



# Music Scheme of Work & Lesson Plan Examples



## Contents

Contents .....	2
PPA Cover Ltd Scheme of Work & Lesson Planning Overview .....	3
An example of some of the areas of Music we cover are:.....	3
Planning for the delivery of Music within a new school.....	4
How Our Planning Works.....	4
Deep Dive Compliant Scheme of Work.....	5
What To Expect From A PPA Cover Ltd Music Teacher .....	5
Example Music Year Overview .....	6
Overview of Key Stage 1 (Unit 1 – Music From Other Cultures) .....	10
Medium Term Plan Example – Key Stage 1 (Unit 1 – Music From Other Cultures) .....	11
Overview of Key Stage 2 – Unit 1 That’s Jazz.....	14
Medium Term Plan Example – Key Stage 2 (Unit 1 – That’s Jazz) .....	15
Lesson Plan Example – Key Stage 1 .....	19
Lesson Plan Example –Key Stage 2 .....	22
Lesson Evaluation Example .....	24
Resources Examples.....	25
Frequently Asked Questions .....	29
CONTACT US!.....	32



## 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
- ✓ Be Model Music Curriculum 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

### Early Years Foundation Stage

Year Group	AUTUMN		SPRING		SUMMER	
<b>Yr R</b> Ongoing Skills	<b>Unit 1</b> Introducing Musical Instruments	<b>Unit 2</b> Nursery Rhymes Rock	<b>Unit 3</b> Loud and Quiet	<b>Unit 4</b> Rhythm - Feel the Beat	<b>Unit 5</b> Action Songs	<b>Unit 6</b> High and Low



## Key Stage 1

Year Group	AUTUMN		SPRING		SUMMER	
Yr 1 Ongoing Skills	<b>Unit 1</b> <b>Exploring Sounds</b>  The Magic of Reggae	<b>Unit 2</b> <b>Exploring Duration 1</b>  Christmas Pop Songs 1	<b>Unit 3</b> <b>Exploring Pulse and Rhythm 1</b>  The Sounds of the Eighties	<b>Unit 4</b> <b>Exploring Pitch 1</b>  Twenty-First Century Popular Music 1	<b>Unit 5</b> <b>Exploring Instruments and Symbols 1</b>  Famous Classical Music 1	<b>Unit 6</b> <b>Exploring Timbre; Tempo and Dynamics 1</b>  Famous Classical Music 2
	<b>Unit 1</b> <b>Exploring Music from Other Cultures</b>  Music from Around the World	<b>Unit 2</b> <b>Exploring Duration 2</b>  The Nutcracker Ballet	<b>Unit 3</b> <b>Exploring Pulse and Rhythm 2</b>  Britpop and the Sounds of the Nineties	<b>Unit 4</b> <b>Exploring Pitch 2</b>  Twenty-First Century Popular Music 2	<b>Unit 5</b> <b>Exploring Instruments and Symbols 2</b>  Britten's The Young Person's Guide to the Orchestra	<b>Unit 6</b> <b>Exploring Timbre; Tempo and Dynamics 2</b>  Holst's The Planets

### Key

Primary Unit Core Teaching Content

Secondary Listening focus



## Lower Key Stage 2

Year Group	AUTUMN		SPRING		SUMMER	
Yr 3 Ongoing Skills	<b>Unit 1</b> <b>Exploring Descriptive Sounds 1</b> The Carnival of the Animals	<b>Unit 2</b> <b>Exploring Rhythmic Patterns 1</b> Christmas Pop Songs 2	<b>Unit 3</b> <b>Exploring Arrangements 1</b> Musical Spot the Difference	<b>Unit 4</b> <b>Exploring Pentatonic Scales 1</b> Pentatonic Songs from Around the World	<b>Unit 5</b> <b>Exploring Sound Colours 1</b> Dukas' The Sorcerer's Apprentice	<b>Unit 6</b> <b>Exploring Singing Games 1</b> Looking Back 1
	<b>Unit 1</b> <b>Exploring Pentatonic Scales 2</b> Music from Asia	<b>Unit 2</b> <b>Exploring Singing Games 2</b> Christmas Carols	<b>Unit 3</b> <b>Exploring Rhythmic Patterns 2</b> The Brass Band	<b>Unit 4</b> <b>Exploring Descriptive Sounds 2</b> Peter and the Wolf	<b>Unit 5</b> <b>Exploring Sound Colours 2</b> British Folk Songs	<b>Unit 6</b> <b>Exploring Arrangements 2</b> The Brilliant Beatles

### Key

**Primary Unit Core Teaching Content**

Secondary Listening focus



## Upper Key Stage 2

Year Group	AUTUMN		SPRING		SUMMER	
Yr 5 Ongoing Skills	<b>Unit 1</b> <b>Exploring Pulse and Rhythm 1</b> That's Jazz	<b>Unit 2</b> <b>Exploring Rounds 1</b> Choral Music	<b>Unit 3</b> <b>Exploring Sound Sources 1</b> Mussorgsky's "Pictures from an Exhibition"	<b>Unit 4</b> <b>Exploring Lyrics and Melody 1</b> Classic Rock	<b>Unit 5</b> <b>Performing Together 1</b> The Sounds of the Sixties	<b>Unit 6</b> <b>Exploring Musical Processes 1</b> Twenty-First Century Popular Music 3
	<b>Unit 1</b> <b>Exploring Sound Sources 2</b> Music for Film and Television	<b>Unit 2</b> <b>Exploring Musical Processes 2</b> Songs from WWII	<b>Unit 3</b> <b>Exploring Pulse and Rhythm 2</b> The Music of Africa	<b>Unit 4</b> <b>Exploring Rounds 2</b> Rap	<b>Unit 5</b> <b>Exploring Lyrics and Melody 2</b> Women in Music	<b>Unit 6</b> <b>Performing Together 2</b> Looking Back 2

### Key

Primary Unit Core Teaching Content

Secondary Listening focus



# Overview of Key Stage 1 (Unit 1 – Music From Other Cultures)

## Exploring Music From Other Cultures: Music From Around the World

*This unit's focus will be music from around the world. The children will listen to music from Nigeria, India, Argentina, Chile, Trinidad and Tobago, Brazil, and Pakistan. They will have the opportunity to discuss this music, noting the instrumentation, tempo and dynamics, and begin to explore aspects of the culture surrounding it. They take part in samba bands, dance Bollywood dances, sing in other languages, and take part in many other activities.*

### Listening Focus:

The children will listen to different music styles from around the world such as **African Drumming/Afrobeat, Bollywood, Tango, Calypso, Samba, Qawwali.**

### Cross Curricular Related:

Geography – Learning about Nigeria, India, Argentina, Chile, Trinidad and Tobago, Brazil, and Pakistan.

Geography – Looking at maps of the world and of Nigeria, India, Argentina, Chile, Trinidad and Tobago, Brazil, and Pakistan.

EXPECTATIONS AT THE END OF THIS UNIT	
All children should be able to:	explain that different parts of the world have different types of music; take part in a range of practical activities based on these different genres of music.
Most children will be able to:	give some details about the different types of music in different parts of the world and the contexts of the places in which they are set.
Some children will be able to:	give further details about the different types of music in different parts of the world and the contexts of the places in which they are set.

Key vocabulary used in this unit
<p>In this unit children will have an opportunity to use words and phrases related to:</p> <ul style="list-style-type: none"> <li>➤ <b>Dynamics:</b> Loud and Quiet</li> <li>➤ <b>Tempo:</b> Fast or Slow</li> <li>➤ <b>Pitch:</b> High or Low</li> <li>➤ <b>Timbre:</b> Words describing the quality of the sounds</li> <li>➤ <b>Genres of music:</b> African Drumming/Afrobeat, Bollywood, Tango, Calypso, Samba, Qawwali.</li> </ul>





## Medium Term Plan Example – Key Stage 1 (Unit 1 – Music From Other Cultures)

### Medium Term Plan

Exploring Music From Other Cultures:  
Music From Around the World

Year Group: Year Two  
Unit Number: Unit One

Session	Learning Objective(s)	Listening Focus	Proposed Teaching Activities	Learning Outcomes	Resources
1.	All children will discover music from Nigeria	Jin-Go-La-Ba by Babatunde Olatunji  Nigeria – African Drumming	<ul style="list-style-type: none"> <li>➤ Sing 'Up, Up, Up!'</li> <li>➤ Discuss Nigeria.</li> <li>➤ Listen to and discuss 'Jin-Go Lo-Ba' by Babatunde Olatunji.</li> <li>➤ Build up an African drum ensemble.</li> <li>➤ Sing 'Up, Up, Up!'</li> </ul>	<ul style="list-style-type: none"> <li>➤ All children will be introduced to Nigeria and its music.</li> <li>➤ Most children will be able to express their likes and dislikes for the music; play some rhythms with a degree of accuracy.</li> <li>➤ Some children will be able to remember facts about Nigeria; play rhythms with accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Lesson PowerPoint</li> <li>➤ 'Up, Up, Up!': (PP Slide 6 &amp; 32)</li> <li>➤ 'Up, Up, Up!' Lyrics (PP Slide 7 &amp; 33)</li> <li>➤ Continent rap (PP Slide 12)</li> <li>➤ World Map (PP Slide 13)</li> <li>➤ Africa Map (PP Slide 14)</li> <li>➤ Nigeria Maps and Pictures (PP Slides 15 - 24)</li> <li>➤ Babatunde Olatunji - 'Jin-Go Lo-Ba': (PP Slides 25 - 28)</li> <li>➤ Percussion Instruments</li> </ul>
2.	All children will discover music from India.	Contrasting 'Shiva Shambho' – a Bharatanatyam Dance with 'Pinga' – a Bollywood Dance  India – Bollywood	<ul style="list-style-type: none"> <li>➤ Sing 'Up, Up, Up!'</li> <li>➤ Discuss India.</li> <li>➤ Listen to and compare 'Shiva Shambho' - a Bharatanatyam Dance with 'Pinga' – a Bollywood Dance.</li> <li>➤ Learn to Bollywood dance.</li> <li>➤ Sing 'Up, Up, Up!'</li> </ul>	<ul style="list-style-type: none"> <li>➤ All children will be introduced to India and its music.</li> <li>➤ Most children will start to learn how to dance in a Bollywood style.</li> <li>➤ Some children will be able to remember facts about India; dance in a Bollywood style with accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Lesson PowerPoint</li> <li>➤ Continent Rap: (PP Slide 7)</li> <li>➤ 'Up, Up, Up!': (PP Slide 8 &amp; 38)</li> <li>➤ 'Up, Up, Up!' Lyrics (PP Slide 9 &amp; 39)</li> <li>➤ World Map (PP Slide 11)</li> <li>➤ Map of Asia (PP Slide 12)</li> <li>➤ India Maps and Pictures (PP Slides 15 - 27)</li> <li>➤ 'Shiva Shambho' - a Bharatanatyam Dance: (PP Slides 28 - 30)</li> <li>➤ 'Pinga' – a Bollywood Dance: (PP Slides 31 - 33)</li> <li>➤ Bollywood Dance Tutorial: (PP Slide 35)</li> </ul>



## Medium Term Plan

**Exploring Music From Other Cultures:**  
**Music From Around the World**

**Year Group: Year Two**  
**Unit Number: Unit One**

Session	Learning Objective(s)	Listening Focus	Proposed Teaching Activities	Learning Outcomes	Resources
3.	All children will discover music from Argentina and Chile.	Libertango by Piazzolla Argentina – Tango	<ul style="list-style-type: none"> <li>➤ Sing 'Up, Up, Up!'</li> <li>➤ Discuss Argentina.</li> <li>➤ Listen to and discuss 'Libertango' by Astor Piazzolla.</li> <li>➤ Discuss Chile.</li> <li>➤ Sing 'Mi Caballo'.</li> <li>➤ Sing 'Up, Up, Up!'</li> </ul>	<ul style="list-style-type: none"> <li>➤ All children will be introduced to Argentina and Chile and its music.</li> <li>➤ Most children will be able to learn the English parts of 'Mi Caballo'.</li> <li>➤ Some children will be able to remember facts about Argentina and Chile; learn both the English and Spanish parts of 'Mi Caballo'.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Lesson PowerPoint</li> <li>➤ Continent Rap: (PP Slide 8)</li> <li>➤ 'Up, Up, Up!': (PP Slide 9 &amp; 41)</li> <li>➤ 'Up, Up, Up!' Lyrics (PP Slide 10 &amp; 42)</li> <li>➤ Map of South America (PP Slide 12)</li> <li>➤ World Map (PP Slide 13)</li> <li>➤ Argentina Maps and Pictures (PP Slides 16 – 23)</li> <li>➤ Astor Piazzolla – Libertango: (PP Slides 24 - 26)</li> <li>➤ Chile Maps and Pictures (PP Slides 29 – 36)</li> <li>➤ 'Mi Caballo' (PP Slides 37 - 38)</li> </ul>
4.	All children will discover music from Trinidad and Tobago.	Various Music by Calypso and Steel Bands Trinidad and Tobago – Calypso	<ul style="list-style-type: none"> <li>➤ Sing 'Up, Up, Up!'</li> <li>➤ Discuss Trinidad and Tobago.</li> <li>➤ Discuss steel pans.</li> <li>➤ Listen to and discuss various steel pan calypso music.</li> <li>➤ Sing 'Drop, Peter, Drop'.</li> <li>➤ Sing 'Up, Up, Up!'</li> </ul>	<ul style="list-style-type: none"> <li>➤ All children will be introduced to Trinidad and Tobago and its music.</li> <li>➤ Most children will be able to learn 'Drop, Peter, Drop' and sing it with some accuracy.</li> <li>➤ Some children will be able to remember facts about Trinidad and Tobago.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Lesson PowerPoint</li> <li>➤ Continent Rap: (PP Slide 10)</li> <li>➤ 'Up, Up, Up!': (PP Slide 11 &amp; 37)</li> <li>➤ 'Up, Up, Up!' Lyrics (PP Slide 12 &amp; 38)</li> <li>➤ Map of South America (PP Slide 14)</li> <li>➤ World Map (PP Slide 15)</li> <li>➤ Trinidad and Tobago Maps and Pictures (PP Slide 18 - 25)</li> <li>➤ Calypso Steel Drum Band 1: (PP Slide 30)</li> <li>➤ Calypso Steel Drum Band 2: (PP Slide 32)</li> <li>➤ Trinidadian Carnival: (PP Slide 33)</li> <li>➤ Drop, Peter, Drop: (PP Slide 34)</li> <li>➤ 'Drop, Peter, Drop' Lyrics (PP Slide 35)</li> </ul>



## Medium Term Plan

### Exploring Music From Other Cultures: Music From Around the World

**Year Group: Year Two**  
**Unit Number: Unit One**

Session	Learning Objective(s)	Listening Focus	Proposed Teaching Activities	Learning Outcomes	Resources
5.	All children will discover music from Brazil.	<b>Fanfarra (Cabua-Le-Le)</b> By <b>Sérgio Mendes/Carlinhos Brown</b>  <b>Brazil</b> – <b>Samba</b>	<ul style="list-style-type: none"> <li>➤ Sing 'Up, Up, Up!'</li> <li>➤ Discuss Brazil.</li> <li>➤ Introduce samba and the Carnival at Rio de Janeiro.</li> <li>➤ Listen to and discuss 'Fanfarra (Cabua-Le-Le)' by Sérgio Mendes.</li> <li>➤ Create a samba band.</li> <li>➤ Listen to and discuss the Doctor Who theme.</li> </ul>	<ul style="list-style-type: none"> <li>➤ All children will be introduced to Brazil and its music.</li> <li>➤ Most children will be able to play some samba rhythms with accuracy.</li> <li>➤ Some children will be able to remember facts about Brazil; play samba rhythms with accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Lesson PowerPoint</li> <li>➤ Continent Rap:(PP Slide 12)</li> <li>➤ 'Up, Up, Up!': (PP Slide 13)</li> <li>➤ World Map (PP Slide 15)</li> <li>➤ 'Map of South America (PP Slide 16)</li> <li>➤ Brazil Maps and Pictures (PP Slides 19 – 27)</li> <li>➤ Carnival Pictures (PP Slides 28 - 32)</li> <li>➤ Carnival Video:(PP Slides 33-34)</li> <li>➤ A Child's Perspective of Playing in a Samba Band:(PP Slide 35)</li> <li>➤ Sérgio Mendes - 'Fanfarra (Cabua-Le-Le)': (PP Slide 36-37)</li> <li>➤ Percussion Instruments</li> <li>➤ The Doctor Who Theme:(PP Slide 40)</li> </ul>
6.	All children will discover music from Pakistan.	<b>Mustt Mustt</b> By <b>Nusrat Fateh Ali Khan</b>  <b>Pakistan</b> – <b>Qawwali</b>	<ul style="list-style-type: none"> <li>➤ Sing 'Up, Up, Up!'</li> <li>➤ Discuss Pakistan.</li> <li>➤ Introduce Qawwali music and listen to and discuss 'Mustt Mustt' by Nusrat Fateh Ali Khan and Party.</li> <li>➤ Travel back to Brazil and further the samba band work from last lesson.</li> <li>➤ Sing 'Up, Up, Up!'</li> </ul>	<ul style="list-style-type: none"> <li>➤ All children will be introduced to Pakistan and its music.</li> <li>➤ Most children will be able to play some samba rhythms with accuracy.</li> <li>➤ Some children will be able to remember facts about Pakistan; play samba rhythms with accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Lesson PowerPoint</li> <li>➤ Continent Rap(PP Slide 13)</li> <li>➤ 'Up, Up, Up!': (PP Slide 14)</li> <li>➤ World Map (PP Slide 16)</li> <li>➤ Map of Asia (PP Slide 17)</li> <li>➤ Pakistan Maps and Pictures (PP Slides 20 - 27)</li> <li>➤ About Qawwali (PP Slide 28)</li> <li>➤ Qawwali Instruments (PP Slides 29 - 30)</li> <li>➤ Nusrat Fateh Ali Khan and Party - 'Mustt Mustt':(PP Slide 31 - 33)</li> <li>➤ Percussion Instruments</li> </ul>





## Overview of Key Stage 2 – Unit 1 That's Jazz

### Exploring Pulse and Rhythm: That's Jazz

The children will learn about cyclic rhythms and work to master one in particular. They will use this as the basis for a group composition at the end of the unit. They will take lessons from the masters of jazz detailed above to learn about how bandleaders tell their musicians what to do and apply this in their own learning.

#### Listening Focus: Jazz Music

In this unit, we will investigate the genre of jazz music, delving into some of the many different sub-genres this contains including ragtime, New Orleans jazz, big band swing and bebop. The children will learn about the origins of Jazz and focus on five major musicians in the history of jazz music, roughly in chronological order: Scott Joplin, Louis Armstrong, Glenn Miller, the combined force of Ella Fitzgerald and Duke Ellington, Dizzy Gillespie, and Nina Simone. They will learn about Louisiana and New Orleans, the birthplace of jazz, and go on a virtual school trip to important areas to the history of jazz in New Orleans.

#### Cross Curricular Related:

- Geography – learning about the US state of Louisiana, including looking at maps.

EXPECTATIONS AT THE END OF THIS UNIT	
All children should be able to:	explain that jazz is not one singular thing, but that there are many different types of jazz; play an African cyclic rhythm.
Most children will be able to:	discuss in some detail the origins of jazz; explain which is their favourite genre of jazz listened to and why; begin to discuss some of the performers looked at in the unit; play an African cyclic rhythm with some continued accuracy; offer up suggestions for the creation of a piece based on their own cyclic rhythm.
Some children will be able to:	explain in greater detail about the origins of jazz and discuss in greater detail the performers looked at in this unit; play an African cyclic rhythm with continued accuracy; take a leadership role in the creation of their own cyclic rhythm; read musical notation with some accuracy; discuss the role of the bandleader; help to lead a group performance.

#### Key vocabulary used in this unit

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

- Jazz: ragtime, New Orleans jazz, big band swing, bebop, bandleader, improvisation, scat singing, various instruments associated with jazz
- Rhythms and Pulse (the beat): cyclic rhythms (a rhythm that repeats and repeats), crotchet (one beat), quaver ( $\frac{1}{2}$  a beat), semiquaver ( $\frac{1}{4}$  of a beat), minim (two beats), semibreve (four beats), rest (silence for a specific amount of time).
- Texture (how many instruments are playing at once): thick (lots) or thin (few)
- Pitch (how high or low an instrument or voice is): high, low, melody
- Tempo (the speed at any one time in a piece of music): fast, slow, pulse
- Dynamics (how loud and quiet a section of the piece is): Louder, Quieter
- Rehearse, Perform, Plan, Evaluate, Feedback



# Medium Term Plan Example – Key Stage 2 (Unit 1 – That's Jazz)

Exploring Pulse and Rhythm:  
That's Jazz

## Medium Term Plan

Year Group: Year Five  
Unit Number: Unit One

Session	Learning Objective(s)	Listening Focus	Proposed Teaching Activities	Learning Outcomes	Resources
1.	All children will learn about the origins of jazz.	The Entertainer by Scott Joplin	<ul style="list-style-type: none"> <li>Do the 'Happy' body percussion activity.</li> <li>Introduce jazz by looking at the state of Louisiana and watching a video explaining what jazz is.</li> <li>Learn about ragtime and listen to 'The Entertainer' by Scott Joplin.</li> <li>Compare the structure of 'The Entertainer' with that of a pop song.</li> <li>Do the 'Entertainer' body percussion activity.</li> <li>Discuss the musical notes for duration.</li> <li>Hand out untuned percussion instruments and replay the 'Entertainer' body percussion video focussing on reading and beating the musical notes, not doing the actions.</li> </ul>	<ul style="list-style-type: none"> <li>All children will be introduced to the concept of jazz.</li> <li>Most children will be able to explain that it comes from America and that ragtime is an early form of jazz; express likes and dislikes about 'The Entertainer' using some musical language.</li> <li>Some children will be able to recall facts about the origins of jazz and/or Scott Joplin; discuss 'The Entertainer' using musical vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson PowerPoint</li> <li>'Happy' Body Percussion Video: (PP Slide 6)</li> <li>Maps of the World and the USA and the flag of the USA (PP Slides 8 - 10)</li> <li>About Louisiana Video: (PP Slide 11)</li> <li>'What is Jazz?' Video: (PP Slide 12)</li> <li>Scott Joplin – The Entertainer: (PP Slide 14)</li> <li>Scott Joplin (PP Slides 15-16)</li> <li>'The Entertainer' Body Percussion Video: (PP Slide 17 &amp; 20)</li> <li>Listening Log (PP Slide 18) See Lesson 1 Printable Resources</li> <li>Duration of Musical Notes Reminder (PP Slide 19) See Lesson 1 Printable Resources</li> <li>Untuned Percussion Instruments</li> </ul>
2.	All children will perform a three part cyclic rhythm.	Oh When the Saints Go Marching In by Louis Armstrong	<ul style="list-style-type: none"> <li>Ask the children what they remember about the origins of jazz from the previous lesson and complete the 'Maple Leaf Rag' body percussion video.</li> <li>Recap what jazz is and discuss the instruments of early jazz.</li> <li>Follow this up with later instruments of jazz.</li> <li>In pairs, match the instrument flashcards to the vocabulary.</li> <li>Learn about Louis Armstrong and listen to 'Oh, When the Saints'.</li> <li>Learn the African cyclic three part rhythm, looking at both graphic and standard musical notation and practising this first by clapping and then using untuned percussion instruments.</li> </ul>	<ul style="list-style-type: none"> <li>All children play three rhythms, through clapping and with untuned percussion instruments.</li> <li>Most children will take part in a three part rhythm and play their part in the mix with some accuracy.</li> <li>Some children will take part in a three part rhythm and play their part in the mix with accuracy, reading their part through standard musical notation.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson PowerPoint</li> <li>'Maple Leaf Rag' Body Percussion Video: (PP Slide 5)</li> <li>What is Jazz Reminder Video: (PP Slide 7)</li> <li>Brief History of Jazz Video: (PP Slide 8)</li> <li>Match the Instruments Flashcards (PP Slides 12 -26)</li> <li>Louis Armstrong (PP Slides 27 -29)</li> <li>Louis Armstrong – Oh, When the Saints: (PP Slide 30)</li> <li>Listening Log (PP Slide 31) See Lesson 2 Printable Resources</li> <li>Louis Armstrong – Dinah (Scat Singing): (PP Slides 32 -33)</li> <li>African Percussion Instruments (PP Slides 34-36)</li> <li>African Cyclic Rhythms (PP Slides 37-42) See Lesson 2 Printable Resources</li> <li>African Cyclic Rhythms Notation Graphic and Standard (PP Slide 43)</li> <li>Untuned Percussion Instruments</li> </ul>





## Exploring Pulse and Rhythm:

### That's Jazz

## Medium Term Plan

## Year Group: Year Five

### Unit Number: Unit One

Session	Learning Objective(s)	Listening Focus	Proposed Teaching Activities	Learning Outcomes	Resources
3.	All children will learn to scat sing.	It Don't Mean a Thing by Ella Fitzgerald and Duke Ellington	<ul style="list-style-type: none"> <li>➤ Play 'Pass the Rhythm to the Left Hand Side' – a musical game of Chinese whispers.</li> <li>➤ Watch and discuss Ella Fitzgerald and Duke Ellington's performance of 'It Don't Mean a Thing'.</li> <li>➤ Discuss scat singing in greater detail, watching a video explaining what this is and showing examples and fill in the listening log.</li> <li>➤ Revise the African cyclic rhythm from last lesson through clapping and then untuned percussion instruments.</li> <li>➤ Model scat singing and take part in a scat singing call and response activity.</li> <li>➤ Children to improvise scat singing over the African cyclic rhythm.</li> <li>➤ With the untuned percussion instruments, replay the 'Entertainer' body percussion video focussing on reading and beating the musical notes, not doing the actions.</li> </ul>	<ul style="list-style-type: none"> <li>➤ All children will learn what scat singing is and begin to scat over a pre-learned rhythm.</li> <li>➤ Most children will scat over a pre-learned rhythm.</li> <li>➤ Some children will scat confidently with style over a pre-learned rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Lesson PowerPoint</li> <li>➤ Ella Fitzgerald and Duke Ellington – It Don't Mean a Thing: (PP Slides 6-9)</li> <li>➤ Listening Log (PP Slide 10) See Lesson 3 Printable Resources</li> <li>➤ Learning about Scat Singing: (PP Slide 11)</li> <li>➤ Untuned Percussion Instruments</li> <li>➤ African Cyclic Rhythms Notation Graphic and Standard (PP Slides 12 -22)</li> <li>➤ 'The Entertainer' Body Percussion Video: (PP Slide 23 &amp; 25)</li> <li>➤ Duration of Musical Notes Reminder (PP Slide 24)</li> </ul>
4.	All children will learn to start and stop after a musical cue.	In the Mood by The Glenn Miller Orchestra	<ul style="list-style-type: none"> <li>➤ In pairs, match the instrument flashcards to the vocabulary.</li> <li>➤ Revise early jazz and discuss how evolved into Big Band music, discussing the similarities and differences with what they have heard before.</li> <li>➤ Learn about Glenn Miller and listen to and discuss 'In the Mood'.</li> <li>➤ Revisit the African cyclic rhythm from previous lessons.</li> <li>➤ Introduce the idea of a cue to start and end a piece of music.</li> <li>➤ Practise using this cue to start and end the African cyclic rhythm.</li> <li>➤ Using untuned percussion instruments, play along with the 'In the Mood' play along video.</li> </ul>	<ul style="list-style-type: none"> <li>➤ All children will discover Big Band music; be introduced to the idea of a cue.</li> <li>➤ Most children will be able to explain what a cue is; begin to explain the differences between big bands and New Orleans jazz bands.</li> <li>➤ Some children will be able to come in confidently and securely and finish precisely after hearing a musical cue; confidently explain the differences between big bands and New Orleans jazz bands.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Lesson PowerPoint</li> <li>➤ Match the Instruments Flashcards (PP Slides 5-21)</li> <li>➤ Early Jazz Video: (PP Slide 22)</li> <li>➤ 17 Piece Big Band Formation (PP Slide 22-24) See Lesson 4 Printable Resources</li> <li>➤ Glenn Miller orchestra (PP Slides 28-29)</li> <li>➤ Glenn Miller – In the Mood Track: (PP Slide 30)</li> <li>➤ Listening Log (PP Slide 31) See Lesson 4 Printable Resources</li> <li>➤ African Cyclic Rhythms (PP Slide 32-40)</li> <li>➤ African Cyclic Rhythms Notation Graphic and Standard (PP Slide 41)</li> <li>➤ The Cue (PP Slide 42) See Lesson 4 Printable Resources</li> <li>➤ 'In the Mood' Play Along Video: (PP Slide 46)</li> </ul>





## Medium Term Plan

### Exploring Pulse and Rhythm: That's Jazz

Year Group: Year Five  
Unit Number: Unit One

Session	Learning Objective(s)	Listening Focus	Proposed Teaching Activities	Learning Outcomes	Resources
5.	All children will perform a three part cyclic rhythm.	Comparing Feeling Good by Nina Simone with the version by MUSE	<ul style="list-style-type: none"> <li>➤ Using untuned percussion instruments, play along with the 'In the Mood' play along video.</li> <li>➤ Recap New Orleans jazz and watch a virtual school trip of New Orleans.</li> <li>➤ Watch and discuss the differences between Nina Simone and MUSE's versions of 'Feeling Good'.</li> <li>➤ Teach the cyclic rhythms for 'Great Big House in New Orleans', first through clapping and then with untuned percussion instruments.</li> <li>➤ Teach the melody and lyrics.</li> <li>➤ With the children, do a final performance of the song.</li> </ul>	<ul style="list-style-type: none"> <li>➤ All children play three rhythms, through clapping and with untuned percussion instruments.</li> <li>➤ Most children will take part in a three part rhythm and play their part in the mix with some accuracy.</li> <li>➤ Some children will take part in a three part rhythm and play their part in the mix with accuracy, reading their part through standard musical notation.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Lesson PowerPoint</li> <li>➤ 'In the Mood' Play Along Video: (PP Slides 5-6)</li> <li>➤ Recapping New Orleans Jazz: (PP Slide 7)</li> <li>➤ Virtual School Trip to New Orleans: (PP Slide 8)</li> <li>➤ Nina Simone – Feeling Good: (PP Slides 10-11)</li> <li>➤ MUSE – Feeling Good: (PP Slides 12-13)</li> <li>➤ Listening Log (PP Slide 15) See Lesson 5 Printable Resources</li> <li>➤ Rhythms from 'Great Big House in New Orleans' (PP Slide 16) See Lesson 5 Printable Resources</li> <li>➤ Lyrics for 'Great Big House in New Orleans' (PP Slide 17 &amp; 20)</li> <li>➤ Great Big House in New Orleans Track: (PP Slide 18)</li> <li>➤ Untuned Percussion Instruments</li> </ul>
6.	All children will learn how a bandleader leads a band.	Salt Peanuts by Dizzy Gillespie	<ul style="list-style-type: none"> <li>➤ Sing and play 'Great Big House in New Orleans', first through clapping and then with untuned percussion instruments.</li> <li>➤ Introduce bebop and listen to Dizzy Gillespie perform 'Salt Peanuts'.</li> <li>➤ Discuss the role of the bandleader in jazz.</li> <li>➤ Practise the cue and the African cyclic rhythms from previous lessons taking the role of the bandleader.</li> <li>➤ Using untuned percussion instruments, play along with the 'In the Mood' play along video.</li> </ul>	<ul style="list-style-type: none"> <li>➤ All children will be introduced to bebop and start to follow instructions from a bandleader.</li> <li>➤ Most children will confidently and accurately follow the instructions of a bandleader; begin to discuss reason why we might need a bandleader.</li> <li>➤ Some children will volunteer themselves for the role of bandleader and confidently and accurately lead the band in changing their dynamics; scat sing with confidence.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Lesson PowerPoint</li> <li>➤ Great Big House in New Orleans: (PP Slides 5-7)</li> <li>➤ Untuned Percussion Instruments</li> <li>➤ Video on the Origins of Bebop: (PP Slide 10)</li> <li>➤ Picture of Dizzy Gillespie (PP Slide 11)</li> <li>➤ Dizzy Gillespie – Salt Peanuts: (PP Slide 14)</li> <li>➤ Listening Logs (PP Slide 15) See Lesson 6 Printable Resources</li> <li>➤ African Cyclic Rhythms (PP Slide 18-19)</li> <li>➤ African Cyclic Rhythms Notation Graphic and Standard (PP Slide 20)</li> <li>➤ The Cue (PP Slide 21) See Lesson 6 Printable Resources</li> <li>➤ 'In the Mood' Play Along Video: (PP Slide 22)</li> </ul>



## Medium Term Plan

**Exploring Pulse and Rhythm:**

**That's Jazz**

**Year Group: Year Five**

**Unit Number: Unit One**

Session	Learning Objective(s)	Listening Focus	Proposed Teaching Activities	Learning Outcomes	Resources
<b>7.</b>	All children will compose and perform their own three part cyclic rhythm.	<b>Consolidation of Previous Listening</b>	<ul style="list-style-type: none"> <li>➤ Play the end of unit quiz.</li> <li>➤ Recap the cue and the African cyclic rhythms from previous lessons.</li> <li>➤ Model creating a cyclic rhythm.</li> <li>➤ In groups, the children should compose and perform their own cyclic rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>➤ All children will perform their own cyclic rhythm with some accuracy.</li> <li>➤ Most children will help compose and perform a cyclic rhythm.</li> <li>➤ Some children will compose and perform a cyclic rhythm with accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Lesson PowerPoint</li> <li>➤ Quiz PowerPoint(PP Slides 6-30)</li> <li>➤ African Cyclic Rhythms (PP Slide32-33 )</li> <li>➤ African Cyclic Rhythms Notation Graphic and Standard (PP Slide 34)</li> <li>➤ The Cue: (PP Slide 35) See Lesson 7 Printable Resources</li> <li>➤ Untuned Percussion Instruments</li> <li>➤ Cyclic Rhythm Composition Sheet(PP Slide 36) See Lesson 7 Printable Resources</li> </ul>



## Lesson Plan Example – Key Stage 1

Date:	Year Group: Two	Duration: 45 minutes to 1 hour	Lesson Resources: ➤ Lesson PowerPoint ➤ 'Up, Up, Up!': (PP Slide 6 & 32) ➤ 'Up, Up, Up!' Lyrics (PP Slide 7 & 33) ➤ Continent rap (PP Slide 12) ➤ World Map (PP Slide 13) ➤ Africa Map (PP Slide 14) ➤ Nigeria Maps and Pictures (PP Slides 15 - 24) ➤ Babatunde Olatunji - 'Jin-Go Lo-Ba': (PP Slides 25 -28) ➤ Percussion Instruments	
Unit Number and Title: One Exploring Music From Other Cultures: Music From Around the World		Lesson No: One		
Lesson Objective(s): All children will discover music from Nigeria.				
Learning Outcomes: All children will be introduced to Nigeria and its music. Most children will be able to express their likes and dislikes for the music; play some rhythms with a degree of accuracy. Some children will be able to remember facts about Nigeria; play rhythms with accuracy.				
	Time	Content and Teaching	Differentiation/Extension	Evaluation / Notes
Focus Activity	10 Mins – 15 Mins	<u>Setting Off in a Hot Air Balloon</u>  ➤ Introduce yourself to the class and explain that in this unit of work, the children will be travelling all over the world via hot air balloon! ➤ Play 'Up, Up, Up!': (PP Slide 6) ➤ Teach the children the chorus. (PP Slide 7) ➤ Once the class are ready, play from the start allowing the children to join in with the choruses.		
Main Content	25 Mins – 30 Mins	<u>Landing in Nigeria</u> (PP Slides 8 - 24)  ➤ Explain that now the hot air balloon has ended, the children have landed in Nigeria. (PP Slides 8 – 9) ➤ Ask the children if they know what continent this is. (PP Slides 10 – 11) ➤ Learn the continent rap. We will keep coming back to this over the coming weeks. (PP Slide 12) ➤ It has a population of approximately 217 million people, making it the country with the largest population in Africa and seven largest country in terms of population in the world. ➤ 40% of the people living there are under 14. ➤ The capital city is Lagos, which the children may be familiar with as it is the site of the Avengers battle against Crossbones in Captain America: Civil War. ➤ Show the map of Nigeria on (PP Slide 15). Discuss what countries Nigeria borders with. ➤ Go through (PP Slides 16 - 24) discussing the country's flag, people, fashion choices and towns and cities.		



	Time	Content and Teaching	Differentiation/Extension	Evaluation / Notes
Main Content, cont	25 Mins - 30 Mins	<p><u>Listen to and Discuss 'Jin-Go-Lo-Ba' from Drums of Passion by Babatunde Olatunji (PP Slides 24 -26)</u></p> <ul style="list-style-type: none"> <li>➤ This is an example of early Afrobeat.</li> <li>➤ Babatunde Olatunji (PP Slide 25 )was a musician and teacher from Lagos. His father was a chieftain in his tribe and the role of chieftain was to be passed down to Babatunde Olatunji when he was old enough.</li> <li>➤ However, he soon realised that he did not want to be chieftain and as a teenager, won a scholarship to study in America. There he continued playing African drums in his spare time, slowly building up a large percussion ensemble, which eventually reached 66 musicians.</li> <li>➤ He began to be noticed by famous American jazz musicians and Babatunde Olatunji's style of drumming spread and soon became popular in America.</li> <li>➤ This song is called 'Jin-Go Lo-Ba' which means 'Do not worry' in Yoruban, the language of those living in Lagos, Nigeria.</li> <li>➤ It is from the album 'Drums of Passion'.</li> <li>➤ Babatunde Olatunji - 'Jin-Go Lo-Ba': (PP Slide 26)</li> <li>➤ Do the children like it? How would they describe it? What instruments are prominent?</li> </ul> <p><u>Build up an African Drum Ensemble (PP Slides 27 -29)</u></p> <ul style="list-style-type: none"> <li>➤ Teach them the words (just Jin-Go Lo-Ba) and follow along with the music</li> <li>➤ Start to add in percussion instruments.</li> <li>➤ Start with everyone playing the pulse.</li> <li>➤ Then do some call and response rhythms on your percussion instruments with everyone else copying.</li> <li>➤ Do not feel like you have to do the whole piece.</li> <li>➤ Suggestion for this are below: <ul style="list-style-type: none"> <li>• Everyone listens to the music for the introductory four bars (approximately 9 seconds) getting a feel for the pulse (the underlying beat).</li> <li>• Model playing on the beat for two bars with everyone joining in after that.</li> <li>• Join in with the call of Jin-Go Jin-Lo-Ba after this.</li> <li>• Copy the syncopated (offbeat) rhythm at approximately 0:47.</li> <li>• Join in with the call of Jin-Go Jin-Lo-Ba at approximately 1:04 playing on the pulse as you do so.</li> <li>• Fade out around the 1:30 mark.</li> </ul> </li> </ul>		





	Time	Content and Teaching	Differentiation/Extension	Evaluation / Notes
Plenary	10 Mins – 15 Mins	<p><u>Coming Home in a Hot Air Balloon</u> (PP Slide 30-33)</p> <ul style="list-style-type: none"> <li>➤ Explain that now that our time in Nigeria is up, we will need to travel home again. (PP Slide 30-31)</li> <li>➤ Play 'Up, Up, Up!': (PP Slide 32-33)</li> <li>➤ Over the weeks, the children will start to join in with the verses as well as the chorus.</li> </ul>		



## Lesson Plan Example –Key Stage 2

Date:	Year Group: Five	Duration: 45 minutes to 1 hour	Lesson Resources: ➤ Lesson PowerPoint ➤ 'In the Mood' Play Along Video:(PP Slides 5-6) ➤ Recapping New Orleans Jazz: (PP Slide 7) ➤ Virtual School Trip to New Orleans:(PP Slide 8) ➤ Nina Simone – Feeling Good: (PP Slides 10-11) ➤ MUSE – Feeling Good: (PP Slides 12-13) ➤ Listening Log (PP Slide 15) See Lesson 5 Printable Resources ➤ Rhythms from 'Great Big House in New Orleans' (PP Slide 16) See Lesson 5 Printable Resources ➤ Lyrics for 'Great Big House in New Orleans' (PP Slide 17 & 20) ➤ Great Big House in New Orleans Track: (PP Slide 18) ➤ Untuned Percussion Instruments		
Unit Number and Title: One Exploring Pulse and Rhythm: That's Jazz		Lesson No: Five			
Lesson Objective(s): All children will perform a three part cyclic rhythm.					
Learning Outcomes: All children play three rhythms, through clapping and with untuned percussion instruments. Most children will take part in a three part rhythm and play their part in the mix with some accuracy. Some children will take part in a three part rhythm and play their part in the mix with accuracy, reading their part through standard musical notation.					
	Time	Content and Teaching		Differentiation/Extension	Evaluation / Notes
Focus Activity	10 Mins – 15 Mins	<u>Glenn Miller 'In the Mood' Play Along Video</u>  ➤ The first twenty seconds works as a key so that the children can see what is to come. You may wish to pause the video at this point and discuss this with the children. (PP Slides 5-6) ➤ They will need their untuned percussion instruments in this video. ➤ Follow along with the musical notes in this video: (PP Slide 6)			
Main Content	25 Mins – 30 Mins	<u>Recapping New Orleans Jazz and a Virtual School Trip to New Orleans</u>  ➤ Recap New Orleans jazz: (PP Slide 7) ➤ Watch this virtual school trip to New Orleans:(PP Slide 8)  <u>Watch and Discuss 'Feeling Good' by Nina Simone vs 'Feeling Good' by MUSE (PP Slide 9-15)</u>  ➤ Nina Simone (PP Slide 10) was an American singer who took the New Orleans style of jazz and mixed it with classical piano music. ➤ She was a classically educated pianist who went to the prestigious Juilliard music school. ➤ She was very active in the civil rights movement fighting for equal rights for black Americans. ➤ This version was released in 1965. ➤ She was active from 1954-2002. ➤ Watch Nina Simone's version of 'Feeling Good': (PP Slide 11) ➤ MUSE (PP Slide 12) are a rock/heavy metal band from Devon, England. ➤ They are well known as a fantastic and energetic live band famous for their loud festival performances.		➤ Do not feel like you need to watch the whole video. You could listen up to 1:53 and listen to a similar length in the second video.	





	Time	Content and Teaching	Differentiation/Extension	Evaluation / Notes
Main Content, cont.	25 Mins - 30 Mins	<p><u>Watch and Discuss 'Feeling Good' by Nina Simone vs 'Feeling Good' by MUSE (PP Slide 9-15) - Continued</u></p> <ul style="list-style-type: none"> <li>➤ They have been active from 1994 until the present day.</li> <li>➤ This version was released in 2001.</li> <li>➤ Watch MUSE's version of 'Feeling Good': (PP Slide 13)</li> <li>➤ Discuss the difference between these two pieces. Think about instrumentation, style, whether or not the lead singer scats, etc. (PP Slide 14)</li> <li>➤ Fill in the listening log on (PP Slide 15) <b>See Lesson 5 Printable Resources</b></li> </ul> <p><u>Teach 'Great Big House in New Orleans' (PP Slide 16-17)</u></p> <ul style="list-style-type: none"> <li>➤ Teach the rhythms from 'Great Big House in New Orleans' on (PP Slide 16) <b>See Lesson 5 Printable Resources</b> individually first by clapping and then with untuned percussion instruments.</li> <li>➤ Split the class into three sections and hand out corresponding untuned percussion instruments: <ul style="list-style-type: none"> <li>• skins,</li> <li>• wooden instruments,</li> <li>• bells.</li> </ul> </li> <li>➤ Practise putting these together. Explain that this is cyclic rhythm.</li> <li>➤ Now teach the words through call and response. The melody is cyclic in that once you have learnt it, it repeats itself with different words.</li> <li>➤ The lyrics can be found on (PP Slide 18)</li> </ul>		
Plenary	10 Mins - 15 Mins	<p><u>Final Performance of 'Great Big House in New Orleans'</u></p> <ul style="list-style-type: none"> <li>➤ Once everyone is confident with the melody and their cyclic rhythmic part, do a final performance and evaluate it as a class.</li> </ul>		



## Lesson Evaluation Example

**Year 5, Unit 1**

**Lesson 5**

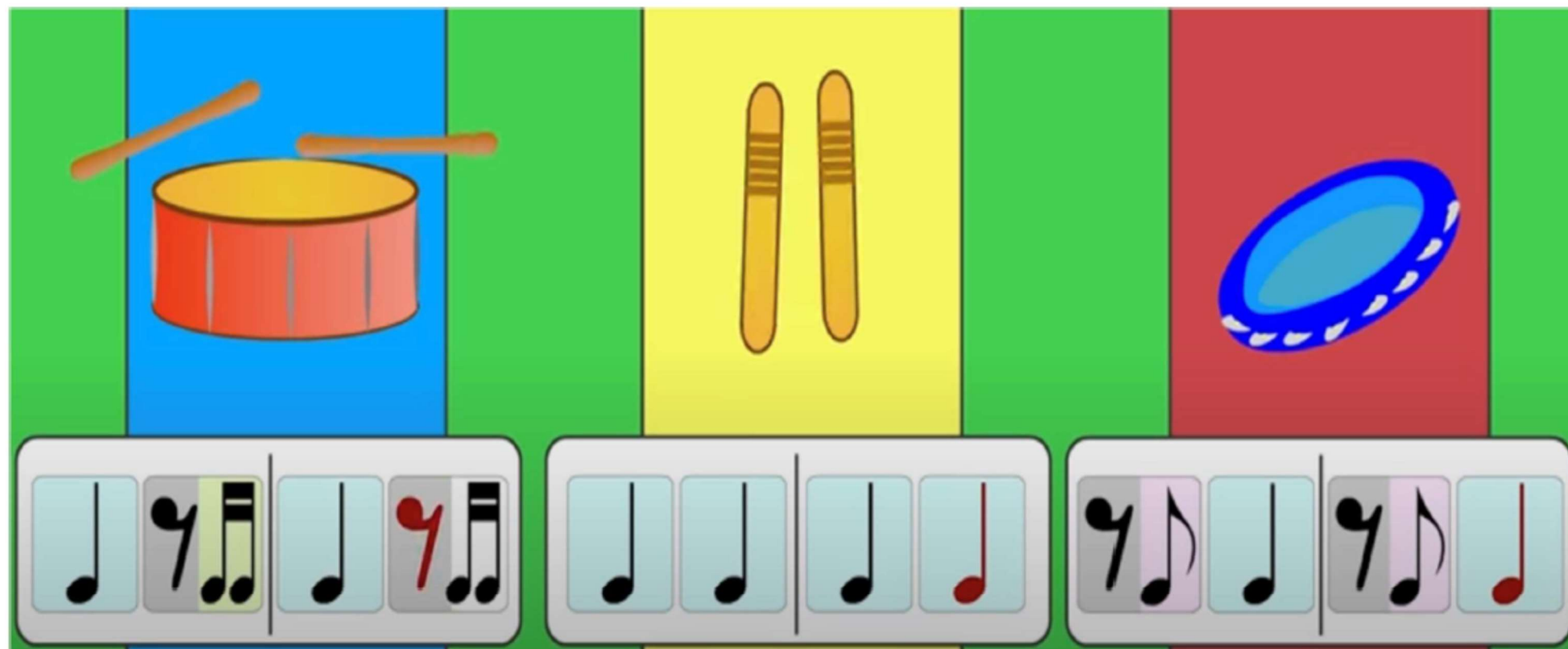
<b>School Name:</b>	
<b>Teacher Name:</b>	
<b>Year Group:</b>	
<b>Class:</b>	
<b>Date:</b>	
<b>Lesson Objective:</b>	<b>All children play three rhythms, through clapping and with untuned percussion instruments.</b>

<b>Was the lesson objective achieved?</b>	
<b>Was the lesson success criteria achieved?</b>	
Are most children able to take part in a three part rhythm and play their part in the mix with some accuracy.	
Are some children able to take part in a three part rhythm and play their part in the mix with accuracy, reading their part through standard musical notation. .	

<b>Strategies for next lesson</b>



## Resources Examples



Part 3

Pulse

Part 2

The Three Rhythms for  
'Great Big House in New Orleans'



## Listening Log

Today's date: \_\_\_\_\_

Name of the Song: **Feeling Good**

Artist: **Nina Simone / MUSE**

How do the two versions of this song differ?

---

---

---

---

---

---

---

---

---

---

## Listening Log

Today's date: \_\_\_\_\_

Name of the Song: **Feeling Good**

Artist: **Nina Simone / MUSE**

How do the two versions of this song differ?

---

---

---

---

---

---

---

---

---

---



# What Is This Note?



Musical Notes Flashcards





### Key



Jurassic Park Theme





## **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!

0800 448 0404

[info@schoolppacover.co.uk](mailto:info@schoolppacover.co.uk)

[www.schoolppacover.co.uk](http://www.schoolppacover.co.uk)

