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FEEL GOOD FRIDAY CURRICULUM & LESSON PLANS

Summer Half-Term 1

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.

Summer Half-Term 2

- **Pocket-Sized Orchestra:** A focus on **group music making skills, visual conducting, music and movement**.
- **Elements of Control:** Develop skills for controlling music, like **dynamics, tempo, texture and duration**.
- **Sing & Sign:** Learn the lyrics, singing parts and Makaton signs to '**Here Comes the Sun**' by **The Beatles**.
- **Performances: Summer Sounds** is this half-term's theme.

KS1 Subject content: Composition, 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.
- Pupils will build musical confidence through active engagement with music as performers, music creators and audience.
- Pupils will internalise key skills and techniques through a range of activities, including improvisation, movement and active listening.

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.

Summer Half-Term 2

- **The Mixing Pot:** Learn about the various **ingredients of music** and how they can be combined to **create original compositions.**
- **Exploring Emotion:** Help the children understand, recognise and begin to **express emotion through music.**
- **Musical Word of the Week:** Explore musical elements and expand the children's **musical vocabulary.**
- **Performances:** Showcasing '**Power Arrangements**' from some of our favourite songs.

KS2 Subject content: Composing, 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.
- Begin to make compositional decisions about the overall structure of improvisation. Combine known rhythmic notation with letter names to create short melodic phrases.

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.

Summer Half-Term 2

- **The Art of Composing:** The children will be **composing their own music!**
- **Festival Fever:** We will be learning all about **live performance skills**.
- **Musical Word of the Week:** Explore musical elements and expand the children's **musical vocabulary**.
- **Performances:** We're getting in the **festival spirit** and covering some of the **best live performances of all time**.

KS2 Subject content: Composing, understanding and listening

- Begin to make compositional decisions about the overall structure of improvisations. Combine known rhythmic notation with letter names to create short melodic phrases.
- Develop an understanding of the history of music.
- The history of music will be explored in a variety of ways, placing music in artistic, historical, social and political contexts, and building meaningful and memorable connections. Pupils will build musical confidence through active engagement with music as performers, music creators and audience.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

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RECEPTION - YEAR 2 LESSON PLANS
with Tommy and friends

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



Week 1

- **Rhythm Bingo:** For anyone who hasn't played it before, Tommy will explain how this classic game works! Can the children get a full house by **connecting the rhythms** they hear to the rhythm cards they see?
- **Awesome Ostinatos:** The feature topic this half-term is all about **ostinatos**. Tommy will explain what an ostinato is and how it has been used in music over the years.
- **Sing & Sign:** Every half-term, we teach the children to sing and sign a brand-new song. This time round, they will be learning the words, melody and Makaton signs for the song '**What a Wonderful World**'. This week Tommy will teach them the **first verse**.
- **Performance:** This half-term, the performances are all favourite songs from the last few years that the children will know and love, starting with **Elton John's classic 'I'm Still Standing'** from the movie **Sing!**

FEEL GOOD FOLLOW-ON

Tommy is introducing the children to their Awesome Ostinatos topic. If you want to follow this up in class, why not start by listening to some songs that feature ostinatos - or riffs - that repeat round and round?

For example:

- Maurice Ravel - 'Boléro'
- The White Stripes - 'Seven Nation Army'
- Queen & David Bowie - 'Under Pressure'

Week 2

- **Melody Match:** Another classic game. Can the children match all the **melody cards** to the melodies they hear?
- **Awesome Ostinatos:** Tommy will explain how to **extend a 4-beat rhythm to 8-beats** to form the foundation of an ostinato!
- **Sing & Sign:** The children will continue learning the words, melody and Makaton signs for the song '**What a Wonderful World**'. This week Tommy will teach them the **second verse**.
- **Performance:** This week's performance is '**Surface Pressure**' from the Disney film **Encanto!**

FEEL GOOD FOLLOW-ON

Tommy showed the children how to turn our 4-beat rhythms into 8-beat rhythms. To build on this with the children, try clapping some 8-beat rhythms to them and getting them to repeat the rhythms back to you.

Week 3

- **Rhythm Bingo:** Dabbers ready! It's time for another full house! This week, it's all about **rhythms with rests in**.
- **Awesome Ostinatos:** Tommy will demonstrate to the children how to **compose the rhythm part** of their own ostinato!
- **Sing & Sign:** Tommy will teach the children the **bridge** to 'What a Wonderful World'.
- **Performance:** The performance this week is the chart-topping 'Thunder' by **Imagine Dragons**.

FEEL GOOD FOLLOW-ON

In our Awesome Ostinatos section, Tommy is teaching the children how to compose their own rhythms. If you want to build on this with your class, you could either use percussion instruments to compose rhythms, or simply get the children clapping their own rhythms.

Week 4

- **Melody Match:** Tommy challenges the children to identify **pitch hops, skips, jumps and freezes** in the melodies!
- **Awesome Ostinatos:** It's time for the children to learn how to **add melody** to their ostinatos using the musical alphabet!
- **Sing & Sign:** We're ready to learn the **third verse** to our song 'What a Wonderful World'.
- **Performance:** The performance this week is an extremely popular ballad - **Lewis Capaldi's 'Someone You Loved'**.

FEEL GOOD FOLLOW-ON

Why not build on our pitch work? If you have glockenspiels or keyboards available, get the children to practically explore the difference between notes that are close together and how they sound compared to notes that are much further away. This is great for building aural awareness and pitch recognition, even at this early age.

Week 5

- **Rhythm Bingo:** All the rhythm cards have been invaded by those pesky **Beat Bugs!** Can the children still get a full house?
- **Awesome Ostinatos:** In the final part of the project, Tommy will demonstrate how to **build up the layers** of a well-known ostinato.
- **Sing & Sign:** This week Tommy will do a **full run-through** of the song '**What a Wonderful World**' with the children - Ramones style.
- **Performance:** To round off the half-term, Tommy will perform **Marshmello & Bastille's** hit '**Happier**'.

FEEL GOOD FOLLOW-ON

Try creating your own Awesome Ostinatos with the children. We'd love to hear what you come up with.

Send them in to live@rocksteadymusicschool.com

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YEAR 3 - 4 LESSON PLANS
with Jack and friends

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



Week 1

- **The Musical Stave:** It's a brand-new term and we are kicking off by combining our knowledge of **pitch and rhythm**. What can the children remember from their pitch and rhythm work so far?
- **Family Focus:** The first musical instrument family we are learning about this half-term is the **String family** - one of the largest instrument families. The children will discover some of the instruments, how they make their sound and what they are made of.
- **Musical Word of the Week:** Our Musical Word of the Week is '**Orchestra**', which fits nicely into our instrument family theme for this half-term. What exactly is an orchestra and how do this week's instruments fit into it?
- **Decades of Rock - 1950's:** In our Decades of Rock section we are exploring the various sounds of Rock and Pop through the years. Our first performance is taken straight out of the 1950's. It's time to **rock around the clock!**

FEEL GOOD FOLLOW-ON

To build on the children's work on pitch and reading notes on the stave, why not try using our [Name That Note worksheet](#) to see if the children can use what they have learned to identify the notes on the musical stave?

Week 2

- **The Musical Stave:** It's time to scale up our understanding as we explore **ascending and descending scales**.
- **Family Focus:** The children will learn all about **trumpets** and other instruments in the **Brass family**. They are bold and loud, but what else will we learn about how these instruments are used in music?
- **Musical Word of the Week:** Our word this week is '**Motown**', which is actually a genre of music named after a record label. What was it about the Motown sound that had a lasting impact on the world of music?
- **Decades of Rock - 1960's:** A performance dedicated to the Motown sound of the 1960's and a lady who we have a lot of **R.E.S.P.E.C.T** for - the 'Queen of Soul', **Aretha Franklin!**

FEEL GOOD FOLLOW-ON

As we explore another family of instruments, why not start getting the children to build up a fact sheet about the various instrument families? Start with the two we have covered so far; Brass and Strings.

Week 3

- **The Musical Stave:** Tick-tock! It's time for the Rhythm Clock. With each hour of the clock containing a different rhythm, we challenge the children to **clap around the clock**. We've even added some **brand-new notes!**
- **Family Focus:** Drum roll, please! The children will learn about the **Percussion family**. What exactly makes an instrument a member of the percussion family? Why are some tuned whilst others are not?
- **Musical Word of the Week:** The word of the week is '**Motif**'. A motif is a powerful feature used in many famous songs, which makes it a perfect word for us to add to our vocabulary this week.
- **Decades of Rock - 1970's:** We have our flares out this week as our performance is dedicated to the decade that brought us some of the best Rock bands of all time, the Disco era and, of course, ABBA! '**Mamma Mia**', have we got a Rocksteady performance for you!

FEEL GOOD FOLLOW-ON

If you have percussion instruments in your school, giving children a hands-on experience with those instruments would be a great way to build on this week's stream. Try getting the children to explore some of the tuned instruments like glockenspiels, as well as some of the untuned percussion instruments.

Do the children understand how to identify a percussion instrument? Remind them that percussion instruments make their sound by being struck, shaken, or scraped. How many different percussion instruments do you have at your school?

Week 4

- **The Musical Stave:** This week, we are combining rhythm and pitch to begin understanding how **melodies** are created.
- **Family Focus:** Our instrument family for this lesson is the newest kid on the block. It's the **Keyboard family!**
- **Musical Word of the Week:** Linking in nicely to our Keyboard theme, we'll be learning about the '**Synthesiser**'.
- **Decades of Rock - 1980's:** One decade that was defined by the synthesiser sound was the 1980's, and we are going to '**Jump**' right in with our Rocksteady performance of a 1980's Rock classic.

FEEL GOOD FOLLOW-ON

Try our [Reading Music worksheet](#) to see if the children can start to understand melodies as they are written down on the music stave. Our worksheet has a couple of simple exercises like 'Spot the Difference' to help the children read music.

Week 5

- **The Musical Staff:** It's our last week before the half-term break and we have a game of '**Name that Tune**' to play with the children. Can they recognise the melodies and match them up to the written music?
- **Family Focus:** The final family of instruments to learn about is the **Woodwind family**. This family of instruments is full of surprise members, and we discover what exactly defines a woodwind instrument and how they are played.
- **Musical Word of the Week:** The musical word this week is actually two words. '**Chord Progressions**' are an important part of music to understand, so how do they work and why does the order that chords are put in make a big difference to the sound?
- **Decades of Rock - 1990's:** Let's rewind back 30 years for our performance to when Britpop dominated the charts. We have our own Rocksteady version of the **Oasis** classic '**Don't Look Back in Anger**'.

FEEL GOOD FOLLOW-ON

If you have been keeping track of all of the facts we have learned about the families of instruments covered this half-term, why not ask the children to create a fact sheet for each family?

They could work in groups and present their facts back to the rest of the class. You could explore each instrument family further with your own research and video clips, or simply get the children to discuss their favourite instrument family and why.

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YEAR 5 - 6 LESSON PLANS
with Kieran and friends

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



Week 1

- **Rap It Up:** To kick off this half-term, Sam is on the mic to explain what **Rap** is and how the genre took the world by storm.
- **Musical Word of the Week:** This week's musical word is '**Bass**'. We will be exploring the bass guitar and what a great bassline can add to a piece of music.
- **5 Out Of 5:** The children have learned so much this year, so Kieran will test how much they can remember in this **weekly music knowledge quiz**. Can your class get 5 of out 5 every week?
- **Time Traveller - 1940's:** What better way to explore different eras of music than with a bit of time-travel? In our first week, we are rewinding back to the 1940's, where during the Second World War, the **era of the Big Band** was born.
- **Performance:** One man who was hugely influenced by the Big Band era of the 1940's was the legend that is **Frank Sinatra**. We have a Rocksteady version of a Rat Pack classic.

FEEL GOOD FOLLOW-ON

To build on what the children will have learned about the 1940's and Big Band era, why not listen to Glenn Miller's 'In the Mood' to see if they can identify all the different types of instruments used in the 'Big Band'. Ask questions like; Which instrument is playing the melody? Which instruments are keeping everyone in time? Can they hear the 'Call and Response' elements in the music that we learned about last term? How does the music make them feel?

Week 2

- **Rap It Up:** Our Rap project continues and we are learning about the power of rhyme. Sam will be introducing us to the various **rhyme schemes** that can be used in Rap.
- **Musical Word of the Week:** This week's musical term is '**BPM**'. What does BPM stand for, how does it relate to tempo and what different BPMs might you hear in music?
- **5 Out Of 5:** Ready for our weekly music knowledge quiz? Can your class get 5 of out 5 this week?
- **Time Traveller - 1700's:** We are rewinding time again this week, back to the **Classical era** of the 1700's to learn all about some of the most influential composers of all time.
- **Performance:** Speaking of influential composers of the Classical era, you can't get more legendary than **Wolfgang Amadeus Mozart**. This week's performance is a Rocksteady tribute to him - **Mozart meets Rock!**

FEEL GOOD FOLLOW-ON

This week's musical word was 'BPM'. One of the games that builds on this nicely is 'Tap That Tempo'.

Play the children some clips of music at various tempos to see if they can tap along with the beat whilst identifying how fast or slow they think the music is using the musical terms they learned about this week.

- Adagio - a slow tempo
- Andante - steady tempo (walking pace)
- Moderato - medium tempo
- Allegro - a quick and lively tempo

Week 3

- **Rap It Up:** As we continue learning about Rap, Sam is back to see if we can begin to identify the rhyme schemes we are hearing. It's as easy as ABC - or is it ABABC?
- **Musical Word of the Week:** It's two for the price of the one this week as we learn about '**Ascending and Descending Scales**'.
- **5 Out Of 5:** It's the weekly music knowledge quiz! Can your class beat or match their highest score?
- **Time Traveller - 1970's:** Get your flares at the ready as we travel back to the 1970's to learn about **Disco**. The 1970's was an amazing era for music, from Glam Rock, to the 1970's singer-songwriter tradition, but this week it's all about the genre of Disco.
- **Performance:** To celebrate the 1970's in style, we have a Rocksteady performance of an **Earth, Wind & Fire classic**. Get your dancing shoes at the ready!

FEEL GOOD FOLLOW-ON

If you have access to tuned instruments, like glockenspiels or keyboards, why not build on this week's musical word, 'Ascending and Descending Scales', by working with the children to practically explore ascending and descending scales?

Start by getting the children to play a 5-note scale ascending from C-G (CDEFG), and then try playing the same 5 notes descending. They could work in pairs and play 'Going Up or Going Down?', where the children take turns to play the scale whilst the other child must listen and guess whether the notes were going up or down.

If you want to further challenge the children, get them to compose short melodies using ascending or descending patterns!

Week 4

- **Rap It Up:** We challenge your class to become **lyrical masters**. Can the children go from understanding the tricks of the rhyming trade, to applying them to their own lyrics?
- **Musical Word of the Week:** A closer look at '**Looping**'. We explore what it means to loop a section of a song or to loop a chord sequence. We will also hear some looping in action.
- **5 Out Of 5:** For this weekly music knowledge quiz, can your class work together to answer the questions?
- **Time Traveller - 1920's:** A journey back 100 years to the 1920's. The 1920's is seen as the dawn of the era of modern music. We will explore how different the 1920's looked to the 2020's we know today and explore how that affected the music that was popular at the time.
- **Performance: 1920's Jazz** has had a lasting impact on the world of music. Even some of the biggest songs of the 00's were inspired by that classic Jazz sound. This week we honour that sound in our performance with our Rocksteady version of '**Valerie**'.

FEEL GOOD FOLLOW-ON

Try creating your own loop as a class. This can be done with or without instruments.

If you do have instruments, try to create a short rhythmic and melodic loop of no more than 8-bars. If you don't have access to instruments, get the children to use body percussion or clap rhythms in a loop. You could even add in words, like a short rap or a chant.

The aim here is to help the children understand the concept of looping in music and how actually many sections of popular songs are in fact a loop, and it's the separate loops that are pulled together to create a song.

Week 5

- **Rap It Up:** We are '**Rapping Up**' our Rap unit this half-term by putting everything we have learned together and creating our very own Feel Good Friday Rap.
- **Musical Word of the Week:** Our Musical Word of the Week this week is '**Theme**'. What exactly is a theme in music, and how is theme and variation used to create interest in the pieces we hear?
- **5 Out Of 5:** It is the final **weekly music knowledge quiz**. Can your class get 5 of out 5 one final time?
- **Time Traveller - 1990's:** Wind the clock back 30 years to the 1990's. We will learn about the various styles of music from **boybands to Grunge** that dominated the charts, and explore how variety became the '**spice**' of life for music in this decade.
- **Performance:** One of the biggest genres to dominate the 1990's was **Britpop**, so we are ending with a Rocksteady performance of an **Oasis** classic '**Don't Look Back in Anger**'.

FEEL GOOD FOLLOW-ON

To build on this week's theme, practically use instruments you have available in your school to experiment with musical themes and variation. The children could work in groups to create a short simple ostinato or drone, and then take turns improvising on top of that pattern, helping to consolidate the concept of theme and variation.