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FEEL GOOD FRIDAY CURRICULUM & LESSON PLANS

Spring Half-Term 1

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.
- 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 2

- **Musical Alphabet:** A detailed look at pitch and an introduction to the **musical alphabet**.
- **Rhythm Clock:** Understand how to recognise and repeat rhythms using **crotchets and quavers**.
- **Sing & Sign:** Learn the lyrics, singing parts and Makaton signs to '**Lean On Me**' by **Bill Withers**.
- **Performances -** We're going back to the **1960's** including classics from **The Beatles**.

KS1 Subject Content: Musicianship, singing and listening

- 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.
- Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes, respond to the pulse in recorded/live music, perform short copycat rhythm patterns accurately, perform short repeating rhythm patterns while keeping in time with a steady beat.
- Compare high and low sounds, use pictures and symbols to guide singing, respond independently to pitch changes, recognise dot notation and match it to 3-note tunes.

Spring Half-Term 1

- **Rhythm Masters:** We will be composing our own rhythms using **crotchets, quavers and rests**.
- **Beat Bodies:** We will be looking at interesting ways to **build beats with our bodies**. Can the children build up some rhythmical layers to create a solid groove?
- **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**.
- **Genre Jukebox:** Learning about the **cultural context** of various styles of music.

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 2

- **Pitch Masters:** We will be building up the children's knowledge of pitch in tandem with their **aural awareness**.
- **Songcraft & Songwriters:** Looking at elements of **song structure, arrangement and songwriting**.
- **Musical Word of the Week:** Explore **musical elements** and expand the children's **musical vocabulary**.
- **Performances:** Rocksteady versions of simply **great songs**.

KS2 Subject Content: Musicianship, understanding and listening

- Pupils will further develop their shared knowledge of important moments in the evolution of music and of key musicians, including composers and performers, in a range of genres and styles.
- 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.

Spring Half-Term 1

- **The Elements:** Focusing on the key elements of the **musical stave** 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.

Spring Half-Term 2

- **Musical Traditions:** Learn about **musical traditions** from various parts of the world.
- **Cinematic Sound:** Look at **giants of cinematic sound** and get the children thinking about how they can **use music creatively**.
- **Musical Word of the Week:** Explore **musical elements** and expand the children's **musical vocabulary**.
- **Performances:** We will have Rocksteady performances of songs from **blockbuster hits!**

KS2 Subject Content: Musicianship, understanding and listening

- 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**
Spring Half-Term 1



Week 1

- **The Listening Train:** Join Tommy on an epic journey as we explore music from different cultures. Each week, the listening train will stop at a new destination. First stop is **Brazil!**
- **Musical Masters - Beat Bugs:** Spin the Musical Masters wheel to play a different game each week which builds on a key element of music. This week, it's the return of those pesky **Beat Bugs!**
- **Sing & Sign:** The children will learn the words, melody and Makaton signs for a classic song about friendship. It's **Carole King's 'You've Got a Friend'**. Tommy teaches us the **chorus** first.
- **Performance:** Music from around the world from this week's Listening Train destination. This week, it's the South American classic, **'La Bamba'**!

FEEL GOOD FOLLOW-ON

This week the children learned all about Samba music from Brazil. If you want to build on some of this work in class and you have access to percussion instruments, why not try building your own Samba?

Get the children playing a simple beat all together "1234, 1234", then try experimenting with some Call & Response rhythms. You play a rhythm to the children and then they repeat the rhythm back to you. As an extension activity, get the children to experiment with creating their own rhythms.

Week 2

- **The Listening Train:** All aboard the Listening Train! Our second destination is **Ireland!**
- **Musical Masters - Pitch Detectives:** Tiny Tommy spins the Musical Masters wheel again to find out which game we will be playing this week.
- **Sing & Sign:** We continue learning the words and Makaton signs for **Carole King's 'You've Got a Friend'**. This week, Tommy will teach the children the **first verse**.
- **Performance:** This week's Listening Train performance is **'Hall of Fame'** by Irish band **The Script**.

FEEL GOOD FOLLOW-ON

This week in our Musical Masters section, the children are learning about pitch. To follow on from this in the classroom, why not try a bit of pitch play?

If you have access to pitched instruments like glockenspiels or keyboards, try getting the children to experiment on the instruments with pitch. See if they can find the lowest pitch on the instrument and then the highest. Then ask them to go from low to high, followed by high to low. This activity will really help the children bring the concept of pitch to life.

Week 3

- **The Listening Train:** Our destination this week is **India!**
- **Musical Masters - Tap That Tempo:** We'll give the Musical Masters wheel another spin to find out what game we'll be playing this time.
- **Sing & Sign:** We continue learning the words, melody and Makaton signs for **Carole King's 'You've Got a Friend'**. This week, Tommy will teach the children the **second verse**.
- **Performance:** This week the children can enjoy a special Rocksteady performance of '**Jai Ho!**'

FEEL GOOD FOLLOW-ON

To build upon our tempo knowledge, you can simply practice counting out loud with the children.

First try counting together at a medium steady tempo "1234, 1234", then ask the children if they want to take the tempo slower or faster. If they say faster, try counting together at a faster tempo, but remember that even though it is faster, it still must be steady. Then try experimenting with a few more tempos. As an extension activity, you could try this using percussion instruments!

Week 4

- **The Listening Train:** This week, we head to the **Caribbean!**
- **Musical Masters - Dynamic Drop:** Time for another spin of the Musical Masters game wheel!
- **Sing & Sign:** We continue learning the words, melody and Makaton signs for **Carole King's 'You've Got a Friend'**. This week, Tommy will teach the children the **bridge section**.
- **Performance:** A performance of a Caribbean-inspired song called '**If You Ever Need a Calypso**', which the children are going to love!

FEEL GOOD FOLLOW-ON

If you enjoyed our song 'If You Ever Need a Calypso' this week, then why not practice singing along in class? [You can find the lyrics here.](#)

Week 5

- **The Listening Train:** We head to the Far East!
- **Musical Masters - Beat Bugs:** It's our last spin of the Musical Masters game wheel and it looks like those pesky **Beat Bugs** are back at it again!
- **Sing & Sign:** We continue learning the words, melody and Makaton signs for **Carole King's 'You've Got a Friend'**. This week, Tommy will lead a **full run-through** of the song!
- **Performance:** The children enjoy a Rolling Stones smash-hit, '**Paint It Black**', which features influences from the Far East.

FEEL GOOD FOLLOW-ON

If you enjoyed our game of Creepy Crawly rhythms this week, why not use our [Beat Bugs Cards](#) to create your own creepy crawly rhythms in class?

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YEAR 3 - 4 LESSON PLANS
with Jack and friends

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



Week 1

- **Rhythm Masters:** This week, it's a bit of a **Rhythm Recap!** The children will build on their understanding of reading rhythms using **crotchets, quavers and rests**, and introducing some new elements.
- **Beat Bodies:** You don't always need an instrument to make music, so this week we are **building a beat with our bodies**.
- **Musical Word of the Week:** This week it's about the word '**Solo**'. We will be talking about the instrument famous for its solos - the electric guitar!
- **Genre Jukebox:** Get your hand jive at the ready because we are going to **Rock 'n' Roll** with '**Johnny B. Goode**'.

FEEL GOOD FOLLOW-ON

Why not use our [Rhythm Cards](#) in the classroom to continue your rhythm mastery?

You could start by clapping or using percussion instruments to play through some of the rhythm cards. Then try splitting the class into four groups, giving each a separate rhythm card to practice repeating round and round and then layering up the rhythms on top of each other as a class.

If you want to push some of your pupils even further, try getting them to create longer rhythms by combining two rhythm cards. See if they can read an 8-beat rhythm and perform it without stopping.

Week 2

- **Rhythm Masters:** We introduce the children to a new musical note, **the two-beat minim**. They will learn to recognise the minim and how to perform it in a rhythm.
- **Beat Bodies:** We add even more dimensions to our **body percussion** and show the children how they could use their bodies or everyday objects like percussive instruments.
- **Musical Word of the Week:** What is '**Syncopation**'? We learn all about the **off-beat** and how syncopation adds a completely different dimension to music.
- **Genre Jukebox:** We learn all about the recognisable features of **Reggae** music, such as syncopation. We will end the stream listening to a Rocksteady performance of a **Bob Marley** classic, '**Three Little Birds**'.

FEEL GOOD FOLLOW-ON

This week, we taught the children all about Reggae and its famous use of the offbeat.

To build on this in class, why not try splitting the children into two groups? One group becomes the ON beat, the other becomes the OFF beat. Establish a strong pulse with the ON beat group and then get the children in the OFF beat group to clap in between beats. Count 1 & 2 & 3 & 4 &. Altogether it should sound like paired quavers 'run-ning'.

Week 3

- **Rhythm Masters:** The Rhythm Clock has different rhythms on every hour of the clock, and the children must see if they can read and clap their way round it.
- **Beat Bodies:** We explore the power of a soundscape as the children use their bodies to create some of the **percussive sounds of the rainforest**.
- **Musical Word of the Week:** Our genre this week is very famous for its 'Accents'.
- **Genre Jukebox:** It's the turn of **Funk** music on the Genre Jukebox. We will learn all about the elements of Funk music and hear them all put into a performance to get us feeling good, as we end the stream with a bit of **James Brown**.

FEEL GOOD FOLLOW-ON

If you have access to percussion instruments in your school, why not try creating another rainforest soundscape, but this time using the instruments?

Get the children to think carefully about the picture they are trying to paint with their soundscape and choose instruments with care and attention. Add in elements of dynamics to the performance by imagining a rainstorm followed by calm. Maybe they use longer, quieter notes to show the calm rainforest and faster, louder combinations to indicate the rainstorm? Alternatively, why not use our [Rhythm Clock worksheet](#) to practice your rhythms skills in class?

Week 4

- **Rhythm Masters:** We level up our rhythmical skills with **8-beat rhythms**. So far, the focus has been on reading and performing 4-beat rhythms, but can the children clap longer phrases and put their rhythm reading to the test?
- **Guess That Groove:** Can the children guess which groove is which genre? We play a game of Guess That Groove to see if the children can begin to listen out for and **recognise** some of the **defining features** of each genre of music.
- **Musical Word of the Week:** This week's word is '**Ostinato**'. We learn all about ostinatos and how they are used in music.
- **Genre Jukebox:** Our focus is on **Jazz and Swing** music, showing some rhythmic characteristics of the genre. Plus, a performance of '**Choo Choo Cha Boogie**', a 1940's swing tune made famous by **Louis Jordan**.

FEEL GOOD FOLLOW-ON

Build on this week's learning in class by splitting the children into groups to create their own repeating ostinatos.

As a starting point, you could give each group a nursery rhyme phrase to base their ostinato on. For example, 'Twinkle, Twinkle, Little Star' or 'Incy Wincy Spider' could be good rhythms for children to practice repeating over and over to create their own ostinato.

If you want to push some of your pupils further, you could get them to think about what their ostinato would sound like if it was played with a swung rhythm and see if they can perform a swing-tastic version.

Week 5

- **Rhythm Masters:** We push what we have learned about rhythm even further by **building up 4-bar patterns**. Can the children mix and match crotchets, quavers, minims and rests to create their own 4-bar musical sentence?
- **Guess That Groove:** We put the children's musical memory to the test. Can they match up the genre they hear to the **defining features and instruments** of that genre?
- **Musical Word of the Week:** Our word of the week this week is 'Notation'.
- **Genre Jukebox:** A special medley of classical music to show off musical notation. **John Williams** is one of the most influential classical composers of the last century and has scored films like **Harry Potter, Star Wars, and even Jaws**.

FEEL GOOD FOLLOW-ON

Try getting your class to complete a fact sheet about a genre of music. They can use pictures of the instruments used in that genre, list some famous artists from that style of music, or simply list the key features of that style.

You could work as a whole class or get the children to work in groups and give them each a different genre to focus on. Alternatively, you could encourage the children to work individually and choose themselves which genre they would like to write about.

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YEAR 5 - 6 LESSON PLANS
with Kieran and friends

FEEL GOOD FRIDAY LESSON PLANS

Spring Half-Term 1

Week 1

- **The 12-Bar Blues:** We introduce the Year 5 & 6s to the 12-Bar Blues and **how this style of music originated**.
- **The Elements:** Anna teaches the Year 5 & 6s all about the elements of a musical stave to continue developing their knowledge of simple music theory. This week, we focus on **recognising different pitches**.
- **Musical Word of the Week:** Our word this week is 'Improvisation'. We will discover how this relates to the 12-Bar Blues.
- **Sound Pioneers - Legends of the Blues:** One of the early pioneers of the Blues, **Robert Johnson**, has been hugely influential in the world of music. We will also hear a Rocksteady performance of **Chuck Berry's 'Johnny B. Goode'**, which although it is commonly known as a Rock 'n' Roll song, is simply a 12-Bar Blues.

FEEL GOOD FOLLOW-ON

Why not build on this week's learning in class by trying our [Name That Note worksheet](#)?

As a practical extension activity, try a game of Play That Note. Use the whiteboard to draw five lines of a musical stave and have volunteers come up and each draw a note on the stave. Get the rest of the class to work out which note is written and then play it on a glockenspiel or keyboard.

Week 2

- **The 12-Bar Blues:** The children will learn about the 12-bar pattern that has given the Blues its name. This **12-bar chord progression** is the key to unlocking any blues!
- **The Elements:** We build on our pitch work so far by learning about **sharps and flats!**
- **Musical Word of the Week:** This week's word is technically two words - 'Key Signature'. We will learn what a key signature is and what it tells us about a piece of music.
- **Sound Pioneers - Legends of the Blues:** This week it's all about 'The Empress of the Blues', **Bessie Smith**. Our Rocksteady performance this week is a medley of 'Rock Around the Clock' - a Rock 'n' Roll classic - and 'Jailhouse Rock' - a 12-Bar Blues by 'The King', **Elvis** himself.

FEEL GOOD FOLLOW-ON

If you have access to instruments in your school, why not try playing a 12-Bar Blues with your students?

Use a simple key like C and see if the children can play single notes along to a 12-Bar Blues pattern. Use our [Clues to the Blues worksheet](#) to help you.

As an extension activity, you could try working out a 12-Bar Blues for a different key signature using everything the children learned this week. This could be done without instruments, too.

Week 3

- **The 12-Bar Blues:** We learn all about the **Blues scale**. There are not many genres of music who have a whole scale named after them!
- **The Elements:** Last week, we learned about key signatures. This week, we explore how the **key of a song** appears on the stave.
- **Musical Word of the Week:** The word of the week is '**Pentatonic**'.
- **Sound Pioneers - Legends of the Blues:** Growing up in New Orleans, **Lonnie Johnson** was one of the founders of Blues guitar. We'll also explore another genre heavily influenced by Blues with the soul classic by **Bill Withers**, '**Ain't No Sunshine**'.

FEEL GOOD FOLLOW-ON

If you have access to instruments in your school, then a perfect follow-on activity this week is getting the children to play a pentatonic scale.

Use instruments like the glockenspiel or keyboard and get the children to play a C major pentatonic scale using the notes C, D, E, G and A. Once they are comfortable with the pentatonic scale, try adding in the blue note by playing C, D, Eb, E, G, A.

Week 4

- **The 12-Bar Blues:** Introducing the **Walking Bassline**.
- **The Elements:** Anna takes us back to basics this week, talking about **bars and beats** and how they are **displayed on the musical stave**.
- **Musical Word of the Week:** This week's word is '**Tonic**'.
- **Sound Pioneers - Legends of the Blues:** Another week, another Blues legend in the form of **Charley Patton**. In the performance this week, we have a song that is an interpretation of a Blues. '**Feeling Good**' was originally recorded by Nina Simone and later by the Rock band Muse.

FEEL GOOD FOLLOW-ON

Why not use our [Rhythm Cards](#) to build your own 4-bar patterns and beyond with the children?

You can get the children to clap the rhythms or play them on percussion instruments. If you have access to tuned instruments like glockenspiels or keyboards in your school, then why not try playing your very own walking bassline? Try vamping C, E, G, E round and round, playing a note on each beat.

Week 5

- **The 12-Bar Blues:** We build our own Blues pattern by combining everything we have learned about the **12-Bar Blues progression, the blues scale and improvisation.**
- **The Elements:** A **recap of the elements** of the musical stave to show the children how much they have learned.
- **Musical Word of the Week:** One of the simplest ways to begin improvising or composing your own music is by improvising over a '**Drone**', which is this week's word!
- **Sound Pioneers - Legends of the Blues:** The children will learn all about **B.B. King's** career and influence on music and special performance of **Rag 'n' Bone Man's** song '**Human**'.

FEEL GOOD FOLLOW-ON

To bring our Blues topic to a close, try reflecting on all the children have learned this half-term by building a Blues fact sheet.

Think about some of the elements of the Blues we have learned about, like the 12-bar pattern, the Blues scale, the walking bassline, plus some of the Blues legends we have investigated.

If you want a more practical way to bring the topic to a close, try a bit of improvisation. Use instruments to get the children improvising over a drone. Split the children into groups and get the children to take turns improvising over the top of a drone. To create the drone, get the rest of the class to play one note over and over to the beat. For the improvisation, the children could use notes from the pentatonic scale they learned previously - C, D, E, G, A.