

TERM PLANNER FOR MUSIC			Main focus: Pentatonic playing			Cross-curricular links			Community music experiences		
Singing – Learning intentions: <ul style="list-style-type: none">use the voice to echo or create simple chants and melodies (PK, DI)sing in tune (PK)sing with expression (CI, UC)			Listening – Learning intentions: <ul style="list-style-type: none">identify, describe and respond to musical elements (PK)			School-wide social studies topic: Indonesia			Visit the university music department to see gamelan orchestra		
Playing – Learning intentions: <ul style="list-style-type: none">play in time with the beat (PK)imitate and repeat simple rhythmic and melodic patterns (PK, DI)improvise simple melodic patterns (PK, DI)			Creating and representing – Learning intentions								
Skill areas	Lesson: 1	2	3	4	5	6	7	8	9	10	
Singing: <ul style="list-style-type: none">motivation, warm-upsnew learningreview, refine, extend.	Warm-up: sing known waiata-a-ringa (<i>Te Reo Kori</i> kit, vol 1). Reinforce Māori vowel sounds and basic te reo. Learn new song – ‘Koromiko’ (<i>Into Music 1</i> , track 10.) Sing gently, expressively, with correct pronunciation.		Warm-up: sing greetings and roll using ‘soh – me’ interval. (<i>Into Music 1</i> , track 8) Learn ‘Swing Low’ (<i>Into Music 1</i> , track 22) Investigate and become familiar with the pentatonic scale through singing.		Warm-up: singing games, and scale songs using the C pentatonic scale. Learn new songs: ‘Old Dan Tucker’ (<i>Junior Handbook</i>) ‘Shortnin’ Bread’		Review previous songs. Sing ‘Connections’ from <i>Jump, Jive and Improvise</i> . Introduce and respond to music.		Share sing-a-long songs and material learned this term.		
Playing: <ul style="list-style-type: none">motivation, warm-upsnew learningreview, refine, extend.	Play untuned percussion instruments in time to the beat of contrasting extracts (<i>Into Music 1</i> tracks 16,17,18) Play rhythm patterns from known songs and poems.		Investigate the C and G pentatonic scales, through playing tuned percussion. Copy simple ‘1, 2, 3’ note patterns. Accompany ‘Swing Low’ with simple, repeating patterns (<i>Into Music 1</i> , tracks 22 & 23)		Review echo patterns and try in pairs. Create simple repeating pentatonic patterns to accompany songs above. Add rhythm patterns on untuned percussion to song accompaniments. Use rhythm patterns from the song words to create simple ostinati accompaniments.		Review and build on previous session.		Combine ‘Jazzy Cat’ parts and improvisations. Perform at senior syndicate assembly.		
Listening: <ul style="list-style-type: none">motivation, warm-upsnew learningreview, refine, extend.	Explore and describe classroom and environmental sound sources. (<i>Into Music 1</i> , listening starters) Listen to ‘Tihore Mai’ (<i>Into Music 1</i> , track 6) Identify and describe layers of voice and instrument sounds.		Listen to ‘Imbal Imbalan’ (<i>Into Music 2</i> , track 14). Identify and describe the instrument sounds as well as other musical/ cultural features of Indonesian gamelan music (<i>Into Music 2</i> , pp16–17). Respond to, and describe, the beat, rhythm patterns and layers (texture) of the music.		Respond to and refine/adjust melodic and rhythmic patterns above. Make changes to: <ul style="list-style-type: none">tone colourtexturedynamics.		Listen to the patterns from ‘Jazzy Cat’s Walk’ (<i>Into Music 1</i> , track 26) Describe these patterns, and: <ul style="list-style-type: none">learn them by ear,sing themplay them on tuned percussion.		Respond to, and refine/adjust melodic and rhythmic patterns of ‘Jazzy Cat’ (above). Make changes to: <ul style="list-style-type: none">tone colourtexturedynamics.		
Creating <ul style="list-style-type: none">motivation, warm-upsnew learningreview, refine, extend.							Improvise over a simple bass part, using the pentatonic scale in C and G. Improvise to the rhythm of language. e.g. “Cats sleeping, cats sleeping”. (<i>Into Music 1</i> ‘Jazzy Cat’s Walk p41) <ul style="list-style-type: none">Bass part in C: C G C g gBass part in G: G C G d d				
Reading & representing: <ul style="list-style-type: none">motivation, warm-upsnew learningreview, refine, extend.											

Assessment information:

- is challenged and successful at this level?
- needs extension?
- needs further support?

[illegible]

Music Programme

Term:..... **Level:**.....

Achievement Objectives:

Reflecting on this term's work:

Looking ahead to next term: