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# FEEL GOOD FRIDAY CURRICULUM & LESSON PLANS

Summer Half-Term 2

## 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 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 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 2



## Week 1

- **Elements of Control:** As we begin to explore the elements of control in music, we will be playing a game called '**Dynamic Drawings**'. Can the children hear and identify changes in dynamics as they listen to the examples?
- **Pocket-Sized Orchestra:** Who is a **conductor**? What is their job? Why are they so important? These are just some of the questions Tommy will be answering as we start this new feature.
- **Sing & Sign:** This week, we will be introducing our brand-new Sing & Sign song for the half-term - '**Here Comes the Sun**'. Tommy will be familiarising the children with the song and teaching them the lyrics and Makaton signs to the **chorus**.
- **Performance:** We are kicking off our weekly performances with a little bit of **Earth, Wind & Fire**. The song may be called '**September**', but it feels like summer vibes to us!

## FEEL GOOD FOLLOW-ON

To follow on with your class this week, why not try doing some more dynamic drawings in class?

Pick a piece of music with the class and get the children to listen to the changes in dynamics and see if they can draw the rough shape of what is happening to the music as they listen.

## Week 2

- **Elements of Control:** Tommy explores tempo with our game '**Tap That Tempo**'. Can the children hear and identify changes in tempo as they listen to the examples?
- **Pocket-Sized Orchestra:** The children will become conductors and learn their first two conducting signals for starting and stopping!
- **Sing & Sign:** It's our second week learning '**Here Comes the Sun**', so this week we will be learning the words, melody and Makaton signs for the first verse, as well as recapping the chorus.
- **Performance:** The summer feeling is in full swing this week with our Rocksteady performance of **Bill Withers**'s tune '**Lovely Day**'. Watch out for that really long note at the end of the song!

## FEEL GOOD FOLLOW-ON

If you want to build on our game 'Tap That Tempo' in class, it is pretty easy to do. You can use music clips of songs at various tempos and get the children to tap along counting to 4, or if you have access to keyboards at your school, bring one into the classroom and experiment with the built-in beats. You can change the tempo to make it faster or slower, getting the children to clap along and tell you whether the tempo gets faster or slower!

## Week 3

- **Elements of Control:** The children will be exploring **texture** in music. Can they start to understand what layers of sound add to an arrangement and identify the difference between thick and thin textures?
- **Pocket-Sized Orchestra:** Building on last week's work on tempo, Tommy will explore the signals for keeping time in music, plus how to indicate any **changes in tempo**.
- **Sing & Sign:** This week, Tommy will be teaching the children the melody, lyrics and Makaton signs for the **second verse** to our **Beatles** song.
- **Performance:** The stream ends with this upbeat **One Direction** classic. '**Best Song Ever**' is a great song to dance around to!

## FEEL GOOD FOLLOW-ON

Texture can be quite an intricate aspect of music for younger children to understand. To build on this week's game, why not try getting the children to explore it a bit more practically with any instruments you have available at your school?

Get the children working in groups or work as a whole class to create a texture journey, starting with thin textures where just a couple of instruments are playing and then building up to a thicker texture where more instruments are playing. This exercise could be a form of soundscape or you can make it as musical as you want.

## Week 4

- **Elements of Control:** Let's investigate **duration**. How long is a musical note? Do certain instruments make longer sounds than others?
- **Pocket-Sized Orchestra:** It's all about **dynamics**. We explore the signals for any dynamic changes and how these impact the sound of a musical performance.
- **Sing & Sign:** We have reached the **third verse** of our Sing & Sign. Tommy will be teaching the children the lyrics and Makaton signs to the last part of the **Beatles** song.
- **Performance:** Our performances this half-term are songs that get us in the mood for summer! Get ready for a Rocksteady version of **Status Quo!**

## FEEL GOOD FOLLOW-ON

This week, we explored duration with the children. This concept really comes to life when the children get to explore this practically with instruments.

Using whatever instruments you have available at your school, why not try continuing your investigation into duration by experimenting with the instruments you have? Which instruments make slightly longer notes than others and how can we make that duration shorter?

## Week 5

- **Elements of Control:** A **quiz** to recap everything the children have learned about the Elements of Control in music so far. Buzzers at the ready!
- **Pocket-Sized Orchestra:** It's our last week as conductors, so Tommy will put the children to the test with his conducting marathon, and will lead them through a piece where they **put all their skills into practice**.
- **Sing & Sign:** It's our final week of Sing & Sign, so we will be recapping the whole of our song, '**Here Comes The Sun**', before giving it our all in our **final run-through!**
- **Performance:** We are ending the stream with a 1980's classic by **Bryan Adams**. This song is the sound of the '**Summer of 69**' and many, many summers since then.

## FEEL GOOD FOLLOW-ON

We spent this week recapping some of the Elements of Control that we have explored this half-term. To build on this in class, you could get the children to work in groups to create soundscapes or compositions that explore one of the elements. Could one group create a piece that explores dynamics, whilst another group explores changing tempo?

## Week 6

**Feel Good Fest:** To end the school year with a bang, the final stream of the term will be our Rocksteady Feel Good Festival! This is a party like no other and every school is invited. You can fully embrace the festival vibe by getting all dressed up, or simply tune in and enjoy. We will have a fun packed half-hour of Rocksteady performances, games and opportunities to sing along! We'll send you more information about Feel Good Festival soon!



Come celebrate the end of the academic year with us!



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**YEAR 3 - 4 LESSON PLANS**  
with Jack and friends

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



## Week 1

- **The Mixing Pot:** In our first week, we are looking at the different ingredients you need to compose your own song. Starting with basics - **building the beat!**
- **Exploring Emotion:** Time to kick-off our listening journey of Exploring Emotion by looking more closely at the difference between **major and minor**, and how that impacts the emotion and feel of a piece of music.
- **Musical Word of the Week:** Our musical word is '**Arrangement**'. What is an arrangement and what impact does the way the instruments are arranged have on a piece of music?
- **Performance:** A look at interesting arrangements. We start off with a Rocksteady version of a **Nina Simone** classic that was famously rocked up by **Muse!**

## FEEL GOOD FOLLOW-ON

To follow on with your class this week, why not try building your very own beats using our [Note Value Cards](#). You can get the children clapping the beats they create, using body percussion (stamping, clicking, clapping) or try this out with percussion instruments at your school.

## Week 2

- **The Mixing Pot:** The next ingredient in our Mixing Pot is the **bassline**. Once you have a beat, you need a bassline, so how do you even start building a bassline?
- **Exploring Emotion:** In this lesson, we look at the impact that **dynamics** have on conveying emotion in music, particularly tension and release.
- **Musical Word of the Week:** Our word is '**Instrumentation**'. How do the instruments used change the sound and feel of music?
- **Performance:** As we explore the power of instrumentation in music, we have a classic performance! Can you hear **Coldplay's** very deliberate use of strings?

## FEEL GOOD FOLLOW-ON

This week, we are learning about the importance of a bassline and how to build our own. Why not try getting your class to build their own bassline using our [Build Your Own Bassline worksheet](#)? You can even try playing your basslines with instruments available at your school.

## Week 3

- **The Mixing Pot:** We are adding in **chords and harmony** to our Mixing Pot of musical ingredients. What do chords and harmony bring to a piece of music?
- **Exploring Emotion:** Your class will explore the **tones and timbres** of different instruments and instrument families, and how they can be used to define different emotions in music.
- **Musical Word of the Week:** Not one word, but our words of the week are '**Crescendo and Diminuendo**'.
- **Performance:** One song that knows how to 'build' is **James Bay's 'Hold Back the River'**, and we have our own Rocksteady version this week to end the stream!

## FEEL GOOD FOLLOW-ON

This week, you can follow up on some of our work on dynamics with our [Dynamics worksheet](#).

## Week 4

- **The Mixing Pot:** There's a sprinkling of some **melody** magic into our Mixing Pot of composition. What happens when you add a melody on top of our beat, bassline and chords? You begin to get a song!
- **Exploring Emotion:** The children will be listening to some **Classical music** clips and exploring together the emotions they feel the music is trying to depict and why!
- **Musical Word of the Week:** We are going a bit techy with this word - '**MIDI**! MIDI is an incredibly important part of modern music making. What is MIDI and how is it used to create music?
- **Performance:** A Rocksteady version of a **Katy Perry** classic - '**Firework**'. Listen out for how MIDI, synthesisers and real instruments come together in this pop classic.

## FEEL GOOD FOLLOW-ON

This week, we are making melodies to add on top of our song so far. If you have been following our Mixing Pot journey each week and have already created your own beats and basslines, why not try getting your class to try and compose or improvise melodies on top?



### Week 5

- **The Mixing Pot:** It's time to **put all our ingredients together** in our Mixing Pot to see what we have created, and reflect on all the important ingredients and how we went about creating them.
- **Exploring Emotion:** We finish off our Exploring Emotion section by creating our very own **Emotional Rollercoaster**. How can music take us on a journey through emotions? Can your class put into practice everything we have learned this half-term?
- **Musical Word of the Week:** We have learned a lot about composition and arrangements this half-term, but what is '**Orchestration**', and how does it relate?
- **Performance:** We end this week's stream with an extremely upbeat **One Direction** song titled '**Best Song Ever**'.

### FEEL GOOD FOLLOW-ON

To build on our listening exercises this half-term around Exploring Emotion, try using examples of songs that clearly depict emotions and get the children to discuss as a class how the music makes them feel and why. Some examples to try:

- Samuel Barber - 'Adagio for Strings' (Sad)
- Camille Saint-Saëns - 'The Carnival of the Animals' (Hopeful/Wonderment)
- Pyotr Ilyich Tchaikovsky - 'The Nutcracker' (Jolly/Exciting)
- Igor Stravinsky - 'The Rite of Spring, Part 2: III' (Tense/Scary)

### Week 6

**Feel Good Fest:** To end the school year with a bang, the final stream of the term will be our Rocksteady Feel Good Festival! This is a party like no other and every school is invited. You can fully embrace the festival vibe by getting all dressed up, or simply tune in and enjoy. We will have a fun packed half-hour of Rocksteady performances, games and opportunities to sing along! We'll send you more information about Feel Good Festival soon!



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**YEAR 5 - 6 LESSON PLANS**  
with Kieran and friends

# FEEL GOOD FRIDAY LESSON PLANS

Summer Half-Term 2

## Week 1

- **The Art of Composing:** This half-term, we are getting creative as we explore the Art of Composing. We have learned a lot about the elements of music over the course of this year, but how do we bring them all together to **create our own compositions**?
- **Musical Word of the Week:** This week's musical word is '**Drone**'. What is a drone in music and how can they be used?
- **5 Out Of 5:** The children have learned so much through Feel Good Friday this year and Kieran will test how much they can remember in this **weekly music knowledge quiz**. Can your class get 5 of out 5 every week?
- **Festival Fever:** It's the summer term and we are looking ahead to a summer of music as festival season hits the world. What kinds of **performance skills** can musicians develop to help them improve the impact of their performances? This week, we look at the importance of making stylistic choices and the impact **genre and arrangement** can have on performance.
- **Performance:** One band that certainly knows how to give an amazing performance is **Foo Fighters**. We celebrate their long history of headlining festivals with a Rocksteady version of '**Times Like These**'.

### FEEL GOOD FOLLOW-ON

This week, the Year 5 & 6's will be learning all about drones. To build on this in class, why not try creating your own drones using whatever instruments you have available in your school?

## Week 2

- **The Art of Composing:** Your class explore some simple steps to get into compositions by looking at how you can **improvise melodies or rhythms** over a simple drone!
- **Musical Word of the Week:** This week's musical word is '**Internalise**'. Internalising is a very important musical skill, but what is it and how do we get better at it?
- **5 Out Of 5:** Ready for our weekly music knowledge quiz? Can your class get 5 of out 5 this week?
- **Festival Fever:** The children will continue their voyage to discover what makes an amazing live performer and explore **the art of soloing**. Whether it be on guitar, vocals, keys, drums or any instrument, learning to take the stage for an improvised solo is an amazing skill to develop!
- **Performance:** One man who knew a thing or two about soloing was **Jimi Hendrix**. Jimi Hendrix was the king of the festival scene in the 60's, so to finish it's a Rocksteady version of '**Wild Thing**'.

### FEEL GOOD FOLLOW-ON

If you followed up last week's lesson by creating a drone, try following up this week's activity by getting the class to try improvising over the top of that drone. You can try this in groups or as a whole class and improvise melodies or just rhythms on top of your simple drone.



## Week 3

- **The Art of Composing:** Improvising **melodies and rhythms** is a great start to composition, but it is **structure** that begins to bring things together.
- **Musical Word of the Week: 'Projection'** is an important skill for any singer or performer to develop, so we learn all about it as our word this week.
- **5 Out Of 5:** It's the **weekly music knowledge quiz!** Can your class beat or match their highest score?
- **Festival Fever:** Your class will explore some of the **listening, communication and performance skills** which the greatest bands in music exhibit and learn how we can develop them.
- **Performance:** One person that knows a thing or two about projection is **Sam Ryder**. We close this week's stream with a Rocksteady performance of their 2022 Eurovision entry.

## FEEL GOOD FOLLOW-ON

This week in our Art of Composing section, we explore the importance of structure and repetition. If you have been joining in with our follow-on suggestions so far this half-term, you will have built a drone and got the class improvising rhythms or melodies on top of that.

This week, try getting the class to think about structuring those parts into two or three sections. What rhythms should repeat, how many times, where should they change? Doing so will begin to create a structured composition.

## Week 4

- **The Art of Composing:** We explore the art of pulling together **chords** to create a sequence. What are some tips and tricks of the trade?
- **Musical Word of the Week:** What is a musical '**Score**'? Well, in fact, there are many ways music can be written down, so we will be exploring the different types.
- **5 Out Of 5:** For this **weekly music knowledge quiz**, can your class work together to answer the questions?
- **Festival Fever:** What makes a great **front person**? We ask that question as we continue to explore the performance skills involved in being a musician, and we will learn from some of the best!
- **Performance:** One of the best front persons of all time was **Freddie Mercury** from **Queen**. So, to celebrate, we end the stream with a Rocksteady performance of a Queen classic - '**Another One Bites the Dust**'!

## FEEL GOOD FOLLOW-ON

If you would like to build more on this week's stream, why not try our [What's the Score? worksheet](#) to help the children begin to understand and recognise the different variations of graphic scoring and written music?

## Week 5

- **The Art of Composing:** Have the Year 5 & 6's got what it takes to graduate as '**Composition Masters**' after this half-term? We will find out by putting everything they have learned so far to the test.
- **Musical Word of the Week:** What does it mean to '**Transcribe**' music, and how does it relate to what we learned last week about musical scoring?
- **5 Out Of 5:** It is the final **weekly music knowledge quiz**. Can your class get 5 of out 5 one final time?
- **Festival Fever:** Dynamics play a huge part in the art of live performance, so we look at the **power of dynamics** and how to create energy, emotion, and momentum in a live performance.
- **Performance:** We end the stream with a song by **Florence and the Machine**. Florence is known for her epic live performances, and we have a Rocksteady version of one of her songs that builds and builds!

## FEEL GOOD FOLLOW-ON

If you have been getting creative in class by making your own rhythms, melodies and drones, why not try the final challenge of transcribing that composition?

Using the format of your choice, can your class commit to paper the elements of their composition? Whether it is a graphic score of the dynamics of their piece or the rhythm or melody written on a stave, can the children create a visual representation of the musical shape their composition creates?

## Week 6

**Feel Good Fest:** To end the school year with a bang, the final stream of the term will be our Rocksteady Feel Good Festival! This is a party like no other and every school is invited. You can fully embrace the festival vibe by getting all dressed up, or simply tune in and enjoy. We will have a fun packed half-hour of Rocksteady performances, games and opportunities to sing along! We'll send you more information about Feel Good Festival soon!



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