements of a song.
- **Performance:** Our performance this week is **Coldplay's 'Fix You'**. With our spotlight on structure, we encourage the children to listen to the clear difference between the verse and chorus sections in this hit song.

FEEL GOOD FOLLOW-ON

This week's word is 'Structure'. We will be teaching the children all about song structure and the different sections of a song. Why not build on this work with the children with our [Song Structure worksheet](#)?

As an extension to this activity, why not get the children to listen to some other popular songs to see if they can decode the structure of the arrangement?

Week 5

- **Rhythm Clock:** Ready to get festive? We take the rhythm work the children have been doing this half-term to see if they can **match up the jingles** to the rhythms they see.
- **Planet Rock:** As we have discovered this half-term, space has inspired many artists to write music, but what characteristics and textures make a song **sound like space**?
- **Musical Word of the Week:** Words are a fundamental part of any song, so we explore how **'Lyrics'** can help tell the story of a piece of music.
- **Performance:** Songs are often used in films to help tell the story, so as we focus on lyrics this week, we shine a spotlight on two songs that help to tell the story in the hit film **The Greatest Showman**.

FEEL GOOD FOLLOW-ON

This week's word is 'Lyrics'. Why not set your class the challenge of writing their own lyrics? You could use your current class topic, get a bit festive with some Christmas lyrics, or let the children pick their own subjects.

The aim of this exercise should be getting children to understand that lyrics are an important part of music because they can assist in telling the story. It can also be a great way to introduce the children to rhyme schemes. [Here are some examples of very common rhyme schemes in lyrics.](#)

Week 6

- **Quizmas Crackers:** Jack will be transforming himself into our Quizmaster to see just how much the children have learned about music this half-term.
- **Planet Rock:** The children have been exploring music inspired by the universe beyond planet Earth, and this week we are finishing with some **festive numbers about space**.
- **Musical Word of the Week:** Choral music has become a big part of the holiday season, but what does the word **'Choral'** mean and how are choral voices used in music?
- **Performance:** What better way to end our last stream of the year than with a Rocksteady **Christmas Megamix** for the children to boogie along to!

FEEL GOOD FOLLOW-ON

No follow-on this week. Merry Christmas!

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YEAR 5 - 6 LESSON PLANS
with Kieran and friends

FEEL GOOD FRIDAY LESSON PLANS

Autumn Half-Term 2

Week 1

- **Theory Lab:** The Theory Lab is back! In this first week, Tom will be investigating how **dynamics** work in music.
- **Production Zone:** This half-term, we are stepping into the Production Zone with Lianne. The children will be learning all about the **music tech** secrets behind our favourite songs.
- **Musical Word of the Week:** Your class will expand their musical vocabulary by discussing key words and terms. This week, our word is '**Production**'.
- **Sound Pioneers - Unsung Heroes:** A look at some unsung heroes, where we'll be celebrating some of music's lesser-known superstars! We're kicking things off with the incomparable **Pharrell Williams**!

FEEL GOOD FOLLOW-ON

Why not try some dynamic drawing with your class to get them listening with attention to the dynamic detail of a piece of music?

Almost any song you pick will have some dynamic variation, so get the children to listen carefully and draw the shape they think best represents what is happening to the music and then discuss their findings. There will usually be some key themes, i.e. the chorus is louder, a dropdown before a big section.

Week 2

- **Theory Lab:** We are continuing to experiment with dynamics by turning our attention back to the **musical stave** and how **dynamics** might be represented.
- **Production Zone:** Now that we are getting to grips with the basics of music production, Lianne shows us how you can start composing a song with a simple groove on **GarageBand**!
- **Musical Word of the Week:** Our word this week is '**Lyrics**'. What exactly are lyrics and why are they so important in different styles of music?
- **Sound Pioneers - Unsung Heroes:** We take a look at unsung hero, **Bernie Taupin** - **Elton John's right-hand man**.

FEEL GOOD FOLLOW-ON

This week in The Theory Lab, Tom is talking about how dynamics might be represented on a musical stave and sharing some of the fancy words that describe different dynamics.

We have a follow-up [Dynamics worksheet](#) on how they might be visually represented both on a stave and a graphic score.

Week 3

- **Theory Lab:** An interval is the distance between notes, so we will **explore different intervals**, what they sound like, and how to recognise them.
- **Production Zone:** We're back with Lianne for some digital song-crafting. This week we discuss **chords**, but which instruments are most likely to play the chords?
- **Musical Word of the Week:** Our word is '**Collaboration**'. The children will learn all about working together to make music!
- **Sound Pioneers - Unsung Heroes:** One person who knows a lot about collaboration is **Mark Ronson**, who is this week's unsung hero!

FEEL GOOD FOLLOW-ON

If you have access to instruments, get the children to work in pairs by taking turns playing two different notes consecutively whilst their partner has their eyes shut. The idea of the activity is for the partner not playing the instrument to guess the interval between the two notes they have just heard.

As a starting point, they can simply identify whether the notes are close together or far apart. If they are ready, you could then also try getting them to use the tips Tom shared to work out if they are hearing a third, fourth, fifth or octave!

Week 4

- **Theory Lab:** Tom will be investigating the different elements that make up a song and the art of putting them together. This is our introduction to **song structure**!
- **Production Zone:** We're really getting technical now! Lianne will explain and demonstrate how **top-lining** works in music production.
- **Musical Word of the Week:** The '**Arrangement**' can have a big impact on many aspects of a song, so we will delve a little deeper into what this means in music.
- **Sound Pioneers - Unsung Heroes:** This week's unsung hero is the '**fifth Beatle**', Sir George Martin.

FEEL GOOD FOLLOW-ON

The Beatles are one of the most famous bands of all time, but how much does your class know about them?

Put their knowledge to the test with our [Beatles - True or False? worksheet](#). Can the children work out which statements are true about the Fab Four from Liverpool? As an extension to this activity, you can get the Year 5 & 6s doing their own research project about The Beatles.

Week 5

- **Theory Lab:** We're off to the Rocksteady Theory Lab again to breakdown elements of music theory. This week, Tom has us reading rhythms again and will be introducing us to the **semi-quaver**!
- **Production Zone:** It's all about layers! Lianne will explain how **layering up sounds** is one of the most important tools for modern production!
- **Musical Word of the Week:** Choosing which instruments you use in a song can dramatically alter its sound, so this week we explore '**Instrumentation**'!
- **Sound Pioneers - Unsung Heroes:** With an impressive list of song writing credits, **Linda Perry** is our unsung hero for this week's instalment!

FEEL GOOD FOLLOW-ON

This week in The Theory Lab, Tom recaps some of the musical notes we have learned this term and looks at their duration (how many beats each type of note lasts for).

Tom also introduces a new type of note - the semi-quaver. To help your class build on this, we have created a special [Musical Maths worksheet](#). See if your class can use their knowledge of note durations to complete the sums!

Week 6

- **Theory Lab:** It wouldn't be Christmas without a quiz or two, so to end this term, Tom has created a very special **Theory Lab Quiz**. Can you remember all the amazing investigations we have conducted this term and what we have learned?
- **Production Zone:** How can you add **Christmas cheer** to a song? In the spirit of the season, Lianne explains how to add festive touches to the song-writing process!
- **Musical Word of the Week:** Fa-la-la-la-la, la-la-la-la! This week we look at the festive word '**Carol**'.
- **Sound Pioneers - Unsung Heroes:** In honour of the festive period, we'll look at the humble heroes of some modern **Christmas Hits**!

FEEL GOOD FOLLOW-ON

No follow-on this week. Merry Christmas!