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# FEEL GOOD FRIDAY CURRICULUM & LESSON PLANS

Spring Half-Term 2

## 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.

## Summer Half-Term 1

- **Rhythm Bingo:** Connect the **rhythm cards** you **see** to the rhythms you **hear**.
- **Melody Match:** Match up simple melodies to increase **aural awareness** and **pitch recognition**.
- **Awesome Ostinatos:** What are **ostinatos** and how are they used?
- **Sing & Sign:** Learn the lyrics, singing parts and Makaton signs to '**What a Wonderful World**' by **Joey Ramone**.
- **Performances** - Rocksteady versions of **popular modern classics** that the children will love!

### KS1 Subject Content: Composition, musicianship, singing and listening

- Understand the difference between creating a rhythm pattern and a pitch pattern. Invent and recall rhythm and pitch patterns.
- Play copycat rhythms, copying a leader. Read and respond to chanted rhythm patterns.
- 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.
- 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.



## 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.

## Summer Half-Term 1

- **The Musical Stave:** We combine what we've learnt about **rhythm and pitch** and use it to help us de-mystify written music.
- **Family Focus:** Learning all about the 5 families of instruments **brass, woodwind, strings, percussion, and keyboard**.
- **Musical Word of the Week:** Explore **musical elements** and expand the children's **musical vocabulary**.
- **Performances:** Each week we've got a performance that captures the **sound of a decade**.

### KS2 Subject Content: Reading notation, 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.
- Introduce the stave lines and spaces, and the treble clef. Introduce and understand the differences between minims, crotchets, quavers and rests.

## 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.

## Summer Half-Term 1

- **Rap It Up:** Learn the technique of **rapping, rhyme schemes**, and the **importance of rhythm** in the lyrics.
- **Time Traveller:** We will be hopping into our time machine and **exploring different eras of music**.
- **Musical Word of the Week:** Explore **musical elements** and expand the children's **musical vocabulary**.
- **Performances:** Songs inspired by or taken from the various time periods we visit on our **time-travel adventures**.

### KS2 Subject Content: Singing, 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.
- Developing an awareness of the importance of dynamics, phrasing and context in relation to singing.



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**RECEPTION - YEAR 2 LESSON PLANS**  
with Tommy and friends

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



## Week 1

- **The Musical Alphabet:** Tommy will introduce the children to the musical alphabet and help develop their understanding of **pitch**.
- **The Rhythm Clock:** A game to introduce the children to **reading and recognising rhythms**.
- **Sing & Sign:** Tommy will start by teaching the children the **first half of the chorus** from **Bill Withers's** hit song, '**Lean On Me**'.
- **Performance:** We will be exploring music from the 1960's, starting with **The Beatles** '**Twist and Shout**'.

## FEEL GOOD FOLLOW-ON

To help the children build on their pitch work, why not play some singing or copycat games where the children repeat phrases back to you at different pitches? For example, 'Boom Chikka Boom'.

You could use an instrument like a glockenspiel or a keyboard to play short phrases for the children to sing back, like 'high, low, high, high, low'. The exact pitch the children sing back is less important than getting them to recognise the difference between higher and lower pitches at this stage.

## Week 2

- **The Musical Alphabet:** Tommy introduces the children to the **musical stave** and how it relates to the musical alphabet. Get ready to **sing your ABCs!**
- **The Rhythm Clock:** The '**Danger Rhythm**' is the only rhythm on the clock that the children are NOT allowed to clap. Will they remember?
- **Sing & Sign:** We continue learning the words, melody and Makaton signs for '**Lean On Me**'. Tommy will teach the children the **second half of the chorus**.
- **Performance:** Another 1960's classic this week with **Ben E. King's** '**Stand By Me**'. Get ready to sing along!

## FEEL GOOD FOLLOW-ON

To build up the children's aural recognition and ability to repeat rhythms back, why not play a game of copycat rhythms?

Clap a selection of rhythms and ask the children to clap them back. They can't clap back if they hear the 'Danger Rhythm' - "Don't clap this one back". You may need to whisper the words the first few times you clap the rhythm so that they learn to recognise it, but after that, see if they spot it by themselves.

## Week 3

- **The Musical Alphabet:** The children have already learned about the musical alphabet only going up to G, but what happens after that? This week Tommy will teach the children about **octaves**.
- **The Rhythm Clock:** When the children spot the '**Rocksteady Rhythm**', they have to do something a little different to the rest.
- **Sing & Sign:** We continue learning the words, melody and Makaton signs for '**Lean On Me**'. This week, Tommy will teach the children the **first verse**.
- **Performance:** A Rocksteady version of an **Aretha Franklin** classic from the 1960's. **R.E.S.P.E.C.T!**

## FEEL GOOD FOLLOW-ON

The children have been learning about the musical alphabet this half-term and how it only goes up to G. You could build on this by playing a fun game that requires no musical instruments at all.

Get the children into a circle and one by one say one letter of the alphabet, followed by the next letter, i.e. 'A' - next person 'B' etc. When they get to G, the next person will need to start back at A again, just like the musical alphabet.

## Week 4

- **The Musical Alphabet:** A game all about the **sharp and flat symbols** so the children can begin to recognise what these funny marks might mean in music.
- **The Rhythm Clock:** Tommy explores **tempo** in today's lesson as we speed up and slow down our Rhythm Clock.
- **Sing & Sign:** We continue learning the words, melody and Makaton signs for '**Lean On Me**'. It's time for Tommy to teach the children the **second verse**.
- **Performance:** It's '**California Dreaming**' - a song written in the 1960's and made famous by **The Mamas & The Papas**.

## FEEL GOOD FOLLOW-ON

A great way to explore tempo in a way that really helps the children's understanding is to use movement. Saint-Saens 'Carnival of the Animals' is a fantastic resource for trying this out.

Try playing some of the pieces named after different animals and get the children to mimic the movement whilst referring to tempo. For example, the piece named 'Tortoise' is much slower in tempo than the 'Kangaroo' piece. How would the children move differently to those pieces?

## Week 5

- **The Musical Alphabet:** Tommy will show the children how to start combining their **pitch and rhythm knowledge** to read simple notation. It's as easy as ABC!
- **The Rhythm Clock:** Tommy has an **extra-tricky Rhythm Clock challenge** for the children. It's the Rhythm Clock, but in reverse!
- **Sing & Sign:** We continue learning the words, melody and Makaton signs for '**Lean On Me**'. This week, Tommy will teach the children the **third verse**.
- **Performance:** Our song from the 1960's is a funky one. The **James Brown** number, '**I Got You (I Feel Good)**', is guaranteed to get you feeling good!

## FEEL GOOD FOLLOW-ON

We are nearing our final week of our song in the Sing & Sign section of the stream. Get some extra practice in with your class by singing the song as a round and seeing how many of the actions they remember. If they are feeling extra brave, they could even perform it to another teacher, class or year group!

## Week 6

- **The Musical Alphabet:** In the last week of term, Tommy challenges the children to the **Alphabet Athletics** test.
- **The Rhythm Clock:** Just as we thought we were getting the hang of the Rhythm Clock, those pesky **Beat Bugs** have taken over the clock. Can the children beat the Beat Bugs?
- **Sing & Sign:** Tommy leads a **full run-through** of the song '**Lean On Me**'.
- **Performance:** A Rocksteady version of a classic **The Who** song, '**My Generation**'. What a way to rock into the Easter holidays!

## FEEL GOOD FOLLOW-ON

On the last day of term, why not follow on from our stream with a bit of reflection to help the children recall some of the information they have taken in over this half-term?

What can they remember about pitch? What was their favourite game? What letter does the musical alphabet go to? Who can clap the 'Danger Rhythm'?



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**YEAR 3 - 4 LESSON PLANS**  
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# FEEL GOOD FRIDAY LESSON PLANS

Spring Half-Term 2



## Week 1

- **Pitch Masters:** In week one of our voyage to become Pitch Masters, we will be looking at the science of **frequency and pitch**, and we'll explore how various instruments can change between high and low notes.
- **Songcraft & Songwriters:** A look at the art of songwriting and some of the **influential songwriters** in pop and rock music. Starting with **Ed Sheeran**.
- **Musical Word of the Week:** This week's musical word is '**Arrangement**', as we will be delving into song-writing this half-term!
- **Performance:** This half-term, our performances link directly to our songwriter theme. So, here's a special Rocksteady performance of **Ed Sheeran's 'Perfect'**.

## FEEL GOOD FOLLOW-ON

To build on our Musical Word of the Week, try listening again to Ed Sheeran's song 'Perfect' and get the class to really pay attention to the arrangement.

What instruments can they hear? What is happening as each sound layer gets added into the music?

As an extension activity, you could play the children a different arrangement of the same song and ask them to compare the differences between the two. We would suggest the Pentatonix vocal and cello arrangement of 'Perfect', or even the Piano Guy solo piano re-working of the song.

## Week 2

- **Pitch Masters:** How is pitch represented on a **musical stave**? We explore the musical alphabet and how different pitches (notes) are shown on a musical stave.
- **Songcraft & Songwriters:** A look at a song made famous by **The Mamas & The Papas**, '**California Dreaming**'.
- **Musical Word of the Week:** What is a '**Canon**' and how is it used? We have a few examples for you.
- **Performance:** After learning all about how the song was created earlier in the stream, we have a special Rocksteady performance of '**California Dreaming**' to bring the song to life.

## FEEL GOOD FOLLOW-ON

In this week's stream, the children learned all about the musical alphabet and some tips and tricks for reading different notes on a musical stave. Why not put that knowledge to the test in class with our [Name That Note worksheet](#)?

As an extension activity, you could then get the children to play the note that they have seen written on a glockenspiel or keyboard.

## Week 3

- **Pitch Masters:** A quiz about pitch and the notes on the stave in 'Name That Note'.
- **Songcraft & Songwriters:** This week it's **Joni Mitchell**. Joni Mitchell was a hugely influential songwriter in the 1970's who used to 'paint with words'.
- **Musical Word of the Week:** We are heading into the lab with Professor Jack where we will be learning about different **timbres** and how the tone of an instrument or voice impacts the overall sound of a piece of music.
- **Performance:** An acoustic Rocksteady cover of 'Big Yellow Taxi' - one of Joni Mitchell's biggest hits.

## FEEL GOOD FOLLOW-ON

Joni Mitchell is an artist that 'paints with words', so why not try getting lyrical with your class this week?

Another one of Joni's biggest hits is a song called 'Both Sides Now'. The lyrics in the song first look at something in a very positive light, and then in the next verse, they look at some of the negatives. Take a look at [Joni's descriptions of clouds](#).

## Week 4

- **Pitch Masters:** We explore the distance between pitches in our game 'Steps & Leaps'. Can the children recognise when notes are close together or further apart?
- **Songcraft & Songwriters:** **The Beatles** are often thought of as the biggest and most influential band of all time. We learn all about the **Lennon and McCartney** writing duo and how they wrote some of their biggest hits.
- **Musical Word of the Week:** What are 'Acapella' arrangements? We will hear some amazing examples.
- **Performance:** A Beatles classic in honour of their incredible songwriting! Our Rocksteady version of 'Help' will have you bopping around the classroom.

## FEEL GOOD FOLLOW-ON

If you have instruments available to you, then why not try building further on 'Steps & Leaps'?

You could try using instruments, like a glockenspiel or a keyboard, to get the children experimenting with playing notes that are near to each other (steps) and notes that are much further apart (leaps). You could even get the children to take turns playing either a step or a leap, and the rest of the class try to identify what they have just heard.



## Week 5

- **Pitch Masters:** The children will learn about '**Intervals**' and hear some examples to build up their knowledge.
- **Songcraft & Songwriters:** The artist for this week is **Carole King**. Carole King wrote hundreds of hits for many different artists, and her album '**Tapestry**' contains some of the biggest songs of all time.
- **Musical Word of the Week:** A double word of the week, as we explore the difference between a '**Verse**' and a '**Chorus**'.
- **Performance:** To celebrate Carole King, we have a Rocksteady performance of '**You've Got a Friend**'. Listen out carefully for the change between the verse and chorus in this song.

## FEEL GOOD FOLLOW-ON

To put everything the children have learned about intervals into practice, try playing some of them on instruments available to you. Use our [Intervals follow-on](#) for instruction.

## Week 6

- **Pitch Masters:** It's graduation week and in order to officially gain the title of 'Pitch Masters', It's our **Pitch Perfect quiz!**
- **Songcraft & Songwriters:** Our final songwriter this half-term is a legendary artist called **Bob Dylan**. The children will learn all about Dylan's song writing methods and the impact he made on the world of music.
- **Musical Word of the Week:** What is song '**Structure**' and why does most Pop and Rock music follow a similar format?
- **Performance:** One song with a very simple yet effective structure is Bob Dylan's '**Blowing in the Wind**'. In our last performance of the term, we have a Rocksteady version of the 1960's classic.

## FEEL GOOD FOLLOW-ON

After learning all about famous songwriters this half-term, try getting the children to think about their own favourite song. Take a look at our [Favourite Song follow-on](#) activity for some ideas.

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**YEAR 5 - 6 LESSON PLANS**  
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# FEEL GOOD FRIDAY LESSON PLANS

Spring Half-Term 2

## Week 1

- **Musical Traditions:** This half-term, we are travelling around the world to learn about different musical traditions. Our first stop is **Brazil and Samba music**.
- **Musical Word of the Week:** What is a '**Stanza**' and how does it relate to our musical tradition?
- **Cinematic Sounds:** The children will discover all about composer **Hans Zimmer**, who is famous for scoring music for **The Lion King**, **Pirates of the Caribbean**, and **Gladiator** films, and many more.
- **Sound Pioneers - Film Scoring Legends:** We look at songs that celebrate the relationship between music and movies, starting this week with '**Eye of the Tiger**' which has been used in more than one blockbuster movie!

## FEEL GOOD FOLLOW-ON

You can build on our Samba theme by putting some of these rhythms into practice on the instruments.

Use our [Samba Rhythm Cards](#) to give different groups of children their part to repeat and layer up different rhythms.

As an extension activity, try structuring your rhythms into stanzas (sections). For example, the group plays a rhythm in unison 8 times and then change to the layered patterns.

## Week 2

- **Musical Traditions:** Time to learn about the British folk tradition of **Sea Shanties**. How were these work songs used to pass on stories from generation to generation?
- **Musical Word of the Week:** As the children will discover when learning about Sea Shanties, '**Phrases**' are like musical sentences.
- **Cinematic Sounds: A.R. Rahman** is an Indian film composer and record producer who has taken the world of cinema by storm with his music.
- **Sound Pioneers - Film Scoring Legends:** A song by our film score titan himself. We have a very special Rocksteady version of **A.R. Rahman's 'Jai Ho'** for you.

## FEEL GOOD FOLLOW-ON

Identify a classroom chore or routine that could be turned into a chant or done rhythmically, like collecting in books at the end of the day, for example.

Start the children with a pulse and get the whole class clapping it. Find one volunteer to do the job in time with the beat, or pass the books to each other one beat at a time. This could be to any rhythm, but if you are stuck for ideas try chanting along to the 'Drunken Sailor' rhythm.



## Week 3

- **Musical Traditions:** Let's travel to **Indonesia** to discover **Gamelan** music.
- **Musical Word of the Week:** What is '**Percussion**' and how diverse is it?
- **Cinematic Sounds:** **John Williams** is the man behind the music of many films, including the magical sounds from the **Harry Potter** films.
- **Sound Pioneers - Film Scoring Legends:** To celebrate the various soundtracks that have made so many films, we have a special Rocksteady **medley** of some **John Williams**' classics - rocked up a bit, of course!

## FEEL GOOD FOLLOW-ON

Why not build on our Gamelan lesson by having your own gam-a-jam?

Get the children using percussion instruments combined with tuned instruments to compose pieces of music.

If you get the children to work in groups, try splitting each group into the 'drones' and the 'improvisers'.

## Week 4

- **Musical Traditions:** A look at the music and traditions of **Tango**.
- **Musical Word of the Week:** Tango is all about '**Articulation**', which is this week's musical word. What is articulation in music and how is it used?
- **Cinematic Sounds:** We take a look at **Joby Talbot** and we ask the children how they think music can impact a film.
- **Sound Pioneers - Film Scoring Legends:** A song recently used in the movie **Sing** is the **Elton John** classic, '**I'm Still Standing**'. We have our own Rocksteady version for you in this stream.

## FEEL GOOD FOLLOW-ON

Tango uses a lot of 'Staccato', which is the musical word for short, sharp notes. Using instruments you have available, you could try practically building on this in class.

Teach the class a phrase and then get them to play the phrase with longer notes, and then try to play something staccato with short, sharp notes. How does the feel of the phrase change?

## Week 5

- **Musical Traditions:** Our last two weeks of Musical Traditions will be spent in Africa. In this lesson, we will learn about the **Nigerian drumming tradition** from West Africa.
- **Musical Word of the Week:** What is '**Unison**' and how can you create different textures and playing patterns.
- **Cinematic Sounds:** **John Debney** is an American composer who has written music for dozens of successful films. Can we match the music to the film it was composed for?
- **Sound Pioneers - Film Scoring Legends:** One of the most famous works of John Debney was his collaboration on **The Greatest Showman** film. So, in our performance for this stream, we have a Rocksteady medley to share with you made up of songs from the film.

## FEEL GOOD FOLLOW-ON

Why not get inspired by this week's theme around Nigerian drumming and show the children some more video examples?

If you have djembes or other percussion instruments available to you, then try creating your own drumming group with the class. Get the children to play some repeated phrases/ostinatos in unison, but allow them to contribute their own ideas.

## Week 6

- **Musical Traditions:** **Ladysmith Black Mambazo** are an exceptional example of **South African choral music**, which we will be exploring this week.
- **Musical Word of the Week:** '**Call & Response**' are this week's musical words. South African choral music uses Call & Response as a staple. Where else can we find examples of Call & Response both vocally and with instrumentation?
- **Cinematic Sounds:** The children will learn about composer **John Barry**, who not only composed the music for eleven of the Bond films, but also composed the **Bond Theme** that is still recognisable today.
- **Sound Pioneers - Film Scoring Legends:** '**Skyfall**' is a song performed for the **James Bond film** of the same name by one of the biggest artists around today, Adele. To end our Spring term, we have a special Rocksteady performance of that song.

## FEEL GOOD FOLLOW-ON

This week, we taught the children about South African choral music and introduced the concept of 'Call & Response'.

What better way to build on that in class than by getting the children singing? There are several great songs to try, but 'Siyahamba' is an upbeat South African song with lots of repetition for learning.