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| Learning ObjectivesChildren should learn……… | Week by Week Teaching activities summary | How the class teacher could help |
| Week 1 | **Set up meeting with class teacher. Discuss the focus and planning for the term. Resources, activities, class teacher role and assessment. Also come up with a provisional performance date for the end of term.** | **Class teacher could show the Music Service member of staff the room they will be teaching in and tell them about any rewards or sanctions.** |
| Week 2- To develop the singing voice. Working on pitch and diction.To start thinking about movement and the way their bodies move.To start to understand how the way you hold yourself can help portray a particular emotion.To copy back musical phrases accurately to develop aural skills.To work on tone production.  | **Warm up**- Discuss what we will be doing over the term and the three elements involved. Vocal warm up- using up to five notes and different vowel and vocal sounds. For example meow, moo, me, ah.Physical warm up- get the class moving around as their favourite character in a film, musical, soap, play etc.**Main activities**- Emotion walk: Discuss different ways of moving around the room e.g. walking, crawling, and jumping etc. Then have everyone move around the room in any way they can think of, whilst the teacher shouts out changes for example higher, lower wider, narrower, faster, slower, relaxed, tense etc. Discuss how emotions can be linked to the way we hold ourselves, for example if someone is slumped they may appear to be sad.First song- this could be ‘Food Glorious food’ or ‘Will you Buy’ from Oliver or ‘My Favourite Things’ from The Sound of Music. The aim would be to start with an upbeat song with the possibility of movement and solos in the future. Discuss history of song so the children understand the characters they will be playing.**Plenary**- Discuss improvements for the song. | Class teacher to provide support with discipline.Class teacher to shout out some changes. |
| Week 3- To develop breath control.To start to understand how your body works when you are singing.To develop vocal technique and breath control.To improve diction and pitching.To develop confidence through getting up in front of the class.To continue to understand how their bodies move and how this can help an audience understand the emotions they are trying to portray.To develop vocal confidence, accuracy of pitch and expression.To develop memory skills.To work on intonation, vocal confidence and expression. | **Warm up**-Breathing exercise (The Snake), all children will make a sss sound and as a group we will gradually let the air out. The idea is to control the air and not just expel the air straight away. Discuss why breath control is important, and how we should be breathing whilst singing (e.g. not gasping or raising our shoulders but expand our ribcages).Vocal warm up- ‘Mellow yellow mellow yellow blue’ sung using five note ascending patterns.**Main activities**- Emotion walk continued: Recap last week. Ask for one volunteer at a time. The teacher will whisper an emotion to the volunteer for example they would whisper ‘afraid’. The volunteer would then have to walk across the room showing this emotion (they would have a closed posture, looking around, walking quite fast etc). The rest of the class then have to guess what emotion they are trying to portray.Continue learning the first song and start to think about facial expressions etc. Tell class to start to learn words. Start second song, this could be ‘Edelweiss’ from The Sound of Music, ‘Feed the Birds’ from Mary Poppins or ‘Tell me it’s not True’ from Blood Brothers. The second song should be a slower song where the emphasis would be on acting through song. Discuss the context of the song in the musical.**Plenary**-Discuss what has been learnt today, what have we gained from this exercise? | Class teacher could practise ‘The Snake’ with the class in the week. |
| Week 4- Develop the singing range and find the head voice.To start to self assess.Continued development of pitch control.To understand the impact of musical tools such as introducing dynamics.To work on intonation, vocal confidence and expression.How to make expressive use of elements and techniques and develop their performances | **Warm up**- ‘Follow my hand’, class to follow the teachers hand with their voices, for example if the hand goes up so will the pitch. Sliding high and low.**Main activities**- Practise first song without words if possible correcting any mistakes, ask how can it be improved? Adding dynamics etc. Start to stage this song. Work on second song starting to discuss the emotions behind the song, relate to ‘emotion walk’ and discuss how we could show this with our posture. Ask class to learn words to this song for the following week.**Plenary**- Perform both songs as a work in progress. | Teacher to try ‘Follow my hand’ in the week. |
| Week 5- To be able to sustain a part.To respond physically to music.To understand musical features.To work on drama and movement.To encourage teamwork and creativity.To build confidence. | **Warm up**-Vocal warm up, singing well know songs in cannon.**Main activities**- Work on staging of first song and correcting any mistakes, start introducing movement. Discuss what we could do to improve our performance (solo’s, harmonies etc).Start to stage second song. Discuss improvements.- ‘Open close’, divide class into small groups of about five, they need to come up with three still images to create a story. It can be a story that already exists or something they have created. Each group will then perform to the class, the teacher will tell the audience to ‘close’ and ‘open’. Eyes will be closed when the group are getting into position and opened when they are ready, so it will be like a flash of three images. This may need to be finished off in the next week.**Plenary**- The class will then discuss each group and try to work out the story. | Class teacher could assist MKMS staff with going around and making sure the groups are doing as they have been asked. |
| Week 6- To develop good diction, whilst working on pitch and rhythm.To investigate sounds and use appropriate language to describe their characteristics.To improve vocal techniques.To maintain a part.To further develop accuracy of pitch and expression.Development of aural skills. | **Warm up**- ‘Red lorry yellow lorry’ etc- tongue twisters that will get their lips moving. This can then also be sung staccato and legato at a number of pitches. This terminology can be explained.**Main activities**- Finish off ‘Open and close’ task from last week.Start to polish first song and perform with solos, harmonies, characterisation and movement.Work on second song adding movement and solo’s etc. Start a third song, this could be ‘Do you hear the people sing’ from Le Miserables, ‘Seasons of love’ from Rent, ‘My Favourite Things’ from The Sound of Music or ‘I’d do Anything’ from Oliver. The aim for the final song would be to do something that involves the whole group with the possibility of dividing into smaller groups as well. It could possibly challenge the group a little more than the first two. It would be the aim that they would pick this up quicker than the first to as their aural skills should have improved.**Plenary**- Did we use our bodies effectively in the ‘Open and Close’ task to show the character we were trying to portray? (Relate back to ‘Emotion Walk’). | Class teacher could act as an audience and point out any suggestions when the MKMS member of staff cannot see whilst playing the piano. |
| Week 7- To develop listening skills.To develop group awareness.To develop awareness of how sound can be used to create an atmosphere.To follow direction and understand the use of texture in music.To develop the students memory. | **Warm up**- Mimicking noises and actions, class will mimic noises made by the MKMS teacher and try to guess what place these noises would belong in. It will involve a ‘narrative arc’ with a crescendo in the middle.**Main activities**-‘Sound Art’- The class is divided into small groups and asked to think of a place, it could be anything, like a seaside, a building site, a supermarket etc. The groups will paint a picture of this place using just their voices. They will be asked to tell a story not just all make their sounds at the same time, the member of MKMS staff will act as ‘conductor’ and control the volume and texture by moving their arms up or down and making them wider an narrower. The rest of the class will discuss where the place might be after each group has performed. This may need to be finished off in the next lesson.Rehearse all three songs and ask class to make sure they know all of the words by the following week.**Plenary**- Discuss how successful/un-successful our sound our performances have been, and what we could do to make them better. | Class teacher could do this warm up in the week. |
| Week 8- Development of vocal technique.To develop further the students self assessment skills. | **Warm up**- ‘Vocal Flick’ exercise to engage diaphragm.**Main activities**- Finish off ‘Sound Art’ activity.Start to polish songs and put into a performance order. Students continue to self assess and discuss any possible improvements. A fourth song could possibly be introduced at this point for an advanced group.Have extra rehearsal time at the end of the lesson for any soloists if needed.**Plenary**- Do a work in progress performance for the class teacher and ask for feedback. | Class teacher to feed back on performance. |
| Week 9To develop improvisation skills and quick thinking.To develop confidence and public speaking skills (this links to the ‘English’ curriculum).To make expressive use of elements and techniques and develop their performances. | **Warm** up- Introduction of park bench, ask students to guess the type of characters. The class teacher could join in the demonstration.**Main activities**- ‘Park Bench’. One student sits on a bench (or chairs that they pretend are a bench). The setting is a park, and the person on the bench has no character until the second person enters. The second person has decided who she is, and who the person sitting on the park bench is. For example, the person entering could decide, "The person on the bench is a famous actor, and I am a great fan of their work." In this situation, the student would recognize the person on the bench, react to seeing their favourite actor in person, ask for an autograph, and tell them about their favourite films. The first student on the bench, meanwhile, has to adapt to the situation, developing their character bit by bit. The improvisation ends when one student exits, hopefully after everyone figures out who they are. The MKMS teacher could give the characters to the second person if they were struggling. This may need to be finished off next week.Run through of performance from start to finish.**Plenary**- Discuss what skills we have learnt in the ‘Park Bench’ task and how we could put them to use in our performance. | Class teacher could join in demonstration. |
| Week 10 | **Main activities**- Rehearse for performance. |  |
| Week 11 | **Main activities**- Rehearse for performance. |  |
| Week 12 | **Performance.** |  |