**Autumn and Winter Music Project**

**Foundation 1**

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| **Week** | **Learning intentions**Children learn… | **Activity** | **Learning Outcomes**Children can… | **Assessment****Criteria** |
| **1** | Two new action songsAbout loud and quiet soundsAbout visual cues/signals | **Intro:** If you want to…Hello Barnaby (Pictures of pumpkins and fireworks)Pumpkin, pumpkin, round and fat action song**Main:** Explore firework sounds and discuss the changes in volume from quiet to loud and then back to quiet“I’m a Little Firework” (action song to the tune: I’m a little teapot)Explore instrumental sounds and play ‘Play and Stop’ following Charlie crocodile puppet. Repeat with quiet and loud sounds as the puppet peaks out and then stretches up fully.Wait until the firework is lit and then try playing quietly-loudly-quietly.**Plenary:** The Loud/Soft band | Keep a steady beat with body actionsFollow aural and visual cuesPlay quiet and loud sounds with controlFollow a sequence of sounds with their instruments | ***Can play with control******Can move to a steady beat*** |
| **2** | About describing wordsA new action songAbout texture and timbreHow to talk about sounds | **Intro:** If you want to…Hello Barnaby (Pictures of fireworks)Revise, ‘I’m a little firework’ and think of words to describe them (bang, pop, whoosh, zip, crackle, sizzle) and use voices to exaggerate these sounds**Main:** Take each word at a time and choose the best instrument to go with each. Hand out these instruments and play them as we say the words. Swap so children can explore all the sounds.Introduce the song, ‘’Four Little Fireworks’ (Tune: Six little Ducks) and encourage the children to drop out of the song after each verse until there is only a few remaining.**Plenary:** *Who liked the sound best when all were playing? Who liked it better when only a few sounds played?*Pumpkin, pumpkin | Select sounds to illustrate pictures/wordsFollow visual cues in order to start and stopTalk about their likes and dislikes |  |
| **3** | A new singing gameHow to illustrate picture using body/vocal soundsHow to select instrumental soundsTo take turns and play in groups | **Intro:** If you want to…Hello Barnaby (pictures of leaves, wind, stamping and fireworks) make vocal and body sounds**Main:** Select instrumental sounds for each picture and then put picture sin a box.Sing, ‘What shall find in our autumn picture box?’ as they pass the box around to a steady pulseAs they choose a card from the box, play the sound and make vocal/body soundsPlay and stop, instruments where are you, now my sounds are up,**Plenary:** Talk about favourite sounds and sing/move to ‘Pumpkin, pumpkin’ | Sing tunefullyKeep a steady beatSelect sounds carefullyTake turns and play in groups |  |
| **4** | About pitch- ascending and descending soundsTwo new songsHow to respond to pitch with movement | **Intro:** Sing ‘Hello Barnaby’ and look at pictures of an aeroplane, car and submarine. Make vocal sounds and describe where they are found.Sing, ‘Autumn Leaves are falling’ and follow descent of pitch with leaves in hands**Main:** Give children the opportunity to explore descending sounds on the chimes bars while the other child slowly drop to the ground with their leavesPut the leaves onto a big piece of material and let it drop as the pitch descendsTalk about the swirling nature of the falling leaves and sing ‘Round and round’. Follow the pitch of the song and hold the leaves up and down with each colour.(Give the children pieces of material/scarves and ask them to swirl them round and then to gently lift and drop them of the pitch of the music.**Plenary:** Talk about how the pitch climbed down as the leaves fell down and sing goodbye to Barnaby | Sing tunefullyReact to changing pitch with movementPlay a steady beatRespond to aural and visual cues |  |
| **5** | A new chantHow to move like different animalsTwo new songsHow to play and sing at the same time | **Intro:** if you want to… Sing hello to Barnaby and look at his winter friends *Do they live in hot or cold places?***Main:** ‘On my trip in the snow with you’ (Chant words and move to the beat)Sing, ‘Five Little Santas’, choose actions together and then add instruments (In groups if possible)**Plenary:** Sing, move and play to’Round the Christmas Tree’ | Move to a steady beatListen to aural cuesSuggest body soundsSing tunefullyPlay with control | ***Can play with control******Can move to a steady beat*** |
| **6** | About beatAbout timbre and textureThe names of percussion instrumentsTo take turnsTwo new songs | **Intro:** If you want to… Look at objects in Barnaby’s backpack and clap their rhythmRevise, ‘Round the Christmas Tree’ and sing and move to it**Main:** ‘Five Currant Buns’-sing song, identify instruments and divide into five groups. All play together and then ask each group to stop as the currant buns are bought.*Who liked it better when all the sounds played together?***Plenary:** ‘Ten Red Crackers’- stand up and clap to the beat of this song and jump to the words ‘one, two, three’ whilst volunteers take the crackers off the tree. | Follow aural cues when movingPlay to a steady beatCount down from 10 to zeroDiscuss their likes/dislikesPlay in groups |  |
| **7** | A new chantA new songAbout rhythm and beatTo play and singTo listen attentively | **Intro:** If you want to…Hello Barnaby (Santa, reindeer and elf toy in backpack**)**Move and play to the beat of ‘Santa’ Santa’**Main:** introduce Santa’s band and play in groups/all togetherIdentify hidden sounds used in the song**Plenary:** Sing Barnaby’s favourite songs* Five Little Santas
* Round the Christmas Tree
* Here We go Round the Christmas Tree
* Ten Five Mince Pies
* Red Crackers
 | Can copy rhythmic patternsCan maintain a steady beat | Keep a steady beatMove to a changing beatCopy rhythmic patternsIdentify hidden soundsPlay and sing accurately and with confidence |

**Autumn and Winter Music Project**

**Foundation 2**

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| **Week** | **Learning intentions**Children learn… | **Activity** | **Learning Outcomes**Children can… | **Assessment****Criteria** |
| **1** | Two new action songsAbout loud and quiet soundsAbout sounds that get louder/quieterTo follow hand signals/puppets | **Intro:** Sing, ‘Hello Barnaby’ and look at pictures of pumpkins and fireworks in his backpack.Sing, ‘Pumpkin, pumpkin, round and fat’ and add actions individually and then in pairs**Main:** Look at the pictures of the pumpkin and the Jack ‘o Lantern and talk about changing sounds.Give out/choose from a selection of instruments and ask the children to play loudly/quietly (following hands moving apart and together); quickly/slowly (following a changing beat); and then explore how to make long sounds short and short sounds long.Sing, “I’m a little firework’ and talk about the sequence of sounds when you light a firework and how the volume changes.Use the instruments to follow Charlie Crocodile as he peaks out (quietly), stretches up (loudly), peaks out (quietly) and then disappears (silence). Then try getting louder gradually (crescendo) and getting quieter (decrescendo)Explore firework sounds of popping, fizzing, banging and whooshing.**Plenary:** Perform the song with instruments | Move to a steady beatFollow visual and aural cuesExplore sounds within a sequenceExplore quiet/loud sounds (dynamics)Play with control | ***Can follow visual cues*** |
| **2** | How to describe pictures with soundsHow to work in groupsHow to follow hand signsA new song | **Intro:** Sing, ‘Hello Barnaby’ and look at the pictures of the fireworks. Think of words to describe them such as ‘whoosh, pop and bang’ and use vocal/body sounds to illustrate each picture.*Can they remember how we started quietly, got louder and then quieter as the sparks faded?***Main:** Divide the children into four groups * Rocket
* Sparkler
* Fountain
* Catherine Wheel

Each group will follow hand signals to start stop and illustrate their fireworks with instrumental and vocal soundsIntroduce, ‘Four Little Fireworks’ and explain that all four groups will play together, then three, two and finally one…**Plenary:** *Who preferred the sounds all together? Who preferred it when the groups played separately?*Sing, ‘Pumpkin, pumpkin’  | Use vocal, body and instrumental sounds to describe fireworksWork within a large groupFollow hand signsFollow aural cuesMake a sequence of soundUse dynamicsExpress their likes/dislikes | ***Can play with control*** |
| **3** | About pace/tempoA new songAbout rhythm About listening to aural cuesTo move and play to a steady beatTo play in groups | **Intro:** Sing, ‘Hello Barnaby’ and look at the winter clothes he has on- a scarf, some mittens and a woolly hat (Clap the rhythm)**Main:** Sing, ‘Let’s make a snowman’ and dress him with items of clothing. Clap and play the rhythm of each.‘Here we go round the mulberry bush’- sing and add instruments to each verse (scarves, gloves, hats and boots)**Plenary:** Sing and clap the rhythm of ‘Goodbye Barnaby’ | Follow aural cues to move and stopMove and play to a steady beatPlay the pattern of wordsPlay in groups | Can clap and play the rhythmic patternsCan play a steady beat |
| **4** | About pulse and rhythmTo play the rhythm of wordsTo move to a steady beat | **Intro:** Sing hello to Barnaby and clap the rhythm of items of clothingTalk about what type of clothing they would need on a frosty day and move to the chant ‘Jack Frost’**Main:** Move in character to the chant, ‘On my trip to the Arctic with you’.Choose three or four of the animals and use the instruments to play on the first three words of each line e.g. ‘Trit, trit, trot’**Plenary:** Revise pulse and rhythm | Clap the rhythm of wordsMove to steady beat | **Can clap the rhythm of words****Can move to a steady beat** |
| **5** | A new songAbout pitchTo play in two groupsAbout dynamics and texture | **Intro:** Sing Hello to Barnaby using the notes C, E and G and learn the song, ‘Jack in the Box’. Respond to ascending/descending sounds with movement**Main:** ‘One Little candle’. Sing the song and add a steady beat. Use the ‘Jack in the box’ notes to accompany (CEG and FAC)with two hand puppets for the children to followFive children will be the candles and add their sounds.**Plenary:** *How does the sound change when more players join in?**What sort of mood did the sounds create?* | Play to a steady beatFollow visual cuesMaintain part within a large groupRespond to HML sounds |  |
| **6** | About pulse and rhythmTo play to a steady beatTo play the rhythm of wordsTo play in groupsTo follow aural cues | **Intro:** Sing, ‘Hello Barnaby’ and clap the rhythm of the food in his backpack‘Christmas Food Train’- clap the rhythm**Main:** ‘Get on Board’- divide the children into Bears (drums), Reindeer (woodblocks), whales (triangles) and elves (jingles) and ask them to copy a steady beat as they get on board the Christmas trainExtension: Change the speed of the beat**Plenary:** Revise beat and rhythm | Play to a steady beatPlay to a changing beatClap rhythmic patternsFollow visual and aural cues |  |
| **7** | Follow actions to a steady beatAbout beat and rhythmHow to sing and playHow to revise activities | **Intro:** Hello Barnaby and follow actions to Vivaldi’s ‘Winter’**Main:** Barnaby’s Christmas Day* Freeze-Jack Frost
* Clap the rhythm of Barnaby’s clothing
* Let’s make a snowman (beat and rhythm)
* Christmas Dinner Train (rhythm)
* One Little Candle (Beat)

**Plenary :** Revise beat and rhythm |  | Copy actions made in response to a piece of musicSing tunefully and accuratelyMove to a steady beatClap the rhythm of wordsMaintain a steady beatFollow visual and aural cues |