



# Flickers Class (KS1) Beat Band Boogie



## What is this theme about?

Pupils will widen their horizons by listening to and learning about a full and varied range of music from different time periods and from different cultures.

They will gain knowledge and appreciation of; musical instruments, lyrics and composition, famous bands and musicians and music in films and to accompany stories.

Pupils will understand that music can stir a range of emotions and can support their own well-being. They will explore through the global goal of Peace and Justice how important messages can be spread through music.

Pupils will gain resilience in learning to play instruments and the value of practice to achieve high standards. They will explore the design of instruments and make one of their own.

They will explore the talents they have within music whether writing of lyrics, composing or playing instruments, singing or supporting the performance. They will learn new skills using technology to make music.

Pupils will gain motivation by looking at the lives of inspirational musicians and will explore how music has changed over time, learning to appreciate music their parents and grandparents listened to and enjoyed.

They will link music to science in order to explore how sounds are made and develop their investigative skills of prediction and drawing conclusions.

Pupils will come to understand the power of song in order to retain important knowledge and learn some new songs for learning to add to their repertoire.

 <b>Big Question</b>	 <b>Quest Characters</b>	<b>Core Value</b>
How powerful is music?	David Bowie Aretha Franklin	 <b>CURIOSITY</b>
<b>ENGAGE</b>	<b>INNOVATE</b>	<b>EXPRESS</b>
Local bands/ musicians Octopuses garden role play Gruffalo song forest Music studio role play	Create a St Leonard's CD recording	School Festival
<b>Global Education</b>	<b>Learning Behaviour</b>	<b>British Values</b>
	 Exploring elephant	TOLERANCE OF OTHER FAITHS AND BELIEFS

## KEY AREAS OF LEARNING

	<p><b>Wow Science</b></p> <p><b>How are sounds made? How do your ears work? Investigative Science</b></p> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>🚩 Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> <li>🚩 Prediction – I suggest what might happen with help.</li> <li>🚩 Conclusion – I describe the changes that are happening.</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>🚩 Prediction – I suggest what might happen in an investigation.</li> <li>🚩 Conclusion – I describe the changes that have happened.</li> </ul>
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**Within and Beyond Living Memory**

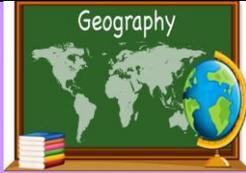
Compare music they listen to, their parents listened to and their grandparents listened to.

Y1

- I can recognise past and present in the lives of others.
- I can compare adults talking about the past – how reliable are their memories?

Y2

- I can identify differences between ways of life at different times.
- I can discuss the reliability of photos/ accounts/ stories.



**Geographical skills and fieldwork**

Geography of my school

Year 1 –

- I can make observations about where things are within my school.
- I can use a simple picture map to move around the school.
- I can draw around objects to make a plan.

- I can follow directions (up/down/left/right/ forwards/backwards).

Year 2 –

- I can look down on objects to make a plan view map.
- I can draw a map of a real place.
- I can follow directions (as Y1 and including NSEW).
- I can recognise NSEW on a compass.



**Continuation of Friedensreich Hundertwasser Study to produce a summer Art Exhibition.**

(Austrian) Architecture and paintings /Save the seas

Focus: EVALUATING AND DEVELOPING WORK

- I can review my own and the work of others saying what I think and feel.
- I can annotate my sketch book with this.

Year 1 and 2

- I can experiment with, construct and join recycled materials.

Year 1

- I can use a variety of tools to explore line, shape and colour.
- I can use different brush sizes and types.
- I can create images from imagination.
- I can carry out resist painting.

Year 2

- I can experiment with tools and techniques.
- I can layer different media (e.g crayons, felt tips, paint, ballpoint).
- I can use a wax/ oil resist technique.

Music Album Artwork

Application of Art skills (At home and school)

Individual projects to end the year and show their skills.



**Design purposeful products based on design criteria**

DESIGN/MAKE/ EVALUATE

**Musical instrument**

Year 1

- I am beginning to understand the development of existing products; I can explain what they are for, how they work and what materials have been used.
- I am starting to evaluate my product by discussing how well it works in relation to the purpose (design criteria).
- I am beginning to make my design using the appropriate techniques.

Year 2

	<ul style="list-style-type: none"> <li>✚ I am beginning to develop my design ideas; through discussion, observation, drawing and modelling.</li> <li>✚ I can evaluate my work against my design criteria.</li> <li>✚ I can select the best tools and materials.</li> <li>✚ I am able to join things (materials/ components) together in different ways.</li> </ul>
	<p><b>Psalms/ Hymns</b></p>
	<p><b>Information Techology: NCCE Unit -Year 2:Making Music</b></p> <p><b>Apps/Websites</b></p> <ul style="list-style-type: none"> <li>✚ Chrome music lab- Song maker (online)/ Kandinsky</li> <li>✚ Yr 1 – Jelly band</li> <li>✚ Yr 1- Loopimal</li> </ul> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>✚ I can use a digital device for a purpose</li> <li>✚ I know that music can be made digitally as well as using real instruments.</li> <li>✚ I can create a simple piece of music digitally.</li> <li>✚ I can save and reopen my work with support.</li> <li>✚ I can explain rules to keep us safe when we are using technology both in and beyond the home.</li> <li>✚ I can give examples of some of these rules.</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>✚ I can use a computer to experiment with pitch and duration</li> <li>✚ I can identify that music is a sequence of notes</li> <li>✚ I can use a device to create a musical pattern using three notes</li> <li>✚ To create music digitally for a purpose</li> <li>✚ I can explain my choices on a digital device.</li> <li>✚ I can save and reopen my digital work</li> <li>✚ I can evaluate my work and explain how I could improve it.</li> <li>✚ I can compare two pieces of software/apps/websites to choose the best one for my outcome.</li> <li>✚ I can explain simple guidance for using technology in different environments and settings.</li> <li>✚ I can say how those rules/guides can help me.</li> </ul>
	
	<p><b>Puberty</b></p> <ul style="list-style-type: none"> <li>✚ I know about the process of growing from young to old and how people’s needs change.</li> <li>✚ I know about the independence and responsibility that brings.</li> <li>✚ I can identify and name the basic parts of the human body including those that make boys different to girls and use the correct names.</li> <li>✚ I can respect my body and understand which parts are private.</li> <li>✚ I know that animals including humans have offspring which grow into adults.</li> </ul> <p><b>Making good boundaries</b></p> <ul style="list-style-type: none"> <li>✚ I can talk about how my body belongs to me, how it is incredibly special and should be protected.</li> <li>✚ I can identify what is safe and unsafe touching.</li> <li>✚ I can describe why it is wrong to keep bad secrets and that people should not ask us to do that.</li> <li>✚ I can explain how someone can tell a trusted adult if they feel unsafe.</li> <li>✚ I know what is meant by privacy.</li> <li>✚ I know I have a right to keep things private.</li> <li>✚ I can show respect for the privacy of others.</li> </ul>



### Rhythm/playing skills/dynamics and tempo.

- Three Little Birds – Bob Marley – accompany with notes/chords.
- Aretha Franklin song – accompany part of the song.
- Use instruments they have designed and made in one of their pieces.
- Record songs for a CD.

*WCET*

*Gospel Medley*

*Fiesta*

*I Spied a Spy*

*Revision of other pieces*



**THE GLOBAL GOALS**  
For Sustainable Development

## 16 PEACE, JUSTICE AND STRONG INSTITUTIONS

### THINGS TO DO

- Support Choose Love and buy real products for refugees. [SUPPORT HERE](#)
- Help Ukrainian women and girls via UN Women who are working to address the burgeoning needs of women and girls. [DONATE HERE](#)
- Read about the Five Ways You Can Support Ukraine [HERE](#)
- Find a Goal 16 charity you want to support. Any donation, big or small, can make a difference!
- Speak up! Ask your local and national authorities to engage in initiatives that don't harm people or the planet.
- Know your rights at work. In order to access justice, knowing what you are entitled to will go a long way.
- Vote! Take advantage of your right to elect the leaders in your country and local community.
- Run for a public post.
- Stay informed. Follow your local news and stay in touch with the Global Goals online or on social media at [@TheGlobalGoals](#)