



Music Scheme of Work & Lesson Plan Examples



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PPA Cover Ltd Scheme of Work & Lesson Planning Overview

PPA Cover Ltd have developed our own Music curriculum, encompassing 6 progressive units for each year group phase. We match the ability level of your children, taking into account prior learning, and produce a bespoke overview that ensures continuation and progression for the children to a level to put them in good stead for secondary school. PPA Cover Ltd can deliver Music from EYFS to Key Stage 2 meeting the mandatory National Curriculum requirements.

PPA Cover Ltd.'s Music provision will:

- ✓ Ensure effective pupil progress through all year groups
- ✓ Be creative, engaging, and interactive for all children
- ✓ Raise attainment and enthusiasm in Music lessons
- ✓ Improve speaking, listening, and playing skills through Music theory and instrument playing
- ✓ Help children develop a better understanding of Music's different cultures and genre's
- ✓ Differentiate success criteria for pupils of varying abilities
- ✓ Meet the aims and objectives of all the Music National Curriculum
- ✓ Be compliant to the New OFSTED Framework
- ✓ Be Deep Dive compliant

An example of some of the areas of Music we cover are:

- African Drumming
- Boom Whackers
- Dhol Drums
- Keyboard
- Steel Pans
- Samba Drumming
- Percussion
- Musical Theatre
- Music Theory
- Songwriting
- Vocals & Singing



Planning for the delivery of Music within a new school

The planning for the delivery of Music within a new school works as follows:

1. Firstly, an Operations Manager from PPA Cover Ltd will meet with your schools SLT and/or Music coordinator to ascertain the prior learning and previous / current scheme of work your school have in place for Music. During this meeting, the Operations Manager will be able to better understand the prior learning and different ability levels across all year groups.
2. Secondly, the Operations Manager will advise your school on either continuing with the current scheme of work for Music or change to PPA Cover Ltd.'s scheme of work. If you do want to continue with a current scheme of work then PPA Cover Ltd. will adapt and teach from that scheme of work i.e. Charanga, Music Express, Twinkl, etc. However, most schools choose to deliver PPA Cover Ltd.'s scheme of work and steps 3 and 4 are therefore followed.
3. Thirdly, the Operations Manager will agree a curriculum map / Music year overview, mapping out the expected progression for the whole of the academic year.
4. Fourthly, from the Music year overview the planning team will compile your lesson plans and a folder containing the planning for each term will be delivered to your school at the start of each term.

How Our Planning Works

As detailed above, one of our Operations Managers will agree a curriculum map / year overview for Music, mapping out the whole of the academic year. From this year overview the planning department will then compile the lesson plans for each term and these lesson plans are delivered digitally to the Music teacher assigned to the school and printed to the school itself. The new lesson plan folder will arrive to school termly containing all of the Music lesson plans to be delivered during the term, printed Music resources, reward stickers and certificates and a USB flash drive containing interactive PowerPoints, Whiteboard activities and Music lesson plans.

The lesson plan folder is accessed by the Music teacher each day they are in school so they can record the feedback and progression of each lesson (see page 16). The lesson plan folder remains within your school so as your SLT, Music coordinator, class teacher or OFSTED can have instant access the lesson plans and children's Music progression at any time. Furthermore, the lesson plan folder is invaluable if the regular Music teacher is ill for any reason, we would always arrange cover, and the lesson plan folder ensures seamless cover at all times.



Deep Dive Compliant Scheme of Work

All of PPA Cover Ltd.'s schemes of work are Deep Dive compliant and are updated annually to ensure our schemes of work and lesson plans are always kept up to date with the latest National Curriculum standards.

What To Expect From A PPA Cover Ltd Music Teacher

PPA Cover Ltd. specialise in planning and delivering effective, high quality Music lessons, that are tailored to the Music National Curriculum, to primary schools throughout the UK, for EYFS, Key Stage 1 & Key Stage 2. All our music teachers are:

- Qualified to deliver Music lessons within primary schools
- DBS Enhanced Checked
- Able to teach up to 36 children without the presence of a class Teacher or Teaching Assistant
- Excellent at conveying their creative teaching ideas to children on a whole class basis
- Able to differentiate lessons to meet the needs of all children
- Able to make lessons fun as well as structured in order to meet National Curriculum standards
- Each school is assigned a Music teacher and this same Music teacher will deliver lessons every week throughout the whole of the academic year ensuring continuity for children and staff.

All Music teachers are multi-instrument players and are qualified to take Music lessons within primary schools. They are excellent at conveying their creative teaching ideas to children on a whole class basis, ensuring lessons are differentiated to meet the needs of all children, while maximising engagement by making lessons fun, as well as structured to meet National Curriculum standards.



Example Music Year Overview

Year Group	AUTUMN		SPRING		SUMMER	
Yr R	Unit 1 Introducing Musical Instruments	Unit 2 Nursery Rhymes Rock	Unit 3 Loud and Quiet	Unit 4 Rhythm - Feel the Beat	Unit 5 Action Songs	Unit 6 High and Low
Yr 1 & 2	Unit 1 Exploring Sounds	Unit 2 Exploring Duration	Unit 3 Exploring Pulse and Rhythm	Unit 4 Exploring Pitch	Unit 5 Exploring Instruments and Symbols	Unit 6 Exploring Timbre; Tempo and Dynamics
Yr 3 & 4	Unit 1 Exploring Descriptive Sounds	Unit 2 Exploring Rhythmic patterns	Unit 3 Exploring Arrangements	Unit 4 Exploring Pentatonic Scales	Unit 5 Exploring Sound Colours	Unit 6 Exploring Singing Games
Yr 5 & 6	Unit 1 Exploring Pulse and Rhythm	Unit 2 Exploring Rounds	Unit 3 Exploring Sound Sources	Unit 4 Exploring Lyrics and Melody	Unit 5 Performing Together	Unit 6 Exploring Musical Processes



Overview of Key Stage 1 – Unit 1 Exploring Sounds

Overview of Unit 1: Exploring Sounds

In this unit children should learn how to recognise different sound sources. They should also learn how to explore different sound sources using their voices as well as using instruments. Children will listen to a number of different songs and explore many different ways of using their voices expressively. They will also have the opportunity to use different sounds to expressively illustrate a scene and will be able to make and select sounds to reflect the mood of the scene.

Cross Curricular Related

This unit links to ongoing skills by reinforcing and extending understanding of the use of the voice as a sound source. The unit can make a significant contribution to listening in English and the development of awareness of others through the need to be quiet and attentive to sounds made by the class and individual pupils.

New language introduced in this unit

In this unit children will have an opportunity to use words and phrases related to:

- dynamics: *loud, quiet*
- tempo: *fast, slow*
- pitch: *high, low*
- timbre: *words describing the qualities of sounds*

Expectations at the end of this unit:

All children should be able to:	<ul style="list-style-type: none"> • Begin to focus their listening, recognise and be able to control sounds, making them louder, quieter, faster and slower.
Most children will be able to:	<ul style="list-style-type: none"> • Identify the different ways that sounds can be made and changed; use and choose sounds confidently in response to a stimulus.
Some children will be able to:	<ul style="list-style-type: none"> • Carefully choose sounds and instruments and suggest how they should be used and played.



Medium Term Plan Example – Key Stage 1 (Unit 1 - Exploring Sounds)

	Learning Objective(s)	Proposed Teaching Activities	Learning Outcomes
1.	All children should recognise different sounds; some children can explore different sound sources.	<ul style="list-style-type: none"> • Listening to <i>Sound Song</i>. • Listen and learn to sing <i>Hands can Hold</i>. • Physical: <i>Stamp, click, head, click, stamp</i>. 	Children can identify a variety of sounds sources and can practise making different sounds using their hands.
2.	All children should be able to recognise different sounds; some children can explore different sound sources.	<ul style="list-style-type: none"> • Listen to <i>Sounds Menu</i>. • Rehearse and perform <i>Sound Song</i>. • Play <i>Sound Song</i> listening game. • Sing <i>Boom Chicka Boom</i>. 	Children can identify different sound sources; they can make sounds and recognise how they can give a message.
3.	All children learn to explore different sound sources; some children learn to explore and control instruments.	<ul style="list-style-type: none"> • Physical activity: <i>Stamp, click, head, click, stamp</i> • Play <i>Find the instrument</i>. • Discuss and use emotion cards to create reflective music. • Sing <i>Alice the Camel</i>. 	Children can recognise how sounds can send a message; they can handle and play instruments in different ways and with control.
4.	All children learn to explore and control instruments; some children learn to explore the expressive use of sounds.	<ul style="list-style-type: none"> • Physical warm up: <i>Warm up and stomp canon</i>. • Play <i>Traffic lights</i>. • Listen to <i>The big blue jeep ...</i> • Play <i>Find the instrument</i>. 	Children can play instruments in different ways with control; they can make and select sounds to reflect the mood of a story.
5	All children learn to explore the expressive use of sounds; some children learn to use sounds expressively to illustrate a story	<ul style="list-style-type: none"> • Sing <i>Boom Chicka Boom</i>. • Sing and discuss instrumental sounds for <i>The wheels on the bus</i>. • Perform <i>The wheels on the bus</i>. 	Children can make and select sounds to reflect the mood of a scene and select sounds and sound sources carefully to describe a scene.
6.	All children learn to explore the expressive use of sounds; some children learn to use sounds expressively to illustrate a story	<ul style="list-style-type: none"> • Sing <i>Warm up and stomp canon</i>. • Listen to <i>The little train of Caipira</i>. • Listen to <i>Sing a song of people</i> and add city sounds. • Sing <i>Alice the Camel</i> 	Children can make and select sounds to reflect the mood of a scene and select sounds and sound sources carefully to describe a scene.



Overview of Lower Key Stage 2 – Unit 4 Exploring Pentatonic Scales

Overview of Unit 4: Exploring Pentatonic Scales

In this unit children will develop their ability to recognize and use pentatonic scales and create short melodies and accompaniments. Pupils will learn to sing songs based on a pentatonic scale. They will experiment with five notes of a pentatonic scale and play them on a range of pitched instruments, individually and together. They will use the scale to make up simple songs and accompaniments.

Cross Curricular Related	New language introduced in this unit
<ul style="list-style-type: none"> This unit provides opportunities to link to work in RE and drama. 	<p>In this unit children will have an opportunity to use words and phrases related to:</p> <ul style="list-style-type: none"> Pitch, e.g. <i>staying the same, getting higher/lower, melodic</i> <i>Ostinati drone, pentatonic scale</i> Pulse, e.g. <i>steady pulse, word rhythm, rhythmic pattern</i> Structure, e.g. <i>ostinati bass, drone, melodic ostinati</i> Process, e.g. <i>composing using a given melodic pattern (pentatonic scale)</i> Context, e.g. <i>use of pentatonic scale in different times and places</i>

Expectations at the end of this unit:

<p>All children should be able to:</p>	<ul style="list-style-type: none"> Compose and perform simple melodies and songs; make up accompaniments using drones and melodic ostinati based on a given pentatonic scale with some help.
<p>Most children will be able to:</p>	<ul style="list-style-type: none"> Compose and perform simple melodies and songs independently; create simple accompaniments for their tunes using drones and melodic ostinati based on a given pentatonic scale with confidence.
<p>Some children will be able to:</p>	<ul style="list-style-type: none"> Select the notes of different scales and use them to compose the words and melody for a short song; add simple pentatonic accompaniments to their song.



Medium Term Plan Example – Lower Key Stage 2 (Unit 4 - Exploring Pentatonic Scales)

	Learning Objective(s)	Proposed Activities	Learning Outcome(s)
1	Children will learn that melodies are made up of intervals that are steps or leaps, and repeated notes.	<ul style="list-style-type: none"> Listen to and follow the pitch movement in <i>Jibber Jabber</i>. Work out the melodic intervals in <i>Simply Melody</i>, by ear. Demonstrate melody leaps using movement. 	Children can identify, by ear, the steps, leaps, and repeated notes in a melody.
2	Children will learn that melodies are made up of intervals that are steps or leaps, and repeated notes.	<ul style="list-style-type: none"> Practise singing high and low sounds in order to warm up voices. Experiment with different intervals and invent melodies. 	Children can create a melody from a set of intervals.
3	All children will learn about the structure of melodies; most children will explore melodic phrases; some children will learn to consider the intended effect.	<ul style="list-style-type: none"> Listen to <i>Skye Boat Song</i> and discuss the phrases. Learn to sing <i>Skye Boat Song</i> and learn to play the melody by ear. 	All children can identify melodic phrases; most children can sing a song with expression based on knowledge and understanding of musical phrases; some children can recognise how music can reflect different intentions.
4	Children will learn about melodies based on scales.	<ul style="list-style-type: none"> Perform a vocal warm up using ABC. Listen to and learn to sing <i>Jibber Jabber</i> and add hand movements to represent the melody. 	All children can identify scale passages in a melody; some children can sing scale passages in a song with care and accuracy.
5	Children will learn to sing melodies that fit together.	<ul style="list-style-type: none"> Listen to and learn to sing the melodies in <i>Doe a Deer</i>. 	Children can sing a song with two different melodies.
6	All children will learn to sing and play melodies that fit together; most children will learn to use and apply musical knowledge and understanding.	<ul style="list-style-type: none"> Perform <i>Jibber Jabber</i> to warm up voices. Listen to <i>Doe a Deer</i> and continue to work on the song, discussing the structure and revising the hand signals as well. 	All children can learn and perform a second voice part with a well known melody; most children can sing the song with knowledge and understanding of musical phrasing and expression.



Overview of Upper Key Stage 2 – Unit 5 Performing Together

Overview of Unit 5: Performing Together

In this unit children will develop and demonstrate their ability to take part in a class performance with confidence, expression and control. Children will sing and play a two-part song, play instrumental accompaniments, and rehearse and develop musical and performance ideas with understanding of how to achieve a quality class performance.

Cross Curricular Related	New language introduced in this unit
<ul style="list-style-type: none"> This unit builds on units studied throughout the year and reinforces and consolidates singing skills and the ability to listen and perform from memory and notations. 	<p>In this unit children will have an opportunity to use words and phrases related to:</p> <ul style="list-style-type: none"> Sounds, eg <i>harmony, rests, timbre, accents</i> Processes, eg <i>arranging a given song</i> Context, eg <i>venue, occasion</i>

Expectations at the end of this unit:

All children should be able to:	<ul style="list-style-type: none"> sing confidently and expressively, following the shape of the melody.
Most children will be able to:	<ul style="list-style-type: none"> sing confidently and expressively with attention to dynamics and phrasing, with good intonation and a sense of occasion; play the simpler accompaniment parts on glockenspiel, bass drum or cymbal.
Some children will be able to:	<ul style="list-style-type: none"> sing the melody confidently and accurately; play the more complex instrumental parts, e.g. <i>flute/recorder, violin, cello or clarinet</i>, with rhythmic and dynamic control.



Medium Term Plan Example – Upper Key Stage 2 (Unit 5 - Performing Together)

	Learning Objectives	Proposed Activities	Learning Outcomes
1	All children will learn about the context of the song selected.	<ul style="list-style-type: none"> • Discussion: what is performance? • Listen and talk about the context of <i>Oh Happy Day</i> • Learn to sing <i>Oh happy day</i> • Listen to <i>Stand by me</i>. 	All children can identify how a mood is created by music and lyrics; some children will learn part of a new song quickly and sing it confidently from memory.
2	All children will learn how to practise and rehearse individually and as a class; some children will learn how to play instrumental accompaniments.	<ul style="list-style-type: none"> • Use onomatopoeic words to warm up the voice. • Perform <i>Oh happy day</i> as a whole class. • Work as a class to add a musical accompaniment/create an arrangement of <i>Oh Happy Day</i>. • Discuss the poem <i>Jabberwocky</i> by Lewis Carroll. 	All children can sing songs written in two parts confidently and from memory; some children can play accompaniments with control and accuracy, using notations as a support.
3	All children will learn how to practise and rehearse individually and as a class; some children will learn how to play instrumental accompaniments.	<ul style="list-style-type: none"> • Listen to 2 pieces which create contrasting moods/atmospheres. • Learn to say the first half of this poem <i>Jabberwocky</i> and add music to enhance the atmosphere of the poem. 	All children can sing songs written in two parts confidently and from memory; some children can play accompaniments with control and accuracy, using notations as a support.
4	All children will learn how to practise and rehearse individually and as a class; some children will learn how to play instrumental accompaniments.	<ul style="list-style-type: none"> • Revise the class arrangement of <i>Oh Happy Day</i>. • Learn to say the second half of this poem <i>Jabberwocky</i> and add music to enhance the atmosphere of the poem. 	All children can sing songs written in two parts confidently and from memory; some children can play accompaniments with control and accuracy, using notations as a support.
5	Children will learn how to practise and rehearse individually and as a class; most children will learn about presenting performances to different audiences.	<ul style="list-style-type: none"> • Rehearse <i>Jabberwocky</i> in groups and add a musical accompaniment, then perform to the class and discuss the performances. 	All children can present performances effectively, with awareness of audience, venue, and occasion.
6	Children will learn how to achieve high performance that creates the intended effect.	<ul style="list-style-type: none"> • Revise the pieces learnt in this module and rehearse them to create a small concert which can be performed in the classroom. 	All children can contribute to a class performance and help achieve a high-quality performance.



Lesson Plan Example – Key Stage 1

Date:	Year 1 Unit 1: Exploring Sounds	Resources: - CD player - PPA Cover year 1 Music CD - Whiteboards and pens
Duration: 45 mins – 1 hour	Lesson no: 5	
Lesson Objective(s): All children learn to explore the expressive use of sounds; some children learn to use sounds expressively to illustrate a story.		
Learning Outcomes: Children can make and select sounds to reflect the mood of a scene and select sounds and sound sources carefully to describe a scene.		

	Time	Content	Teaching Points	Differentiation/Extension	Evaluation/Notes
Focus Activity	10 – 15 mins	Boom Chicka Boom (TR.4) Children should all know this song from a previous lesson. Change the style of your voice for each verse to create different moods	- Ask children for their ideas of how they can use their voices; such as making them high/low; creating a scary voice using long sounds etc; also ask children to lead. (use recording if necessary).	D: Say the lyrics slowly until children become familiar with them.	
Main Content	25 - 30 mins	Sing <i>The Wheels on the Bus</i> Sing <i>The Wheels on the Bus</i> then ask children how they could change their voices to reflect the words of the song. (See lesson notes for lyrics; children will probably know their own version) Discuss which Instrumental Sounds would best reflect the words of the song Choose children a few at a time to pick instruments; give children time to explore their instrument, talk about the material and the sound of the instrument. Talk about each verse of the song and work out which instruments would best reflect the music.	- Practise singing this song with loud and quiet voices and at different speeds as well as changing the intonation of their voices. - Choose the children who are sitting nicely to choose their instruments first. - Explain to children that they must be careful with their instruments; making sure not to strike them too hard. - Discuss the words in each verse and how instruments could be used to reflect them.	D: Emphasize that the children should already know this song and therefore should be really good at it. D: Encourage children to sit nicely and wait their turn for an instrument. D: Use lots of positive language.	
Plenary	10 – 15 mins	Perform <i>The Wheels on the Bus</i> - Perform the song as a whole group; ask children to play certain instruments to reflect different verses.	- Clearly signal to each group when to play their instruments.	D: Encourage children to behave by giving them a responsibility such as conducting the rest of the class.	



Lesson Plan Example – Lower Key Stage 2

Date:	Year 4 Unit 4: Exploring Melodies and Scales	Resources: - CD player - PPA Cover Year 4 Spring term CD - Whiteboard and pens - Tuned percussion
Duration: 45 mins – 1 hour	Lesson no: 1	
Lesson Objective(s): Children will learn that melodies are made of intervals that are steps or leaps, and repeated notes.		
Learning Outcomes: Children can identify, by ear, the steps, leaps, and repeated notes in a melody.		

	Time	Content	Teaching Points	Differentiation/Extension	Evaluation/Notes
Focus Activity	10 – 15 mins	Jibber Jabber (TR. 33) Listen to and follow the pitch movement of the melody in <i>Jibber Jabber</i> using their hands. Ask children to describe the mood of the melody.	- Children will need to listen carefully in order to reflect the different pitch movements with their hands.	D: Listen to the song a number of times in order to recognise the pitch patterns.	
Main Content	25 - 30 mins	Work out melodic intervals in <i>Simply Melody</i> by ear (Tr.34) Listen to <i>Simply Melody</i> and all follow the pitch movement of the melody with hands. Ask children whether the melody moves in leaps or by steps. As a class, work out by ear the first 3 rising leaps on tuned percussion Work as a class; playing each note and asking children whether the next note is higher or lower as the last. As a class, work out by ear the second 3 rising leaps on tuned percussion (See above)	- Again, children will need to listen carefully in order to reflect the different pitch movements with their hands. - The melody moves in leaps; ask children to demonstrate this with their bodies. - If possible, hand out chime bars and other tuned percussion so that children can play along as they work out the different notes. - Draw symbols on the board to shape the melody as you work through it with the children.	D: When listening encourage children to move freely in response to the melody they hear; draw the shape of the melody on the board. D: Play the melody to children a number of times so that they can gauge the shape. (See lesson notes for melody). E: Ask children to work in groups to work out the melody.	
Plenary	10 – 15 mins	Demonstrate melody leaps using body movements (TR. 35) Listen to <i>Gavotte</i> ; ask children to count how many times the melody leaps up and then down again. Listen again and ask children to stand up and sit down to reflect the melody.	- This activity will help children to realise leaps within melody in a visual way.	D: Listen to the piece a few times and count the number of leaps as a class. E: Ask children to listen and to guess the number of leaps.	



Lesson Plan Example – Upper Key Stage 2

Date:	Year 6 Unit 5: Performing Together	Resources: - CD player - PPA Cover Year 6 CD - Whiteboard and pens - Pencils and paper
Duration: 45 mins – 1 hour	Lesson No: 5	
Lesson Objective(s): Children will learn how to practise and rehearse individually and as a class; most children will learn about presenting performances to different audiences.		
Learning Outcomes: All children can present performances effectively, with awareness of audience, venue and occasion.		

	Time	Content	Teaching Points	Differentiation/Extension	Evaluation/Notes
Focus Activity	10 – 15 mins	What effect do we intend to create during this performance? Discuss with children what atmosphere and effect they want to create when performing this poem.	- Brainstorm ideas about how the children want an audience to feel after watching this piece and what kind of atmosphere they want to create.	D: Write some ideas on the board to prompt children with their answers.	
Main Content	25 - 30 mins	Rehearse Jabberwocky in groups and add a musical accompaniment. Split children into groups to represent each verse of the poem. (6 groups). Decide as a class the intended effect of the performance and make sure each group is clear on this. Children should work in groups to practice their given verse, making sure that they concentrate on the pronunciation and projection of words. Children should then add music, using ideas from previous class work to give their verse the intended effect chosen by the class.	- Although each group is given their own verse to concentrate on, the overall effect of the performance is still considered. - Work around each group emphasizing the atmosphere that the class would like to create. - Support each group by talking about the meaning of their verse and by giving ideas of instruments or sounds that would help to create the intended effect. - Encourage children to record the ideas and the music they create either as music or graphic notation.	D: Work through each verse as a class, firstly practising the words and then using instruments and vocal sounds to create a musical accompaniment. E: Encourage children to work across all groups to decide what instruments each group will use and to compose and rehearse an interlude between each verse.	
Plenary	10 – 15 mins	Perform Jabberwocky as a class Each group should perform their verse one after another in order of the poem. The class should then discuss the performance and whether they achieved their intended effect.	- Children should be able to appraise their own performances. - Give children the opportunity to discuss each verse and whether the mood of the music changed or was similar each time. - Talk about specific instrumental and vocal sounds used.	D: Write ideas on the board to prompt children with their discussion. E: Encourage children to perform this poem from memory.	



Lesson Evaluation Example

Lesson Evaluation (To be completed by the teacher at the end of every lesson)

Objectives of module:

Were these achieved?

Date of lesson:

Lesson Evaluation: What worked well? What did not work as well?

Success Criteria:

- I can sing songs written in two parts confidently and from memory.
- I can play accompaniments with control and accuracy, using notations as a support.

Did Most Children Meet The Success Criteria?

Strategies for next lesson:



Resources Example - Interactive PowerPoints



Improvising Rhythms



Keep the pulse going.

This time the 'leader' will use an instrument to tap out one of the four phrases from your list, but not say it. Can you work out which phrase it is and say it in response?

1	2	3	4	1	2	3	4

call

response



Crotchets and Quavers and Rests

Crotchet



Quaver



Rests



We are learning how to read, clap and play
crotchets, quavers and rests.



Around the World

Click on the map to find out more about the music from different places around the world.



Resources Example – Flashcards

<p>I have...</p> <p>C </p>	<p>Who has...?</p> <p>D</p>
-----------------------------------	------------------------------------

<p>I have...</p> <p>D </p>	<p>Who has...?</p> <p>E</p>
-----------------------------------	------------------------------------

<p>I have...</p> <p>E </p>	<p>Who has...?</p> <p>F</p>
-----------------------------------	------------------------------------

<p>I have...</p> <p>F </p>	<p>Who has...?</p> <p>G</p>
-----------------------------------	------------------------------------



rhythm

Combinations of long and short sounds that convey movement.



duration

The length of a sound.



pitch

How high or low a sound is.



tempo

The speed of the music.



Musical Styles Through The 20th Century

Popular (Pop)



- The 60s was the beginnings of popular music or 'pop' music.
- The rock and roll age of Elvis and Bill Haley And The Comets was taken over by popular music groups such as The Monkees and The Beatles.
- Both bands achieved fame in the UK and America.
- The Beatles, (otherwise known as The Fab Four) were one of the most famous bands in the history of pop music. The members were: Paul McCartney, John Lennon, Ringo Starr and George Harrison.
- They were from Liverpool and wrote their own songs and music.
- They recorded over 200 songs in the 1960s and some famous hits include 'A Hard Day's Night', 'Yesterday, Help!' and 'Hey Jude'.
- They became so popular with fans that their success and popularity became known as 'Beatlemania'.



Resources Example – Worksheets

Call and Response

Task 1:

In groups of 6, play for eight repetitions with the following players joining in:

A B (x2)

A B C D (x2)

A B E F (x2)

A B (x2)

1	2	3	4	5	6	7	8
---	---	---	---	---	---	---	---

A:



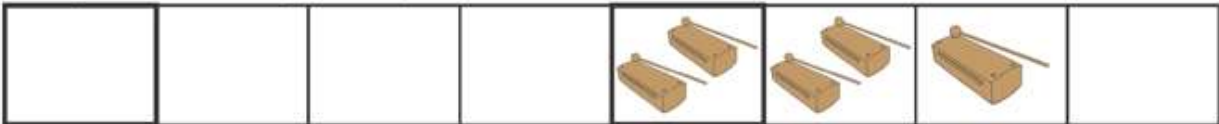
B:



C: Call 'How are you today?'



D: Response 'How are you today?'



E: Call 'Hi, please come in'



F: Response 'Hi, please come in'



Task 2:

Come up with two phrases of your own that have different rhythms.

Experiment with which parts are playing at the same time (C&D and E&F will always play as a pair) and create your own performance.



The Carnival of the Animals

Listen to each piece of music. Try to guess which animal is being described and try to explain why you think this.



	Animal	Why do you think this?
Piece 1		
Piece 2		
Piece 3		
Piece 4		
Piece 5		
Piece 6		
Piece 7		
Piece 8		
Piece 9		
Piece 10		
Piece 11		
Piece 12		
Piece 13		
Piece 14		



Compose a Piece of Music



Can you create a piece of music? Use the grid to create a composition for one or more people.
The animal pictures below all have different rhythms that match with their name.

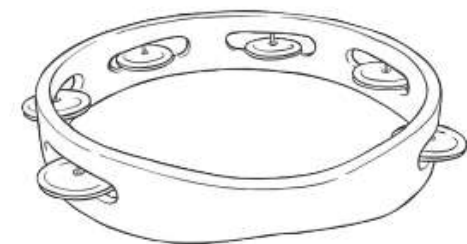


Fish = 1 clap (1 beat)

Frog = 1 clap (hold for two beats)

Tadpole = 2 claps (2 claps that last the same amount of time as the fish)

1. Draw or write the instrument(s) of your choice in the first box.
2. Use the animal pictures to choose your rhythms. The information on this page will help.
3. Place the animal cards in the grid.
4. Using your instrument, follow the grid and play.



Frequently Asked Questions

Do your staff have DBS?

Yes, all of our staff have Enhanced DBS checks. A copy of the DBS and all other safeguarding information will be sent to a school via a staff datasheet prior to any staff member's first day of teaching.

Do your staff have Safeguarding training?

Yes, all of our staff undertake safeguarding training annually.

Are your staff all qualified teachers? Have they got QTS?

All of our staff are subject specialists and are not only qualified to teach their given subject but also bring great passion and enthusiasm to teaching their subject. We have Qualified and Non-Qualified Teaching Specialists across our pool of staff with around 60% being QTS. However, during OFSTED inspections and regular lesson observations our Non-QTS staff score on par with our QTS staff.

What training do your staff have?

Prior to any staff member being placed within a school for PPA Cover Ltd they undertake training in areas such as behavior management, classroom management, teaching strategies, lesson pace and delivery, school codes of conduct, child psychology.

What Happens if your staff are off sick?

Our sickness and illness policy states that a staff member must call into the head office before 7am if they are going to be off sick that day. We will then arrange for one of our cover PPA teachers to cover the regular PPA teacher.

Do you do assessments?

Yes, after every lesson the PPA teacher will record an assessment on the lesson evaluation sheet.

Do you do end of year reports?

Yes, towards the end of the school year the PPA teacher will complete reports in accordance with the school's requirements.



What is your Quality Assurance?

Our Quality Assurance firstly starts with our Operations Managers. Every school is assigned an Operations Manager who is tasked with ensuring high quality teaching and learning within any of our PPA subjects. The Operations Manager will assess a school's requirements and then assign the teacher that best meets the school's requirements. The Operations Manager will then conduct termly lesson observations on the PPA teacher to ensure high quality teaching and learning.

Do you complete lesson observations?

Yes, lesson observations are completed by our Operation Managers termly, and a copy of the formal lesson observation is submitted to the school. A member of the schools SLT can also observe alongside the Operations Manager if required.

Will I have a Main Point of Contact?

Yes, all of our schools are designated a School Liaison Officer who will be your direct point of contact, for any questions, queries and support. You will also be assigned a local Operations Manager, who will visit school throughout the Academic Year to provide quality assurance and complete observations on our staff members.

How do I get Feedback?

Feedback from the PPA teacher is given daily in regards to how the lesson went that day or any information that needs to be passed on. Management feedback from lesson observations is given termly via the Operations Manager and School Liaison Officer.

Can you guarantee me the same teacher week in week out?

Yes, you will be assigned one PPA teacher for each PPA subject and this teacher will be assigned to your school for the whole of the academic year.

Are the lessons in-line with the National Curriculum?

Yes, our lesson plans / scheme of work are updated annually to ensure they meet the latest National Curriculum / OFSTED guidelines as well as incorporating best practice.

What about OFSTED Framework Deep Dive?

All schemes of work and lesson plans meet the OFSTED Framework Deep Dive. PPA Cover Ltd. provide each school with documentation evidencing the teaching and learning within each PPA subject. This evidence includes what children have been taught, what curriculum points they have covered, each topic taught and what children have achieved throughout the year.



What If I am unhappy with my provision?

If you are unhappy with any part of your provision, please contact your designated School Liaison Officer as soon as possible to discuss your concerns. A meeting will be arranged for your Operations Manager to visit school within 7 days to complete a full observation. Full support will be provided to the Teacher and school in order to provide a solution to your concerns. A return visit will be scheduled for 14 days' time to ensure the smooth delivery of service, should for any reason this not be the case a replacement teacher will be offered.

What other services do you offer?

We can also provide Lunchtime Clubs and After School Clubs in addition to PPA service on those days, unfortunately we do not offer stand alone clubs. Please ask for further details with a PPA Cover Ltd. representative.

Are there any additional charges?

There are no additional charges to your PPA Cover Service. Registration, Dismissal of the children and daily evaluations are all part of the complete service that we provide.

Further questions or information required do not hesitate to contact us.



CONTACT US!

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