Introduction

Pupils should be helped to enjoy and understand music through activities that bring together requirements from both attainment targets – Performing and Composing and Listening and Appraising – wherever possible. They should use sounds and respond to music individually, in pairs, in groups and as a class, and make appropriate use of Information Technology to explore and record sounds.

When performing, composing, listening and appraising, pupils should be taught to listen with concentration and be helped to recognise the musical elements of pitch, duration, dynamics, tempo, timbre, texture, using all of these within structure.

They should be given the opportunity to perform, listen to and appreciate music from their own culture and from different times and cultures, and to develop an appreciation of the works of well-known composers and performers, past and present.

AT 1: Performing and Composing

KS1 Pupils should be taught to:

• sing songs from memory, developing control of breathing, dynamics, rhythm and pitch
• play simple pieces and accompaniments, and perform short musical patterns by ear and from symbols
• sing unison songs and play pieces, developing an awareness of other performers
• rehearse and share their music making
• improvise musical patterns
• explore, create, select and organise sounds in simple structures
• use sounds to create musical effects
• record their compositions using musical symbols, where appropriate.

KS2 • sing songs, developing control of diction and musical elements, particularly phrasing
• play pieces and accompaniments and perform musical patterns by ear and from notations
• sing songs, including songs and rounds in two parts, and play pieces which have several parts, developing the ability to listen to the other performers
• rehearse and present their own projects and performances
• improvise rhythmic and melodic ideas
• explore, create, select, combine and organise sounds in musical structures
• use sounds and structures to achieve an intended effect
• refine and record their compositions using notation(s), where appropriate.

AT 2: Listening and Appraising

KS1 Pupils should be taught to:

• recognise how sounds can be made in different ways
• recognise how sounds are used in music to achieve particular effects
• recognise that music comes from different times and places
• respond to musical elements, and the changing character and mood of a piece of music by means of dance or other suitable forms of expression
• describe in simple terms the sounds they have made, listened to, performed, composed or heard, including everyday sounds.
### Year 2

**Programme for Key Stage 1**

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### Year 3

**Programme for Key Stage 2**

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‘Blow, Boys, Blow’
Revise the work done so far this term. Make sure that the children understand the purpose of shanties at sea in the days of sail. Tell them that usually a shanty was divided into two parts. The leading part was given to a seaman called the Shantyman, who led off, while the other seamen responded to his lead. There were songs for different jobs and different parts of the ship. The hailliards were the ropes used for pulling on the sails. Introduce the pupils to one of the best-known hailliard shanties, Blow, Boys, Blow.

Shantyman: Say wuz ye never down the Congo river?
Crew: Blow, boys, blow!
Shantyman: Ooh! Yes I've been down the Congo river,
Crew: Blow, me bully boys, blow!

Place the children in groups, with one child in each group taking the part of the Shantyman and the rest taking the parts of the crew. Combine all the groups to sing this shanty as a class.

Lesson Plans: Music

‘Fire Down Below’
Tell pupils that it was important that all orders given at sea could be heard above the noise of the waves and the wind. It was not always enough that these orders should be loud, but the pitch at which they were given was also an important factor. Sing several shanties, concentrating on getting the correct pitch. Teach pupils the tune and words of the shanty Fire Down Below:

Fire in the galley, fire down below;
It's fetch a bucket o' water boys,
There's fire down below.
Fire! fire! fire down below,
It's fetch a bucket o' water boys,
There's fire down below.

Place the children in groups. Ask them to concentrate on the pitch and clarity (without shouting) of the line Fire! fire! fire down below. Let each group demonstrate its results. Combine the best efforts in a class performance. Get one child to write down a narration about the importance of clarity of commands at sea.

Lesson Plans: Music
‘Maple Street Rag’
Play the children a recording of Maple Street Rag, by Scott Joplin. This is an example of ragtime, short for ragged time or placing the emphasis in a line of melody in an unexpected place. Ask the children to listen to this and to discuss the melody. Use this as the basis for an examination of the piano as a musical instrument. Show the children videos and let the children listen to recordings of pianos being played in different musical circumstances. The piano has its origins in the harp. It has hammers which strike the strings of the instrument and bounce off again when the keys are struck. Make the point that musical instruments are always developing. The piano developed from the principle of the harp, while today we have electronic instruments based on the violin, piano and guitar, but which are wired up to produce a sound. Give the children opportunities to touch electronic instruments and to try, under supervision, to play them.

Lesson Plans: Music

Notation
Revise the principles of musical notation. Allow the children to listen to different types of music and show them the appropriate musical notation for the pieces they have heard. Tell the children that there is one type of music which does not rely so heavily on musical notation. This is jazz. Let the children see videos or listen to recordings of jazz being played. Tell them that jazz developed from black music in the USA. At the turn of the century jazz musicians played entirely by ear, without any written music. They might have taken a tune or a theme, but they improvised around these. Place the pupils in groups with a number of different musical instruments. Ask each group to take a very simple basic tune from a nursery song and something similar and to play it. Can they improvise in any way while playing the basic tune? This is not an easy exercise and not every child will be able to do it, but some may come up with quite gratifying results.

Lesson Plans: Music

‘The Star-Spangled Banner’
Let the children listen to a recording of The Star-Spangled Banner. Tell them that this is the National Anthem of the USA. The words were written by Francis Scott Key after he had watched the bombardment of Fort McHenry at Baltimore by the British fleet. At the end of a whole day of bombardment Key saw that the American flag, the Stars and Stripes, was still flying over the fort. He was so relieved that he at once wrote the words of the anthem. Ask the children to learn and sing the first verse of The Star-Spangled Banner and to accompany the words with musical instruments. Ask the children to learn and sing the British National Anthem, God Save the Queen. Ask them to discuss and compare the two anthems. What are the similarities and differences? What is the point of a national anthem? Can the children find and discuss any other patriotic songs?

Lesson Plans: Music

‘What shall we do with the drunken sailor?’
Ask the children to use the shanty What shall we do with the drunken sailor? to revise much of the work they have covered at Key Stage 2. Ask them to sing and play it with different rhythms, different pitches, at different speeds and at different volumes. Ask them to devise and perform a dance which could be used to accompany the song. Place them in groups and ask each group to compose and write down, using musical notation, a short, simple song about a sober sailor. Ask them to strive for various effects on different musical instruments and noise-makers - the sailor arriving sober, getting drunk, collapsing, being carried back to his ship and sobered up, etc. Ask the children to find other sea shanties and sing and play them. Link to the theme of Health Education and discuss alcohol, its affect on the body and problems of excess drinking.