**Topic Title: Barnaby Bear Travels to the Mountain Year/Key stage: KS1**

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| **Week** | **Learning Intentions:** *Children Learn* | **Activities week by week** | **Learning Outcomes:** *Children can* |
| **1** | **To understand what is meant by a steady beat or pulse and move/play to the beat.** | *Intro: Introduce Barnaby Bear puppet and sing Barnaby’s song. “Barnaby bear is my name, travelling is my game, I have lots of fun for you, climbing the mountains to look at the view”.*  *Main: ‘She’’ll be coming round the mountain.’ Learn the song and introduce tapping a steady pulse with 2 fingers on palm of hand. Compose own words to the song.*  *Plenary: Sing the song and add keeping a steady pulse on individual instruments.*  Resources: She’ll be coming round the mountain song and percussion instruments. | **Children can begin to tap a steady pulse with their hands/instruments.** |
| **2** | **To be able to keep a steady pulse and explore dynamics.** | *Intro: Sing Barnaby’s song.*  *Main: Revise ‘She’ll be coming round the mountain’ song and tapping a steady pulse on our hands. Introduce loud and soft dynamics and explore playing these dynamics on individual instruments. Do with own word version too.*  *Plenary: Sing the song and play pulse on instruments using different dynamics when instructed. Could use symbols to show loud and quiet.*  Resources: She’ll be coming round the mountain song and percussion instruments. | **Children can play a steady pulse and can differentiate between playing softly and loudly.** |
| **3** | **To begin to have an awareness of pitch.** | *Intro: Sing Barnaby’s song.*  *Main: Introduce ‘Oh The Grand Old Duke of York’ – first sing it and look at pulse and marching to the steady beat. Then introduce the terms ‘high’ and ‘low’ pitches. Show pitches with hands and tapping parts of body to show changes of pitch. Toes, knees, hips and shoulders.*  *Plenary: Half the class singing and playing pulse on instruments, other half singing and showing the pitch on body. Swap over if time.*  Resources: Oh The Grand Old Duke of York song and percussion instruments. | **Children can begin to differentiate between high and low sounds.** |
| **4** | **To introduce tempo and revise pitch and dynamics.** | *Intro: Sing Barnaby’s song.*  *Main: Choose an instrument to tap the pulse along to ‘Grand old duke of york’ and march up and down singing and changing the tempo (teacher led). Experiment also with changing the pitch and the dynamics while singing it and playing.*  *Plenary: Perform the song with a chosen pitch, temo and dynamics.*  Resources: Oh The Grand Old Duke of York song and percussion instruments. | **Children can sing at a fast and slow tempo and can also change the pitch and dynamics they are singing at.** |
| **5** | **To understand duration and know that sounds can be long or short.** | *Intro: Barnaby’s song.*  *Main: Introduce ‘And First You Climb Up The Mountain’ song and sing with actions, highlighting ‘gaze’ (long sound) Climb (long sound) Walk and run (as shorter sounds).*  *Plenary: Show children a selection of instruments and ask children to choose an instrument to play a long sound (e.g. chime bar) and an instrument to play a short sound on (e.g. wooden block).*  Resources: And First You Climb Up The Mountain song and percussion instruments. | **Children understand that sounds can be short and long.** |
| **6** | **To be able to play a long and short sound.** | *Intro: Barnaby’s song.*  *Main: Revise the song ‘And first you climb up the mountain’ and divide children into 4 groups. One group to play ‘climb’ (semibreve - long sound) and choose an instrument to represent this. One group to play ‘gaze’ (minim – long sound) and choose an instrument to represent this. One group to play ‘walk’ (crotchet – short sound) and choose an instrument to represent this. One group to play run (quaver – short sound) and choose an instrument to represent this.*  *Plenary: Sing song with all groups playing their long or short sound at the correct time.*  Resources: And First You Climb Up The Mountain song and percussion instruments. | **Children can differentiate between long and short sounds.** |
| **7** | **To be able to demonstrate a good understanding of pitch, tempo, dynamics and pulse.** | *Choose favourite songs to sing and play with instruments, Recall pitch, pulse, tempo and dynamics through the songs.*  Resources: All three songs from the topic and percussion instruments. | **Children can sing confidently, keeping a steady beat and changing the pitch, tempo, dynamics.** |