



Medium Term Unit Planning

Subject Name: - Music

Learning outcome:

Children will be able sing accurately from memory, showing control of their voice and maintaining a part in a group as well as singing solo. They will play instruments clearly. They will compose and perform melodies using accompaniments and creating sound effects to add to their piece. They will recognise some music notation and understand the beats they represent. They will be able to evaluate music using the correct vocabulary being able to say what they like or dislike and why.

Hook:

Showcase: Opportunities to perform in celebration assemblies.

Oracy:

The children will be able to share in assembly, using technical vocabulary with accuracy.

Key Vocabulary:

Beat, tempo, structure, texture, timbre, pitch, dynamics, rhythm, metre, score, call & response, melody, ostinato, notation, accompaniment, drone, aerophone, idiophone, chordophone, coda.

Key Texts (whole class reading/end of the day book/Talk for Writing Texts etc.): N/A

Citizenship/Community Opportunities:

Children focus on their own environment to select sounds they hear daily in Unit 1. Opportunities for children to perform to the community in various shows and celebrations.



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Experiences/Visits/Visitors:

Toscana Strings – Peter and the Wolf.

Main Subjects covered:

Music

Subject 1 Threshold concepts

Perform

This concept involves understanding that music is created to be performed.

Compose

This concept involves appreciating that music is created through a process which has a number of techniques.

Transcribe

This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.

Describe music

This concept involves appreciating the features and effectiveness of musical elements.

Notes:



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Lesson title and learning Intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure/differentiation
Unit 1. Environment a) My Place: • Selecting descriptive sounds to accompany a poem • Creating a musical re-telling of a poem • Singing in two-part harmony • Accompanying a song with a melodic ostinato b) Under the Bridge: • Exploring timbre to create a descriptive piece of music • Learning about ternary form • Singing a song with expression c) Our Place: • Developing the lyrics of a song • Choosing timbre to make an accompaniment • Combining chants and sound pictures in a class performance in rondo structure	Perform: This concept involves understanding that music is created to be performed. Compose: This concept involves appreciating that music is created through a process which has a number of techniques.	Milestone 2: Sing from memory with accurate pitch. Sing in tune. Maintain a simple part within a group. Play notes on an instrument with care so that they are clear. Perform with control and awareness of others. Use sound to create abstract effects. Create accompaniments for tunes.	a) The sound collector Add sounds to the poem 'The sound collector'. My place: Learn to sing My place in two voice parts. My place ostinato: Learn an ostinato accompaniment to My place using tuned percussion Support: Encourage children to think about extending their first ideas when choosing sounds to match the pictures in activity 1. They may, for example, play their ideas for longer, change the volume (dynamics), or repeat their idea so that the listeners have time to appreciate the description of the object in the picture. b) Under the bridge Sing Under the bridge with expression to reflect the lyrics. Bridge composition - Create descriptive music for each verse of Under the Bridge. New bridges - Perform Under the bridge with compositions in a ternary structure Support: To facilitate selecting instruments for the group bridge compositions, have pre-selected sets of instruments that each group can choose from. Encourage each child to select one instrument, and to find imaginative ways of producing sounds that describe their verse.



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		Choose, order, combine and control sounds to create an effect.	c) Our place Compose a new verse for the B section of Our place. Our place soundscape - Compose a soundscape to depict your local environment Our place rondo- Perform Our place rondo with voices and instruments Support: Encourage the children to emphasise the musical dimensions of their soundscape by thinking about how they can communicate them more clearly, eg making low sounds very low, long sounds sustained and then dying away, quiet sounds really quiet, etc.
Unit 2: Building a) Hard Hat Zone Understanding how music can be organised in sequences • Using voices and actions to perform simple rhythms within a steady beat b) Tea Break • Understanding how music can be organised in layers • Combining rhythms in layers c) Building Site • Creating music using children's own ideas •	Compose: This concept involves appreciating that music is created through a process which has a number of techniques.	• Create repeated patterns with a range of instruments. • Use digital technologies to compose pieces of music.	a) Hard Hat Zone: Building site- Watch, listen to and discuss the sights and sounds of a building site. Hard hat zone - Learn a cumulative song with vocal rhythms and actions Hard hat performance - Perform the song Hard hat zone in four groups Support: Encourage each group to work together as a team to keep the vocal rhythms crisp and accurate when they perform Hard hat zone. Standing together in a block and performing actions in unison will help with this. b) Tea Break: Tea break - play a game to layer rhythms using voices and actions Hard hats band -



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Making choices about musical structure			<p>In four groups, add instruments to the song Hard hat zone. Tea break instruments - Layer rhythms using instruments.</p> <p>Support: When layering the rhythms, ask the children to focus on coordinating their playing so that the rhythms are precise. They may need to think about the technique they use on their instrument to improve the sound, eg holding a tambourine horizontally and tapping the skin with fingertips can be more accurate than shaking it from side to side, or tapping in a vertical position.</p> <p>b) Building Site:</p> <p>Apprentice game - a game to sequence and layer rhythms.</p> <p>Building site music - Compose new rhythms and decide on a musical structure. Building site performance- Create a class performance comprising of a song and composition.</p> <p>Support: Appoint a conductor to lead the performance and remind players of the sequence of play.</p>
<p>Unit 3: Sounds</p> <p>a) Stamping Tubes</p>	<p>Describe music</p> <p>This concept involves appreciating the features and effectiveness of musical elements.</p>	<ul style="list-style-type: none"> Use the terms: duration, timbre, pitch, beat, tempo, 	<p>a) Stamping Tubes</p> <p>Learn about different classifications of musical instruments and about stamping tubes. Tapping conversations - Perform</p>



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<ul style="list-style-type: none"> • Learning how sounds are produced and how instruments are classified • Learning about aerophones • Understanding musical conversation structure <p>b) Dis long time gal</p> <ul style="list-style-type: none"> • Learning how sounds are produced and how instruments are classified • Learning about idiophones • Developing an understanding of call and response <p>c) Patterns in the night</p> <ul style="list-style-type: none"> • Learning how sounds are produced and how instruments are classified • Learning about chordophones • Creating a call and response 		<p>texture and use of silence to describe music.</p> <ul style="list-style-type: none"> • Evaluate music using musical vocabulary to identify areas of likes and dislikes. 	<p>musical conversations on different lengths of tubes. Stamping tubes - Listen to the musical conversations in the piece Stamping tubes.</p> <p>Support: It may help some children to better understand the pitch changes shown in Stamping tubes conversation score if they follow the score and use their voices to make the high, low and medium pitches as represented.</p> <p>b) Dis Long Time Gal</p> <p>Learn about steel pans and idiophones. Dis long time, gal - Identify call and response in the song. Dis long time, gal - accompaniment Learn an accompaniment to perform with Dis long time, gal.</p> <p>Support: The maracas players can sing and play at the same time, as their rhythm matches the melody of the song.</p> <p>c) Patterns in the Night</p> <p>Learn about chordophones and follow a sitar and violin conversation in Raga piloo. Patterns in the night - Learn to sing in the same mood as Raga piloo. Patterns in the night performance - Perform melodic phrases from Patterns in the night on tuned percussion.</p> <p>Support: Encourage the children to select tuned percussion or think of ways of playing their instrument to create an effect which matches the mood of the</p>
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			song, eg metal tuned percussion to represent the stars or reverse their beaters and play with the tips of the handles to produce a gentler sound.
Unit 4 – Poetry a) Playground Song • Enhancing and extending the performance of a poem using vocal patterns • Creating a piece of ‘playground music’ out of layered vocal patterns as part of a performance piece b) Sounds • Exploring contrasting moods and effects as part of a performance c) Bug Chant • Combining two rhythmic patterns using body percussion and percussion instruments as part of a performance piece	Compose This concept involves appreciating that music is created through a process which has a number of techniques.	<ul style="list-style-type: none"> • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. 	a) Playground Song Learn the poem Playground song by Paul Cookson. Playground interludes - Practise saying word patterns to perform as interludes in a poem. Playground song performance - Create a structured performance of the poem with musical interludes and layered finale. Support: When combining the interludes in the coda, start by combining interludes 2 and 3 to a steady beat. Once those two groups can perform confidently in time with each other, then add interlude 1 and begin experimenting with the different combinations. b) Sounds Learn the poem Sounds by Irene Rawnsley. Tiniest, noisiest, spookiest and happiest sounds. Explore descriptive sounds with voices and body percussion. Performance - Combine the text with movements and sounds in a performance Support: Record a performance of the poem and listen to evaluate whether the vocal sounds could be made more expressive. Discuss ways of improving the



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			<p>performance and try the children's ideas out.</p> <p>c) Bug Chant Learn an excerpt from the poem Bug chant by Tony Mitton. Bug rhythms and movement - Transfer call and response rhythms to body percussion and instruments. Bug chant performance - Perform Bug chant with voices, body percussion and instruments. Support: Select untuned percussion carefully to help the children achieve accurate rhythm playing. Instruments played with the hand are technically easier than those requiring beaters. Hold tambours or tambourines horizontally with one hand and tap with the fingertips of the other hand.</p>
<p>Unit 5 – China</p> <p>a) Pentatonic Melodies</p> <ul style="list-style-type: none"> Understanding the pentatonic scale <p>b) Pentatonic Bricks</p> <ul style="list-style-type: none"> Using graphic notation with the pentatonic scale • Understanding pitch through composing, notating and reading graphic notation • 	<p>Perform This concept involves understanding that music is created to be performed.</p> <p>Transcribe This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.</p>	<ul style="list-style-type: none"> Play notes on an instrument with care so that they are clear. Perform with control and awareness of others. Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. 	<p>a) Pentatonic Melodies White snow in sunny spring - Listen to a piece of Chinese pentatonic music played on the pipa. Singing pentatonic melodies - Practise singing melodies that use the pentatonic scale. Playing pentatonic melodies - Play then compose pentatonic melodies on tuned percussion. Support: To become familiar with the sound of the pentatonic scale, encourage children to sing as well as play when they copy or compose pentatonic melodies in activity 3.</p>



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<p>Performing a pentatonic song with tuned and untuned accompaniment</p> <p>c) Gung Hay Fat Choy</p> <ul style="list-style-type: none"> • Exploring the pentatonic scale • Playing in steps using graphic notation 	<p>Describe music</p> <p>This concept involves appreciating the features and effectiveness of musical elements.</p>	<ul style="list-style-type: none"> • Evaluate music using musical vocabulary to identify areas of likes and dislikes. 	<p>b) Pentatonic Bricks</p> <p>Recognise pentatonic pitch movement in a listening game. Build your own - Compose and perform pentatonic melodies. Chinese wall - Perform a pentatonic song including tuned and untuned percussion.</p> <p>Support: Before the children work individually, demonstrate composing a pentatonic melody to the class in activity 2 'Build your own'. Show them how they need to select one pitch per column to play the melody from left to right across the score.</p> <p>c) Gung Hay Fat Choy</p> <p>Learn to sing with a pentatonic melody. New Year accompaniments - Learn percussion accompaniments to perform with the song. Gung Hay Fat Choy performance - Explore additional percussion sounds to perform with the song.</p> <p>Support: Practise each Gung Hay Fat Choy accompaniment part individually as the class sings the song so that the players are confident about when to play, before combining all four parts.</p>
<p>Unit 6 – Time</p> <p>a) Metres</p>	<p>Perform</p> <p>This concept involves understanding that music is created to be performed.</p>	<ul style="list-style-type: none"> • Play notes on an instrument with care so that they are clear. 	<p>a) Metres</p> <p>Many metres- Identify the strong beat in different metres. What's the metre? - Exploring metre in 2s, 3s and 4s in a song.</p>



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<ul style="list-style-type: none"> • Identifying the metre in a piece of music • Playing independent parts in more than one metre simultaneously b) Carillon • Identifying and performing an ostinato • Improvising to an ostinato accompaniment c) Keep in Time • Performing rhythmic ostinati individually and in combination • Layering rhythms • Recognising rhythm patterns in staff notation 	<p>Compose This concept involves appreciating that music is created through a process which has a number of techniques.</p> <p>Transcribe This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.</p> <p>Describe music This concept involves appreciating the features and effectiveness of musical elements.</p>	<ul style="list-style-type: none"> • Perform with control and awareness of others. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. 	<p>Mixed metres - Combining instrumental parts in different metre. Support: Practise the body percussion patterns in Mixed metres counting out loud as well as saying the numbers silently in your head to help the children maintain a steady beat.</p> <p>b) Carillon Carillon - Identify the metre of Carillon from L'Arlésienne by Bizet Carillon. ~ ding dang dong - Learn to sing the Carillon pattern. Carillon ~ many melodies - Play the Carillon pattern and improvise melodies to accompany it. Support: Remind the Carillon soloists to be aware of the metre as they play. Encourage them to improvise rhythmically as well as melodically, rather than just play on the beat.</p> <p>c) Keep in Time Keep in time - Identify the metre of a song and improvise verses and actions. Split time - Perform in four groups from rhythm notation. Keep in time with instruments - Perform rhythm notations on instruments. Support: When using tambours or tambourines to play rhythm patterns accurately, it helps to hold the instrument horizontally and tap on the rim with the fingers of the playing hand.</p>
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<p>Unit 7: In the Past</p> <p>a) Hi, Lo, Middle, Lo</p> <ul style="list-style-type: none"> • Understanding pitch • Learning to read simple pitch notation <p>b) Back in Time</p> <ul style="list-style-type: none"> • Understanding and using pitch notations <p>c) Bransle Simple</p> <ul style="list-style-type: none"> • Reading simple rhythm notation • Learning a Tudor dance 	<p>Compose</p> <p>This concept involves appreciating that music is created through a process which has a number of techniques.</p> <p>Transcribe</p> <p>This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.</p> <p>Describe music</p> <p>This concept involves appreciating the features and effectiveness of musical elements.</p>	<ul style="list-style-type: none"> • Use drones as accompaniments. <p>*Devise non-standard symbols to indicate when to play and rest.</p> <ul style="list-style-type: none"> • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. 	<p>a) Hi, Lo, Middle, Lo</p> <p>Hi lo, middle lo - Learn a singing game about pitch. Hi lo middle conducting - Follow a conductor to sing an improvised three-note melody. O Beata Infancia - Trace the path of a Medieval song using hand movements.</p> <p>Support: Check that the children understand that the words high and low do not refer to volume. Give any children who have difficulty in matching their hand signals to pitch changes as they listen plenty of opportunity to explore making high and low sounds with their own voices.</p> <p>b) Back in Time</p> <p>Back in time - Learn to sing Back in time and follow ladder notation of a melody. Back in time drone - Learn a drone accompaniment to Back in time using tuned percussion. Ladder melodies - Compose and notate a melody using three pitches.</p> <p>Support: For children who find this difficult, limit the total number of notes of their melody to begin with, eg a sequence of 4 pitches could be 1 2 3 1. When they are confident at playing and transferring the chosen sequence into notation (and vice versa!), they may gradually extend the melodies.</p>
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			<p>c) Bransle Simple</p> <p>Bransle simple - Identify and play the tambour rhythm pattern in a listening extract. Bransle simple dance steps - Learn some dance steps to perform with Bransle simple. Bransle simple performance - Perform a percussion accompaniment and dance with Bransle simple.</p> <p>Support: If children find it difficult to remember left and right, give them wrist or arm bands to wear on one arm so that they can all see the direction of travel.</p>
<p>Unit 8: Communication</p> <p>a) Emoticons</p> <ul style="list-style-type: none"> Representing sounds with symbols <p>b) Ringtones</p> <ul style="list-style-type: none"> Using voices creatively and expressively <p>c) Smiley Game</p> <ul style="list-style-type: none"> Creating and performing from a symbol score 	<p>Perform</p> <p>This concept involves understanding that music is created to be performed.</p> <p>Compose</p> <p>This concept involves appreciating that music is created through a process which has a number of techniques.</p> <p>Transcribe</p> <p>This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.</p>	<ul style="list-style-type: none"> Show control of voice. Use sound to create abstract effects. Choose, order, combine and control sounds to create an effect. <p>*Devise non-standard symbols to indicate when to play and rest.</p>	<p>a) Emoticons</p> <p>Earcon game - Listen to earcons and identify them in a sequence in a listening game. Emoticon song - Learn to sing Emoticon song with expressive sounds and actions. Percussion emoticons - Compose sounds on tuned and untuned percussion for each emoticon.</p> <p>Support: Help the children to improve the quality of their vocal emoticons by thinking about exaggerating each sound to make it more expressive.</p> <p>b) Ringtones</p> <p>The telephone song - Learn to sing the call and response song 'The telephone song'. Ringtones - Create mobile phone ringtones using voices. Ringtones</p>



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			<p>performance - Perform the vocal ringtones.</p> <p>Support: For less confident children, perform The telephone song in groups to build individual confidence, and invite soloists to sing the responses.</p> <p>c) Smiley Game</p> <p>Let the games begin - Match audio themes with their game app images.</p> <p>Smiley computer game - Match computer game movements with audio sequences.</p> <p>Smiley's new moves - Compose and play computer game sound effects on percussion.</p> <p>Support: Show the class how to hold the beaters to achieve a resonant sound on tuned percussion. Encourage them to bounce the beater head in the centre of the bar.</p>
<p>Unit 9: Human Body</p> <p>a) Bones</p> <ul style="list-style-type: none"> • Understanding call and response structure • Performing word rhythms • Exploring sounds <p>b) Muscles</p> <ul style="list-style-type: none"> • Singing in two parts • Performing call and response structure • Exploring sounds <p>c) Skeleton</p>	<p>Perform</p> <p>This concept involves understanding that music is created to be performed.</p>	<ul style="list-style-type: none"> • Maintain a simple part within a group. 	<p>a) Bones</p> <p>Bones - Sing a call and response song and create a skeleton dance. Bones quiz - Test knowledge of bones in a movement activity. Bones instruments - Explore and play skeleton instruments in a call and response structure.</p> <p>Support: Ask the Bones instrument players to chant the rhythms of the words out loud as well as playing them, to help match the rhythms together.</p> <p>b) Muscles</p>



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<ul style="list-style-type: none"> • Understanding and performing binary form • Performing call and response 			<p>Muscles - Learn the song Muscles and add a clapping pattern. Sing and play the Muscles melody and create muscle dances. Bones and muscles - Combine two songs and organise a performance.</p> <p>Support: Some children will find it easier to play rhythms accurately using their hand on drums, rather than beaters. Encourage players to use both hands when playing with or without beaters.</p> <p>c) Skeleton</p> <p>Skelebones - Explore music with two contrasting sections – a binary structure. Broken skeleton call and response ~ A section - Improvise within a call and response structure Skeleton dance music. ~ B section - Compose skeleton dance music.</p> <p>Support: It may help to make a chart of the final structure of the Skeleton dance music, including the words of the chant that the children create for the B section. This can be displayed to remind the children when they are singing, moving and playing. When they are confident, the display can be withdrawn.</p>
<p>Unit 10: Singing French</p> <p>a) Bonjour, Mes Amis</p>	<p>Perform</p> <p>This concept involves understanding that music is created to be performed.</p>	<ul style="list-style-type: none"> • Play notes on an instrument with care so that they are clear. 	<p>a) Bonjour, Mes Amis</p> <p>Bonjour, mes amis - Perform a French greeting song with actions 'Chantez, mes amis'. Play a singing game to build up French vocabulary recognition 'Jouez, mes</p>



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<ul style="list-style-type: none"> • Understanding pitch through melody • Developing a song b) Ma Famille • Understanding pitch through singing and playing a melody c) A Douze • Recognising pitch shapes • Reading notations to play a melody 	<p>Transcribe This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.</p> <p>Describe music This concept involves appreciating the features and effectiveness of musical elements.</p>	<p>*Devise non-standard symbols to indicate when to play and rest.</p> <ul style="list-style-type: none"> • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. 	<p>amis’. Perform a class arrangement of the song ‘Bonjour, mes amis’.</p> <p>Support: Encourage the children to copy the sounds they heard on the teaching audio accurately. Help model the sounds yourself so that they can also see the mouth shapes needed for the French vocabulary</p> <p>b) Ma Famille Bonjour, ça va? - Learn to sing a greetings song and rap in . Ma famille - Learn a song with awareness of pitch shapes. Ma famille ~ performance - Sing a song and play the melody with awareness of pitch shapes.</p> <p>Support: The pitch shapes and rhythms help children to learn and recall the phrases when learning a new language. Make sure that the children are comfortable with the chorus of Ma famille before moving on to the ‘Je te présente’ section.</p> <p>c) A Douze A douze - Learn a French counting song. Number mix-up - Explore pitch shapes in a melody and notate a new sequence. Instrument mix-up - Share the individual pitches of a song melody between players.</p> <p>Support: Place players of the same pitch together when building up a performance</p>
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			of the Instrument mix-up melody. It may also help to colour-code the pitch groups to match the display so that the conductor can call out the colours for the first few practices.
Unit 11: Ancient Worlds <p>a) Orpheus</p> <ul style="list-style-type: none"> Exploring tuned and untuned percussion to create soothing, repetitive music based on ostinati Singing a song and accompanying it with tuned percussion ostinati <p>b) Echo</p> <ul style="list-style-type: none"> Exploring musical phrases, melodic imitation and rounds <p>c) Story Songs</p> <ul style="list-style-type: none"> Performing a round in three parts Arranging an accompaniment with attention to balance and musical effect 	Perform This concept involves understanding that music is created to be performed. Compose This concept involves appreciating that music is created through a process which has a number of techniques.	<ul style="list-style-type: none"> Maintain a simple part within a group. Perform with control and awareness of others. Create accompaniments for tunes. 	<p>a) Orpheus</p> <p>The story of Orpheus - Listen to lyre music and discover why Orpheus joined the Argonauts. Soothing the dragon - Combine musical ideas to create music to soothe the dragon. Song for Orpheus - Learn a song to add to the soothing dragon music.</p> <p>Support: Pairs of children can share one tuned instrument to play the blue and gold Soothing the dragon ostinati. Choose beaters that add to the gentle mood of the music, eg felt or soft rubber and, ideally, give each child a pair of beaters.</p> <p>b) Echo</p> <p>The story of Echo - Learn about Echo and sing a song that uses melodic echoes. Mirror echoes - Sing 'Mirror mirror' in two vocal parts. Orpheus and Echo remembered - Learn the song Echo and perform it as a round with Orpheus.</p> <p>Support: Ask the children to think about using their voices to convey the lyrics and mood of Mirror mirror. What tone of voice (eg smooth, gentle, breathy, light, strong) will they use to sing, and will they</p>



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			<p>vary the dynamics for any of the lyrics? Try out different ideas and select those that they consider most expressive.</p> <p>c) Story Songs The story of Theseus - Learn about Theseus and sing his song. Story accompaniments - Rehearse an accompaniment to Three songs for Ancient Greece. Three songs for Ancient Greece - Combine three songs in a round with an ostinato accompaniment Support: Ensure that the children sing each song with confidence before attempting to sing them as a round in three groups.</p>
<p>Unit 12: Food and Drink</p> <p>a) Bananas</p> <ul style="list-style-type: none"> • Exploring simple accompaniments using beat and rhythm patterns <p>b) Mealtime</p> <ul style="list-style-type: none"> • Using a score and combining sounds to create different musical textures <p>c) Shortnin' Bread</p> <ul style="list-style-type: none"> • Exploring different types of accompaniment 	<p>Compose This concept involves appreciating that music is created through a process which has a number of techniques.</p>	<ul style="list-style-type: none"> • Compose and perform melodic songs. • Create repeated patterns with a range of instruments. 	<p>a) Bananas Banana mango - Say and play a rhythm. Go bananas - Learn to sing and perform the actions of Go bananas. Banana band - Add a percussion accompaniment to Go bananas. Support: To build confidence with the Banana mango rhythms, and in preparation for playing on percussion, say the chant 'in your heads' while performing the body percussion rhythms. Follow the picture score to remind you of each rhythm.</p> <p>b) Mealtime Breakfast calypso - Learn a round in three parts. Dinner time - Sing Dinner time and</p>



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			<p>accompany it with instruments. Dinner time recipes - Create recipes for dinner time music.</p> <p>Support: Some children may not be ready to successfully sing a three-part round until they have consolidated learning the song in unison. If the children are not confident with singing each of the three unison sections of Breakfast time, come back to trying it as a round on a later occasion.</p> <p>c) Shortnin' Bread</p> <p>Shortnin' bread - Learn a song with a verse and chorus. Shortnin' players - Accompany a song with drone and ostinato parts. Fizz pop! Jelly - Chant a rhythmic accompaniment to a song.</p> <p>Support: Practise Fizz pop! and Jelly unaccompanied with a steady beat played on claves or tambour to ensure the children know them securely before dividing into two groups. When confident, perform them up to speed with the backing track and combined in two groups.</p>
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