



Dippy the Dinosaur

Dippy the Dinosaur, the Natural History Museum's iconic Diplodocus cast is coming on tour to Rochdale from February-June 2020.

We have developed a fabulous set of music resources for EYFS/KS1 & KS2

Join us for the
Greater Manchester Singing Challenge 2020
"Dippy's Explorers" on 19th May.

<http://gmmusichub.co.uk/projects/primary-schools-singing-challenge/>

<https://www.nhm.ac.uk/take-part/dippy-on-tour.html>

<http://www.rochdale.gov.uk/dippy>



@Oldhammusic



Oldham Council Music Service

Many musicians... one harmony

Oldham Music Service and Music Centre, Lyceum Buildings, Union Street, Oldham, OL1 1QG
T: 0161 770 5660; F: 0161 770 5670; E: musicservice@oldham.gov.uk

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EYFS: Dippy the Dinosaur

Activities & Resources	Learning Objectives Points to note e.g. differentiation, assessment, ICT Learning Objectives must link to OMS Curriculum & Progression Framework
See detailed plans below	<p><u>Links to OMS Assessment Statements:</u> Singing 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> Playing 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> Improvising & Composing 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> Listening 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> Notation & Mus.Tech 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/></p> <p>To experience a steady pulse and begin to move to the pulse To recognise obvious changes in the music (loud/quiet, fast/slow, timbre) To build a musical vocabulary and be able to express this through their music-making (loud, quiet, fast, slow, instruments names, tap, shake, ring etc.)</p>

Expressive Arts & Being Imaginative Early Years Outcomes

Exploring and using media and materials	<p>16-26 months</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Move their whole bodies to sounds they enjoy, such as music or a regular beat. <input checked="" type="checkbox"/> Imitates and improvises actions they have observed (e.g. clapping or waving) <input checked="" type="checkbox"/> Begin to move to music, listen to or join in rhymes or songs 	<p>22-36 months</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Joins in singing favourite songs <input type="checkbox"/> Creates sounds by banging, shaking, tapping or blowing <input checked="" type="checkbox"/> Show an interest in the way musical instruments sounds 	<p>30-50 months</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Enjoys joining in with dancing and ring games <input checked="" type="checkbox"/> Sings a few familiar songs <input checked="" type="checkbox"/> Beginning to move rhythmically <input type="checkbox"/> Imitates movement in response to music <input checked="" type="checkbox"/> Taps out simple repeated patterns <input checked="" type="checkbox"/> Explores and learns how sounds can be changed 	<p>40-60+ months</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Begins to build a repertoire of songs and dances <input checked="" type="checkbox"/> Explores the different sounds of instruments
Being Imaginative	<p>16-26 months</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Express self through physical action and sound 	<p>22-36 months</p>	<p>30-50 months</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Creates movement in response to music <input checked="" type="checkbox"/> Sings to self and makes up simple songs <input checked="" type="checkbox"/> Makes up rhythms 	<p>40-60+ months</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Initiates new combinations of movement and gesture in order to express and respond to feeling, ideas and experiences.

Other relevant Early Years Outcomes	16-26 months <input checked="" type="checkbox"/> Listen to and enjoy rhythmic patterns in rhymes and stories <input checked="" type="checkbox"/> Enjoys rhymes and demonstrates listening by trying to join in with actions and vocalisations <input checked="" type="checkbox"/> Interested in books and rhymes and may have favourites <input checked="" type="checkbox"/> Explores objects by linking together different approaches: shaking, hitting, looking, feeling etc.	22-36 months <input checked="" type="checkbox"/> Shows interest in play with sounds, songs and rhymes <input checked="" type="checkbox"/> Has some favourite stories, rhymes, songs poems or jingles <input checked="" type="checkbox"/> Fills in the missing word in a known rhyme, story or game <input checked="" type="checkbox"/> Recites some number names in sequence	30-50 months <input checked="" type="checkbox"/> Move freely and with pleasure and confidence in a range of ways <input checked="" type="checkbox"/> Use one-handed tools and equipment <input checked="" type="checkbox"/> Joins in with repeated refrains and anticipates key events and phrase in rhymes and stories <input checked="" type="checkbox"/> Enjoys rhyming and rhythmic activities <input checked="" type="checkbox"/> Shows awareness of rhyme and alliteration <input checked="" type="checkbox"/> Recognises rhythm in spoken words <input checked="" type="checkbox"/> Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories <input checked="" type="checkbox"/> Recites numbers in order to 10 <input checked="" type="checkbox"/> Realises not only objects, but anything can be counted, including steps, claps or jumps	40-60 months <input checked="" type="checkbox"/> Handles tools objects etc. safely and with increasing control <input checked="" type="checkbox"/> Continues a rhyming string
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Speech, Language & Communication

Turn-taking
Speaking/enunciating clearly
Development of expression
Developing vocabulary (topic-based) to use words to describe objects, actions and attributes
Non-verbal rules of communication: Listening, Looking, taking verbal turns
Practise of different sounds (c, g, f, h, s, r, w, l, f, th, sh, ch, dz)
Use of pitch, volume and intonation to support meaning
Vocalising
Development of confidence

Ideas for continuous provision

1. Selection of instruments, accompanied by the "Loud/Quiet" "Fast/Slow" flashcards
2. Dinosaurs as a prompt for independent singing of the songs (e.g 5 Pteradactyls and a T Rex)



EYFS Adult-led Music Session 1

Resources for this session:

Bean bags, claves, recording of “Montagues & Capulets” (Tchaikovsky)

Musical Focus:

Loud & Quiet

<p>Hello Song</p>	<p><u>Hello Song</u> <i>Tune: “The Farmer’s in his Den”</i></p> <p>I’m glad you’re here today, I’m glad you’re here today, Everybody wave hello, I’m glad you’re here today!</p> <p>....everybody bang the floor.....everybody tap your knees.....everybody shake about....</p>
<p>Action songs with props</p> <p>BEANBAGS (two per child if possible)</p>	<p><u>1 and 2 and 3 4 5</u> <i>Sing ascending melody line 1, descending line 2.</i></p> <p>1 and 2 and 3 4 5, shake your beanbag very high 1 and 2 and 3 and 4. Shake your beanbag on the floor.</p> <p><u>This is the way we</u> <i>Tune: Here we go round the Mulberry Bush</i></p> <p>This is the way we tap the floor x4 when we are at music. ...tap our knees...tap it slowly....tap it quickly....</p> <p><u>Dinosaurs, Dinosaurs</u> <i>Based on the rhyme: Teddy Bear, teddy bear</i></p> <p>Dinosaurs, dinosaurs stomped around (<i>bang floor</i>) Dinosaurs, dinosaurs shook the ground Dinosaurs, dinosaurs rumbled on the floor Dinosaurs, dinosaurs, hear them roar! <i>Keep a steady pulse with the beanbags. You could do this on both knees, then the floor, then alternate hands</i></p> <p><u>O Can you stomp?</u> <i>Tune: Aiken Drum</i></p> <p>Oh can you stomp just like this Just like this, just like this? Can you stomp just like this Like a dinosaur? <i>- tiptoe, chomp, fly – children to do the action with the beanbags</i></p>
<p>Counting song</p>	<p><u>Five Pterodactyls</u> <i>Based on “Five Little Monkeys”</i> <i>Either a so-mi (nee-naw) song or say as a spoken rhyme.</i></p> <p>Five pterodactyls sitting in a tree, (<i>whisper</i>) Along came a t-rex as quiet as can be (<i>loud voice</i>)“Hey, Mr T-Rex you can’t catch me” CHOMP!</p>

<p>Movement songs (gross motor)</p>	<p><u>The Pteranodon's Wings</u> <i>Tune: Wheels on the Bus</i></p> <p>The Pteranodon's wings went FLAP, FLAP, FLAP FLAP, FLAP, FLAP. FLAP, FLAP, FLAP The Pteranodon's wings went FLAP, FLAP, FLAP All around the swamp.</p> <p>The Tyrannosaurus Rex went GRRR, GRRR, GRRR.... <i>Children can suggest their own dinosaurs and movement. Consider: stamping, swooping, rolling, bouncing etc.</i></p>
<p>Circle song</p>	<p><u>The T-Rex Stamped Over</u> <i>Tune: The bear went over the mountain)</i></p> <p>The t-rex stamped over the mountain, The t-rex stamped over the mountain The t-rex stamped over the mountain And gave a great big roar!</p> <p><i>- change to tiptoed, strode etc</i></p>
<p>Listening</p>	<p>Montagues and Capulets by Prokofiev <i>- heavy stomps and quiet flying in the middle</i> <i>Physical response to the music. 1 minute is plenty</i></p>
<p>Instruments (being creative with sounds and exploring)</p> <p>CLAVES (or any wooden, tapping instruments)</p>	<p><u>Hickety, tickety dinosaur</u> <i>So-mi/nee-naw melody</i></p> <p>Hickety tickety dinosaur. <i>Tap your claves just like me - rub, click etc. Experiment with different ways to create sound</i></p> <p>(chant and play: T-rex, t-rex, t-rex, t-rex STOP) <i>match taps to syllables</i> (chant and play: dinosaur, dinosaur, dinosaur STOP) (chant and play: diplodocus, diplodocus, diplodocus STOP)</p> <p><u>The T-Rex stamped over</u> <i>Tune: The Bear went over the Mountain</i></p> <p>The t-rex stamped over the mountain, (<i>show large t-rex footprint shapes</i>) The t-rex stamped over the mountain The t-rex stamped over the mountain And gave a great big roar!</p> <p>The t-rex tiptoed over the mountain (<i>show small t-rex footprints</i>) ...and gave a great big roar!</p>
<p>Closing song</p>	<p><u>Oh I want to be a</u> <i>Tune: Michael Finnegan</i> Oh I want to be a great big dinosaur, That is what I really want to be! For if I were a great big dinosaur, Everyone would run from me. . . Ahhhhhhhh!!!!!!!</p>
<p>Goodbye Song</p>	<p><u>It's time to say goodbye</u> <i>Tune: Farmer's in his Den</i></p> <p>It's time to say goodbye It's time to say goodbye Everybody wave goodbye, It's time to say goodbye.</p>



EYFS Adult-led Music Session 2

Resources for this session:

Egg shakers, elastic (7m approx. elastic tied/sewn to make a ring)

Musical Focus:

Fast and slow

<p>Hello Song Warm-ups</p>	<p><u>Hello Song</u> <i>Tune: "The Farmer's in his Den"</i></p> <p>I'm glad you're here today, I'm glad you're here today, Everybody wave hello, I'm glad you're here today!</p> <p>....everybody bang the floor.....everybody tap your knees.....everybody shake about....</p>
<p>Action songs (Giant Scrunchy/Elastic)</p>	<p><u>1 and 2 and 3 4 5</u> 1 and 2 and 3 4 5. Shake the elastic very high 1 and 2 and 3 and 4. Shake the elastic on the floor.</p> <p><u>This is the way we</u> <i>Tune: Here we go round the Mulberry Bush</i></p> <p>This is the way we tap the floor x4 when we are at music. ...tap our knees...tap it slowly....tap it quickly....</p> <p><u>A Dinosaur moves like this</u> <i>A spoken rhyme</i></p> <p>A dinosaur moves like this and that He's terribly tall and terribly fat He used to scare us with his roar But we don't see him anymore! <i>Keep the steady beat with the elastic on your knees. Try it louder/quieter/faster/slower</i></p> <p><u>Slowly Slowly</u> <i>A spoken rhyme</i> Slowly, slowly, very slowly walked the dinosaur Slowly, slowly, very slowly he's a herbivore</p> <p>Quickly, quickly very quickly ran the dinosaur Quickly, quickly very quickly, he's a carnivore!</p> <p><i>Tap the elastic on your knees to the pulse. First verse slow, second verse fast</i></p>
<p>Counting song</p>	<p><u>Five Hungry Dinosaurs</u> <i>Tune: One man went to mow</i></p> <p>Five hungry dinosaurs looking for their tea 1 found a <i>pile of leaves</i> and ate them hungrily</p> <p>Four hungry dinosaurs....some tasty plants and ate them hungrily. Three...some scaly fish.... Two...some insects... One...some juicy fruits....</p> <p>No hungry dinosaurs looking for their tea They are all fast asleep after their big tea!</p>

<p>Movement songs (gross motor)</p>	<p><u>Dinosaurs lived long ago</u> <i>Tune: Twinkle, Twinkle</i></p> <p>Dinosaurs lived long ago Some ran fast and some moved slow. Some ate plants and some ate meat. All were mean, none were sweet. Dinosaurs lived long ago Some ran fast and some moved slow. <i>Children listen carefully and move at the speed described in the lyrics</i></p> <p><u>There are dinosaurs stomping</u> <i>Tune: If you're happy and you know it</i> There are dinosaurs stomping all around. There are dinosaurs stomping all around There are dinosaurs stomping, there dinosaurs stomping There are dinosaurs stomping all around.</p> <p>There are dinosaurs flying.... ...swimming... <i>Children suggest different ways to move around (rolling, hopping etc.)</i></p>
<p>Circle song</p>	<p><u>Slowly, Slowly</u> <i>A spoken rhyme</i> Slowly, slowly, very slowly walked the dinosaur Slowly, slowly, very slowly he's a herbivore</p> <p>Quickly, quickly very quickly ran the dinosaur Quickly, quickly very quickly, he's a carnivore!</p> <p><i>Hold hands in the circle and walk to the beat.</i></p>
<p>Listening <i>Physical response to the music.</i></p>	<p>Appalachian Spring by Aaron Copland <i>Stomping, flying and creeping to each variation</i></p>
<p>Instruments (being creative with sounds and exploring)</p>	<p>SHAKERS</p> <p><u>1 and 2 and 3 4 5</u> 1 and 2 and 3 4 5, shake your shaker very high! 1 and 2 and 3 and 4. Shake your shaker on the floor.</p> <p><u>Play and Play together</u> Play and play and play together Play and play and then we STOP! <i>- tap, shake, roll etc</i></p> <p><u>Slowly, slowly</u> <i>A spoken rhyme</i> Slowly, slowly, very slowly walked the dinosaur Slowly, slowly, very slowly, he's a herbivore.</p> <p>Quickly, quickly very quickly ran the dinosaur Quickly, quickly very quickly, he's a carnivore!</p> <p><u>This is the way we shake together</u> <i>Tune: Mulberry Bush</i> This is the way we shake together, shake together, shake together. This is the way we shake together when we are at music.</p> <p>This is the way we shake is slowly....</p> <p>This is the way we shake it quickly.... ...loudly.... ...quietly...</p>

<p>Closing song</p>	<p><u>Little Baby Dinosaur</u> <i>Tune: Incy Wincy Spider</i></p> <p>The little baby dinosaur climbed up to the top Of a volcano that was ready to pop! Out came the lava so very, very hot And the little baby dinosaur ran home without a stop!</p>
<p>Goodbye Song</p>	<p><u>It's time to say goodbye</u> <i>Tune: Farmer's in his Den</i></p> <p>It's time to say goodbye It's time to say goodbye Everybody wave goodbye, It's time to say goodbye.</p>



EYFS Adult-led Music Session 3

Resources for this session:

Scarves, instruments, Saint-Saens track, pictures of specific dinosaurs

Musical Focus:

Timbre

<p>Hello Song Warm-ups</p>	<p><u>Hello Song</u> Tune: "The Farmer's in his Den"</p> <p>I'm glad you're here today, I'm glad you're here today, Everybody wave hello, I'm glad you're here today!</p> <p>....everybody bang the floor.....everybody tap your knees.....everybody shake about....</p>
<p>Action songs with props</p> <p>Juggling scarves or ribbons</p>	<p><u>1 and 2 and 3 4 5</u> 1 and 2 and 3 4 5. Shake your scarf up very high. 1 and 2 and 3 and 4. Shake your scarf down on the floor.</p> <p><u>This is the way we</u> <i>Tune: Here we go round the Mulberry Bush</i> This is the way we go up and down, up and down, up and down. This is the way we go up and down. When we are at music. ...round and round...side to side....zig and zag...very fast...very slowly....</p> <p><u>Once there was a dinosaur</u> <i>Tune: Twinkle, Twinkle</i></p> <p>Once there was a dinosaur (<i>tap scarf on pulse</i>) All he did was roar and roar He roared high and he roared low (<i>move scarf high and low</i>) He roared fast and he roared slow (<i>move scarf fast and slow</i>) Once there was a dinosaur All he did was roar and roar.</p> <p><u>Did you ever see a dinosaur?</u> <i>Tune: Did you ever see a lassie?</i></p> <p>Did you ever see my dinosaur, my dinosaur, my dinosaur Did you ever see the dinosaur I have for my pet? (<i>sway with scarves</i>) He hides in the dustbin (<i>hide under scarf</i>) Then I have to find him (<i>come out</i>) Did you ever see the dinosaur I have for my pet? (<i>sway</i>)</p>
<p>Counting song</p>	<p><u>One Dinosaur went out to play</u> <i>Tune: Five Little Ducks</i></p> <p>One dinosaur went out to play on a bright and sunny day He had such ENORMOUS fun that he called another dinosaur to come. (Call very loud) DI-NO-SAUR! Thump! Thump! Thump! Thump!</p> <p>Two dinosaurs went out to play (repeat up to 5 dinosaurs...)</p> <p>Five dinosaurs went out to play, on a bright and sunny day They had such enormous fun But now it's time for dinner so they all rush home!</p>

<p>Movement songs (gross motor)</p>	<p><u>Stomp, stomp, stomp around</u> <i>Tune: Row, row, row your boat</i> Stomp, stomp, stomp around on your great big feet. Swish your tail and turn around, it's time for us to eat!</p> <p>Jump, jump, jump around on your great big feet....</p> <p>Hop....tiptoe....skip... etc. <i>Children can suggest ways to move.</i></p>
<p>Circle song</p>	<p><u>The Dino-Pokey</u> <i>Tune: Hokey Cokey</i></p> <p>You put your claws right in, your claws right out. In out, in out. You shake them all about. You do the dino-pokey and you turn around. That's what it's all about.</p> <p>Oh-oh the Dino-Pokey! X3 Knees bend, arms stretched. Roar, roar, roar!</p> <p>You put your teeth....chomp them all about... Feet... stomp them all about....</p> <p><i>If the children find the "Oh-oh" section makes them giddy when they walk into the middle of the circle, you could try walking round in a circle instead!</i></p>
<p>Listening <i>Physical response to the music.</i></p>	<p><u>Fossils – Saint-Saens (from Carnival of the Animals)</u></p> <p>Add plodding dinosaur feet, swishing tails and clawed hands to the beat.</p>
<p>Instruments (being creative with sounds and exploring)</p>	<p><u>The Triceratops horns</u> <i>Tune: Wheels on the bus</i></p> <p>The Triceratops horns went TAP, TAP, TAP (<i>claves, woodblocks etc.</i>) TAP, TAP, TAP, TAP, TAP, TAP, The Triceratops horns went TAP, TAP ,TAP, All around the swamp.</p> <p>The Brontosaurus went PLOD, PLOD, PLOD, (<i>drums</i>)</p> <p>The Pterodactyl went FLAP, FLAP, FLAP (<i>triangles/bells/shakers</i>)</p> <p><u>I'd like to be a dinosaur</u> <i>Tune: Mary had a little lamb</i></p> <p>I'd like to be a dinosaur, dinosaur, dinosaur I'd like to be a dinosaur Dinosaurs play it loud</p> <p>I'd like to be....dinosaurs play it softly</p> <p>I'd like... dinosaurs like to stop!</p>
<p>Closing song</p>	<p><u>Dinosaurs like to clap their hands</u> <i>Tune: Skip to my Lou</i></p> <p>Dinosaurs like to clap their hands x3 Clap their hands today</p> <p>...stamp their feet.... ...wave bye bye...</p>
<p>Goodbye Song</p>	<p><u>It's time to say goodbye</u> <i>Tune: Farmer's in his Den</i></p> <p>It's time to say goodbye It's time to say goodbye Everybody wave goodbye, It's time to say goodbye.</p>

Oldham Council Music Service & Music Centre

Medium Term Plan: Dippy the Dinosaur KS1

Class Teacher

Class KS1

Topic Dinosaurs

<p>Learning Outcomes (Related to OMS Curriculum & Progression Framework)</p> <p>I can beat the pulse of a piece of music I can choose and maintain an appropriate pulse I can identify the difference between pulse and rhythm I can play the pulse on a percussion instrument I have explored a range of structures in my work I can rehearse and perform with others I can create, repeat, adapt and extend simple rhythmic patterns and words as appropriate to given stimuli I can listen carefully and develop my aural memory I can listen with concentration and understanding to a range of high-quality recorded music I can use my voice expressively and creatively by singing songs and speaking chants and rhymes I can use a simple graphic score for performing</p>	<p>Assessment Opportunities & Criteria (Refer to OMS Music Assessment Proforma for full statements)</p> <p>Singing 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/></p> <p>Playing 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/></p> <p>Improvising & Composing 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/></p> <p>Listening 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/></p> <p>Notation & Mus.Tech 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/></p>
<p>Main Activities</p> <p>Dinosaur chants and songs Extending and developing chants and songs Tapping dinosaur rhythms – don't clap the rhythm game Walking the pulse – slow and fast Listening to 'Fossils' and 'Montagues and Capulets' Graphic score – arranging order of dinosaur names for performing Preparing a performance: 'Night at the Museum' – improvisation, rehearsal, performance</p>	<p>Resources</p> <p>Dinosaur chants and songs sheet Dinosaur Stomp – available to download from First Class Night at the Museum – download from First Class Cards and bag for creating Don't clap the rhythm game Class set of claves Paper and pen for writing score for Piece of Music</p>
<p>Differentiation</p> <p>Teacher support, peer support, modelling, questioning,</p>	
<p>Use of ICT (pupil & teacher)</p> <p>CD/ipad for listening to recorded music; videoing of performance if desired</p>	
<p>Cross-Curricular links</p> <p>History, science</p>	

Lessons will cover the following Elements of Music	
Pitch	<input type="checkbox"/>
Pulse	<input checked="" type="checkbox"/>
Duration	<input checked="" type="checkbox"/>
Tempo	<input checked="" type="checkbox"/>
Dynamics	<input type="checkbox"/>
Timbre	<input checked="" type="checkbox"/>
Texture	<input type="checkbox"/>
Structure	<input checked="" type="checkbox"/>

Experienced through the following activities	
Listening	<input checked="" type="checkbox"/>
Performing (singing)	<input checked="" type="checkbox"/>
Performing (instrumental)	<input checked="" type="checkbox"/>
Composing	<input checked="" type="checkbox"/>
Improvising	<input checked="" type="checkbox"/>
Appraising	<input checked="" type="checkbox"/>
Recording	<input checked="" type="checkbox"/>

Using	
Voice	<input checked="" type="checkbox"/>
Body Percussion	<input checked="" type="checkbox"/>
Percussion – non-tuned	<input checked="" type="checkbox"/>
Percussion - tuned	<input type="checkbox"/>
Chosen instruments	<input type="checkbox"/>
Recorded music	<input checked="" type="checkbox"/>
Backing tracks	<input checked="" type="checkbox"/>
Other	<input type="checkbox"/>

Via	
Pitch Games	<input type="checkbox"/>
Rhythm Games	<input checked="" type="checkbox"/>
Improvisation Games	<input type="checkbox"/>
Ostinati	<input checked="" type="checkbox"/>
Action Songs	<input checked="" type="checkbox"/>
Songs	<input checked="" type="checkbox"/>

Developing	
Aural Memory	<input checked="" type="checkbox"/>
Pitch Control	<input type="checkbox"/>
Rhythm Control	<input checked="" type="checkbox"/>
Expressive qualities	<input checked="" type="checkbox"/>
Instrumental technique	<input checked="" type="checkbox"/>
Vocal technique	<input checked="" type="checkbox"/>
Symbolisation	<input type="checkbox"/>
Social Skills	<input checked="" type="checkbox"/>
Performing Skills	<input checked="" type="checkbox"/>
World Music	<input type="checkbox"/>
Musical Notation	<input type="checkbox"/>
Use of Music Tech	<input type="checkbox"/>

Key Stage 1 Dippy the Dinosaur

Lesson 1

Resources	<i>Cards for writing names of dinosaurs Dinosaur Chant Dinosaur Stomp Fossils from 'The Carnival of the Animals'- Saint Saens</i>
Learning Outcomes	<i>I can copy a short rhythm I can find the pulse of a piece of music I can tap the pulse</i>
Starter	<i>Dinosaur chant with actions</i>
Main Activity	<i>Collect names of dinosaurs. Write them on cards ready to play the dinosaur names game. Clap the rhythm of each dinosaur name. Have a 'Dippy the Dinosaur' card. This is the card for Don't clap the rhythm dinosaur game. Movement: Dinosaur Stomp</i>
Plenary	<i>Listening: 'Fossils' from 'Carnival of the Animals'. Children tap pulse on their knees</i>

Lesson 2

Resources	<i>Don't clap the rhythm dinosaur game name cards Extra cards for writing names of dinosaurs Dinosaur Chant Dinosaur Stomp Fossils from 'Carnival of the Animals' Class set of claves Paper for writing piece of music (Musical Score)</i>
Learning Outcomes	<i>I can tap the pulse I can copy a short rhythm I can explore appropriate instruments I can organise and arrange sounds to create a piece of music</i>
Starter	<i>Dinosaur chant with actions</i>
Main Activity	<i>Don't clap the rhythm dinosaur game – can we add in any more dinosaur names? Listening: 'Fossils' from 'Carnival of the Animals' – Tap pulse with claves. Find other ways of playing the claves to match the pulse (walking claves, side by side tapping, sliding, one of top of the other) Play the Don't clap the rhythm dinosaur game using the claves Introduce 'Walking the pulse' with the claves Create piece of music by arranging rhythms of dinosaur names into a pattern eg 4x Diplodocus, 4x Triceratops, 4x Tyrannosaurus Rex. All play on claves</i>
Plenary	<i>Dinosaur Stomp with actions</i>

Lesson 3

Resources	<i>Don't clap the rhythm dinosaur game name cards</i> <i>Extra cards for writing names of dinosaurs</i> <i>Dinosaur Chant</i> <i>Dinosaur Stomp</i> <i>Fossils from 'Carnival of the Animals'</i> <i>Class set of claves</i> <i>Musical Score from last week</i>
Learning Outcomes	<i>I can identify the difference between pulse and rhythm</i> <i>I can take turns when playing music</i>
Starter	<i>Dinosaur chant with actions</i>
Main Activity	<i>Don't clap the rhythm dinosaur game</i> <i>Clap dinosaur name rhythms on claves</i> <i>Revise walking the pulse with claves. Have half the class walking the pulse, half the class tapping dinosaur name rhythms. Swap over groups</i> <i>Revise piece of music from last week. Split class into groups for each dinosaur name. Children just tap the rhythm for their dinosaur group. (Controlling instruments, when to play and when to stop)</i>
Plenary	<i>Dinosaur Stomp – Children suggest changes to the words in the middle (eg. Swish your tail, stretch your neck up high)</i>

Lesson 4

Resources	<i>Don't clap the rhythm dinosaur game name cards</i> <i>Dinosaur Chant</i> <i>Dinosaur Stomp</i> <i>Class set of claves</i> <i>Recording of Montagues and Capulets from 'Romeo and Juliet' - Prokofiev</i> <i>Musical Score from last week</i>
Learning Outcomes	<i>I can identify the difference between pulse and rhythm</i> <i>I can find the pulse of a piece of music</i> <i>I can listen with concentration to a range of high-quality recorded music</i>
Starter	<i>Dinosaur chant with actions</i>
Main Activity	<i>Don't clap the rhythm dinosaur game</i> <i>Tap dinosaur name rhythms on claves</i> <i>Revise combining pulse and rhythm from last week (half the class walking the pulse with claves, half the class tapping dinosaur name rhythms)</i> <i>Revise piece of music from last week (groups playing their own dinosaur rhythm)</i> <i>Add in group walking the pulse in between each dinosaur group</i> <i>Listening: Montagues and Capulets from 'Romeo and Juliet'- Prokofiev</i> <i>Questions: Where might you see dinosaurs now?- (Museum)</i> <i>What is happening in the music?(Dinosaurs are coming to life/People walking round museum)</i> <i>Play the music again – tap slow pulse on knees (minims)/Clap faster pulse (crotchets)</i> <i>Movement: Sway slow pulse to music/sway faster pulse to music by sitting in a straight line ('Oops upside your head' or 'rowing' style with a leader at the front. Leader sways side to side, touching the floor with each hand in time to the i) slow pulse ii) walking pulse</i> <i>Then stand in lines of 4 with hands on shoulders of child in front, walk i) slow pulse ii) walking pulse</i>
Plenary	<i>Dinosaur Stomp using words from Week 3</i>

Lesson 5

Resources	<p><i>Don't clap the rhythm dinosaur game name cards</i> <i>Dinosaur Chant</i> <i>Dinosaur Stomp</i> <i>Backing Track for 'Night at the Museum'</i> <i>Class set of claves</i></p>
Learning Outcomes	<p><i>I can find the pulse of a piece of music (slow and fast)</i> <i>I can prepare for a performance</i></p>
Starter	<i>Dinosaur Chant with actions</i>
Main Activity	<p><i>Don't clap the rhythm dinosaur game</i> <i>Tap dinosaur name rhythms on claves</i> <i>Revise combining pulse and rhythm from last week (half the class walking the pulse with claves, half the class tapping dinosaur name rhythms)</i> <i>Movement: Montagues and Capulets music – move to slow and fast pulse individually</i> <i>Create groups for 'Night at the Museum' performance:</i></p> <ul style="list-style-type: none"> • <i>Museum Visitors group (walking to walking pulse and tapping claves in time to pulse)</i> • <i>Dinosaur groups (tapping rhythm of dinosaur name)</i> <p><i>Rehearse performance – Visitors enter museum, move to dinosaur group, group 'wakes up' and claps their name rhythm 4 times, visitor group walk on to next dinosaur group tapping their claves to the walking pulse, that group 'wakes up' and claps their name rhythm 4 times etc until all dinosaur groups have been visited.</i> <i>(Extension Activity: Layer up dinosaur rhythms until all groups are playing together).</i> <i>At end, visitor group walks with walking pulse away from the museum, all dinosaur groups follow with slow pulse steps, until final 'raaaaar!'</i></p>
Plenary	<i>Dinosaur Stomp</i>

Lesson 6

Resources	<p><i>Don't clap the rhythm dinosaur game name cards</i> <i>Dinosaur Chant</i> <i>Dinosaur Stomp</i> <i>Backing Track for 'Night at the Museum'</i> <i>Class set of claves</i></p>
Learning Outcomes	<i>I can take part in a performance</i>
Starter	<i>Dinosaur Chant</i>
Main Activity	<p><i>Don't clap the rhythm dinosaur game</i> <i>Dinosaur Stomp</i> <i>Perform 'Night at the Museum' to audience</i></p>
Plenary	<i>Feedback from audience</i>

Oldham Council Music Service & Music Centre

Medium Term Plan: Dippy the Dinosaur KS2

Class Teacher

Class KS2

Topic Dippy the Dinosaur

<p>Learning Outcomes (Related to OMS Curriculum & Progression Framework)</p> <p>Understand, recognise and describe how the inter-related dimensions of music can be used to convey a character, story or image.</p> <p>I can confidently and appropriately make use of the inter-related dimensions of music when composing and performing</p> <p>I can combine several layers of sound with awareness of the combined effect</p> <p>I can compose by developing and organising ideas within musical structures</p> <p>I can improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>I can improvise within given or chosen parameters (e.g. structures, using particular scales/notes etc.)</p> <p>I can improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>I can improvise confidently vocally and with instruments from a range of given and chosen stimuli</p>	<p>Assessment Opportunities & Criteria (Refer to OMS Music Assessment Proforma for full statements)</p> <p>Singing 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/> 13 <input checked="" type="checkbox"/></p> <p>Playing 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/> 13 <input checked="" type="checkbox"/> 14 <input checked="" type="checkbox"/></p> <p>Improvising & Composing 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/> 13 <input checked="" type="checkbox"/></p> <p>Listening 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/></p> <p>Notation & Mus.Tech 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/></p>
<p>Main Activities</p> <p>See detailed lesson plans below</p>	<p>Resources</p> <p>See detailed lesson plans below</p>
<p>Differentiation</p> <p>Teacher support, outcome, peer support, shorter film scene</p>	
<p>Use of ICT (pupil & teacher)</p> <p>Garageband, recording device for performance</p>	
<p>Cross-Curricular links</p> <p>Dinosaurs, paleontology, Natural history, Media & Film</p>	

Lessons will cover the following Elements of Music	
Pitch	<input checked="" type="checkbox"/>
Pulse	<input checked="" type="checkbox"/>
Duration	<input checked="" type="checkbox"/>
Tempo	<input checked="" type="checkbox"/>
Dynamics	<input checked="" type="checkbox"/>
Timbre	<input checked="" type="checkbox"/>
Texture	<input checked="" type="checkbox"/>
Structure	<input checked="" type="checkbox"/>

Experienced through the following activities	
Listening	<input checked="" type="checkbox"/>
Performing (singing)	<input checked="" type="checkbox"/>
Performing (instrumental)	<input checked="" type="checkbox"/>
Composing	<input checked="" type="checkbox"/>
Improvising	<input checked="" type="checkbox"/>
Appraising	<input checked="" type="checkbox"/>
Recording	<input checked="" type="checkbox"/>

Using	
Voice	<input checked="" type="checkbox"/>
Body Percussion	<input checked="" type="checkbox"/>
Percussion – non-tuned	<input checked="" type="checkbox"/>
Percussion - tuned	<input checked="" type="checkbox"/>
Chosen instruments	<input checked="" type="checkbox"/>
Recorded music	<input checked="" type="checkbox"/>
Backing tracks	<input checked="" type="checkbox"/>
Other	<input type="checkbox"/>

Via	
Pitch Games	<input checked="" type="checkbox"/>
Rhythm Games	<input checked="" type="checkbox"/>
Improvisation Games	<input checked="" type="checkbox"/>
Ostinati	<input checked="" type="checkbox"/>
Action Songs	<input checked="" type="checkbox"/>
Songs	<input checked="" type="checkbox"/>

Developing	
Aural Memory	<input type="checkbox"/>
Pitch Control	<input checked="" type="checkbox"/>
Rhythm Control	<input checked="" type="checkbox"/>
Expressive qualities	<input checked="" type="checkbox"/>
Instrumental technique	<input checked="" type="checkbox"/>
Vocal technique	<input checked="" type="checkbox"/>
Symbolisation	<input checked="" type="checkbox"/>
Social Skills	<input checked="" type="checkbox"/>
Use of Music Tech	<input checked="" type="checkbox"/>

Year 5/6 Dippy the Dinosaur

Lesson 1

Resources	Audio recording – Theme for “Jurassic Park” https://www.youtube.com/watch?v=oEZh88vz8b8
Learning Outcomes	I can listen with attention to detail and recall sounds with increasing aural memory I understand, recognise and describe how the inter-related dimensions of music can be used to convey a character, story or image. I can appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
Starter	Musical Vocab card-sort (or similar). Key vocab: dynamics, forte/loud, piano/quiet, crescendo, diminuendo, names of instruments, tempo, words to describe mood etc.
Main Activity	1. Listen to (or watch) the opening of the “Jurassic Park” main theme. Pupils to listen attentively and describe the music using musical vocabulary. Pair and share to discuss before sharing as a class. Listen again with teacher giving commentary as the pupils listen. 2. Sing the “Dippy’s Explorers” GM Hub Singing Challenge song http://gmmusichub.co.uk/projects/primary-schools-singing-challenge/
Plenary	Listen to some pupils perform. Appraise using musical vocabulary.

Lesson 2

Resources	The Good Dinosaur – film clip Card-sort resource (musical vocab) Tuned and un-tuned percussion Pupils’ own instruments Composition Planner
Learning Outcomes	I understand, recognise and describe how the inter-related dimensions of music can be used to convey a character, story or image. I can combine several layers of sound with awareness of the combined effect I can confidently and appropriately make use of the inter-related dimensions of music when composing and performing
Starter	Recap musical vocabulary as a card-sort, matching pairs or memory game.
Main Activity	Watch a scene from “The Good Dinosaur” WITH THE SOUND MUTED (There are many clips available online.) In pairs, pupils suggest ways in which music can be used to enhance the on-screen action. Working in small groups, pupils begin to compose music for this scene. Use the composition planner to support this.
Plenary	Listen to some examples of the pupils’ work in progress and appraise. Complete “next steps” on the composition planner.

Lesson 3

Resources	The Good Dinosaur clip Instruments from last week Composition planner
Learning Outcomes	I can maintain a complex melody vocally or on an instrument I understand, recognise and describe how the inter-related dimensions of music can be used to convey a character, story or image. I can combine several layers of sound with awareness of the combined effect I can confidently and appropriately make use of the inter-related dimensions of music when composing and performing
Starter	WITHOUT INSTRUMENTS: In groups, discuss what went well last lesson. Decide on two “next steps” for their group composition. Use Storyboard/plan when discussing
Main Activity	Continue working on composition in groups.
Plenary	Each group to reflect on their work so far and consider what is successful and what needs to be improved next session. Complete “Composition Planner”

Lesson 4

Resources	Instruments Composition Planner Recording device (ipad, voice memos is perfectly adequate for audio)
Learning Outcomes	I can listen with attention to detail and recall sounds with increasing aural memory I can maintain an independent part in a group or as a soloist when singing or playing for example rhythm, ostinato, drone, simple part-singing etc.
Starter	Pupils work in their groups and discuss/plan their 10 minute rehearsal (no instruments at this stage)
Main Activity	Distribute instruments Final composition session – 10 minutes to rehearse and refine their performance. Each group to perform their composition to the film clip. Record each group as they perform. Video recording is useful because students can reflect on their instrumental techniques.
Plenary	Pupils complete the “appraisal” section of the “Composition Planner”. They can do this individually. Their responses can be verbal or written. You might wish to consider retaining the audio/visual recordings of their performances alongside their verbal (recorded) feedback.

Card-Sort. Print & cut up into sets for pupils to correctly match key term with definition

Pitch	High and low
Tempo	Speed
Timbre	Different sounds
Dynamics	Volume
Crescendo	Getting gradually louder
Diminuendo	Getting gradually softer

Pitch	High and low
Tempo	Speed
Timbre	Different sounds
Dynamics	Volume
Crescendo	Getting gradually louder
Diminuendo	Getting gradually softer

Names of the people in your group:



“The Good Dinosaur” Composition Planner

Learning Outcomes

- To know what these musical words mean: dynamics, tempo, timbre, pitch
- To be able to choose suitable dynamics, tempo, instruments and melodies to tell a story
- To be able to improvise musical ideas and then refine them into a composition

Week 1

Think about the film clip you have just seen of “The Good Dinosaur”.

What happens in the clip?

Which instruments would be good for this?

How can you use pitch to tell the story? (pitch means high and low)

How can you use dynamics to help to tell the story? (dynamics means volume e.g. loud and soft)

How can you use different tempos to tell the story? (tempo means speed e.g. fast, slow, getting faster/slower)

Which other ideas would be good to try out?

NEXT STEPS (complete this at the end of the lesson)

What do you need to do next lesson? Think about instruments, dynamics, how you are going to start & stop, conducting/directing etc.

Assessment: EYFS/KS1

Singing		
S1 I enjoy singing.		
S2 I can use my voice in different ways (e.g. whispering, singing and speaking)		
S3 I have found my singing voice		
S4 I can sing so-mi intervals (e.g.G-E) in tune		
S5 I can sing broadly in tune within a limited pitch range and I am beginning to control changes in timbre, tempo, pitch and dynamics when I sing		
S6 I can use my voice expressively and creatively by singing songs and speaking rhymes and chants		
S7 I can sing in tune within a limited pitch range, and perform with a good sense of pulse and rhythm		

Playing		
P1 I enjoy playing instruments and sound-makers		
P2 I recognise and broadly control changes in timbre, tempo, pitch and dynamics when playing instruments		
P3 I follow and offer simple musical instructions and actions		
P4 I can keep a steady pulse with some accuracy		
P5 I can join in and stop, as appropriate		
P6 I can follow and lead simple performance directions and demonstrate an understanding of these through movement, singing and playing (e.g. dynamics, start/stop, tempo)		
P7 I can play musically, showing an increasing understanding of musical features (e.g. louder, softer, higher, lower, faster, slower)		
P8 I can demonstrate my understanding of the difference between pulse and rhythm		

Improvising & Composing		
IC1 I represent my own ideas, thoughts and feelings through music		
IC2 I create music and suggest symbols to represent sounds (e.g. big foot = Daddy Bear)		
IC3 I enjoy exploring and changing sounds		
IC4 I enjoy making, playing, changing and combining sounds; experimenting with different ways of producing sounds with my voice, instruments, simple music technology and body sounds		

Listening		
L1 I can respond physically to a piece of music (e.g. pulse, changes in dynamics, tempo, mood etc.)		
L2 I can aurally recognise the sounds of a small range of classroom instruments		
L3 I am beginning to use my "thinking voice"		
L4 I can listen to ideas from others and take turns		
L5 I can listen with increased concentration and respond appropriately to a variety of live and recorded music, making statements and observations about the music and through movement, sound-based and other creative responses		
L6 I can recognise how musical elements can be used to create different moods and effects		

Notation & Use of Technology		
N1 I suggest symbols to represent sounds (e.g. big foot = Daddy Bear)		
N2 I am beginning to recognise and musically demonstrate an awareness of a link between shape and pitch using graphic notations		
N3 I am beginning to recognise rhythmic patterns found in speech (e.g. saying/chanting names, counting syllables in names)		
N4 I can use simple music technology to play and capture sounds		

EYFS
KS1

The first page is a guideline of progression from EYFS to KS1 and the second from Y3/4 to Y5/6. However, all pupils will progress at different rates and this document enables teachers to record this progress in a simple manner.

This document is primarily for summative assessment purposes. A well-ordered catalogue of recordings over time, supported by commentaries and scores, provides a very effective and compelling way to demonstrate students' musical progress. It is good practice to record teacher's feedback/formative assessment comments as part of the audio/visual recording.

Assessment: Y3/4 & Y5/6

Singing		
S8 I can use my voice in creative ways		
S9 I understand the importance of breathing, posture, phrasing, dynamics and accuracy of pitch		
S10 I can sing in tune with expression		
S11 I can sing within an appropriate vocal range with clear diction, mostly accurate tuning, control of breathing and appropriate tone.		
S12 I can experiment with my voice in creative ways and explore new techniques		
S13 I can maintain an independent part in a group when singing		

Playing		
P9 I suggest, follow and lead simple performance directions		
P10 I can demonstrate musical quality (e.g. clear starts, ends of pieces/phrases, technical accuracy)		
P11 I can maintain an independent part in a small group when playing or singing (e.g. rhythm, ostinato, drone, simple part-singing etc.)		
P12 I maintain a strong sense of pulse and recognise when I am going out of time		
P13 I maintain an independent part in a group when playing		
P14 I demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal		

Improvising and Composing		
IC5 I use my voice, sounds, technology and instruments in creative ways		
IC6 I can create simple rhythmic patterns, melodies and accompaniments		
IC7 I can improvise and compose by combining the different dimensions of music (e.g. dynamics, tempo, texture etc.)		
IC8 I can create short improvisations, arrangements and compositions from a broad range of stimuli		
IC9 I can experiment with voice, sounds technology and instruments in creative ways and to explore new techniques		
IC10 I can use a variety of musical devices, timbres, textures, technique etc. when creating and making music		
IC11 I can improvise within given parameters (e.g. structures, using particular notes/scales etc.)		
IC12 I can improvise confidently vocally and with instruments from a range of given and chosen stimuli		
IC13 I can create music which demonstrates an understanding of structure and discuss		

the choices made

Listening		
L7 I can appreciate and understand a wide range of live and recorded music		
L8 I can listen with attention to detail and recall sounds with increasing memory		
L9 I can make improvements to my own work, commenting on the intended effect		
L10 I can make improvements to my own work, commenting on the intended effect using musical vocabulary		
L11 I can suggest improvements to my own and others' work, commenting on how intentions have been achieved		
L12 I can listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context		

Notation & Use of Technology		
N5 I can aurally identify, recognise, respond to and use (as appropriate) basic symbols (standard and invented), including rhythms from standard Western notation (e.g. crotchets/quavers) and basic changes in pitch within a limited range.		
N6 I can combine layers of sound using Music Technology		
N7 As appropriate, I can follow basic shapes of music (including staff and other notations) through singing and playing short passages of music when working as a musician		
N8 I can edit and manipulate sounds using Music Technology		

Y3/4

Y5/6

