

Music planning process – 10-week grid

	Term 1	Term 2	Term 3	Term 4
Weeks 1 – 5	Singing PK, CI, UC <ul style="list-style-type: none"> • Build a class repertoire (including welcome and farewell songs). PK, CI <ul style="list-style-type: none"> • Identify skill level. If tuneful, begin part-singing, if not, focus on accurate singing. UC <ul style="list-style-type: none"> • Talk about why music is important for people. Make a programme for performance. • Prepare a mini concert for an audience; Junior school, a retirement home, parents. 	Beat and Rhythm PK, CI <ul style="list-style-type: none"> • Use beat and rhythm in multi-layered music e.g., <i>Our Music</i> Disco beat 1 and 2. PK, UC <ul style="list-style-type: none"> • Explore use of rhythm and beat in recorded music (video clips of “Stomp”, “Sasa” from Senior Handbooks). • Discuss importance of these elements in the music. • Listen to musical differences. CI, DI <ul style="list-style-type: none"> • Create own beat, texture and rhythm in pieces. • Devise ways to notate ideas. 	Toi Puoro PK, CI, UC <ul style="list-style-type: none"> • Study contemporary and traditional forms of Maori music <i>Waiata</i> – add new waiata to class repertoire <i>Kapa haka</i> – action dances <i>Instruments</i> – refer to work by Hirini Melbourne and Richard Nunns. UC <ul style="list-style-type: none"> • Study purposes of different forms in society and over time. • Discuss the tikanga associated with the music. 	Developing Ideas DI, CI <ul style="list-style-type: none"> • Improvisation.... Use an “Improvisation Circle” and ideas for extension included with this plan. • <i>The year’s programme should have provided children with a number of opportunities to create own music.</i>
Weeks 6 – 10	Stories and Music PK, UC <ul style="list-style-type: none"> • Narrative songs for singing and listening to (e.g., The Fox, Takoto ana au, Rona and the Moon, the Lonely Goatherd from The Sound of Music). CI <ul style="list-style-type: none"> • Listening (e.g., In the Hall of the Mountain King, Sorcerers’ Apprentice – Fantasia). Focus on how the musical elements can be manipulated to express more concrete things. Experiment with these. PK, DI, UC <ul style="list-style-type: none"> • Telling simple stories with instruments using ideas and elements in original ways to suit the stories. 	Playing Instruments <ul style="list-style-type: none"> • Melodic instruments e.g., recorder, pitched percussion. • Harmonic instruments, guitar, ukelele, pitched percussion, keyboard. • Classroom band arrangements of 2 or 3 contrasting songs. 	Water CI, DI, UC <p>This could be fitted with a science unit.</p> <ul style="list-style-type: none"> • Listen to music inspired by, and reflecting water (e.g., Aquarium from Carnival of the Animals, Where sea meets sky – Our Music, Archeology of Stones). • Exploring water as a music sound medium (e.g., in bottles as tuned instruments, pouring, dripping effects, sea sounds). • Using these effects as soundscapes to paint a water picture and/or to notate as graphic or pictorial scores, and to put up on the wall for future performances. 	End of Year Concert PK, CI, DI, UC <p>(Arts in Collaboration)</p> <ul style="list-style-type: none"> • Draw on musical skills developed through the year. • Have a range of foci fitting the class/school foci. • Student evaluation should be carried out through the process. Students could look at the strengths and areas for improvement in their production. • Goals should be set for the next “production”.

