

# My Fantasy Football Team

## Environment & Civilisation

The way of life of a society or culture.  
 The surroundings of living things.

**Year B**

### Learning journey

KS1:

Using voices expressively.

Develop chants and raps in rhythm.

KS2:

Developing an understanding of the recorder.

Sing with expression in patterns.

Play and perform in solo and ensemble contexts.



### My Component Knowledge:

Lesson 1: I can recognise the song and understand the terminology duration.

Lesson 2: I can use movement to help identify duration.

Lesson 3: I can understand duration written as a notation.

Lesson 4: I can create a rhythm sequence and play it on percussion instruments.

Lesson 5: I can translate rhythms onto instruments

Lesson 6: I can rehearse and perform a 'rondo' with my class.

### My Composite Knowledge:

I can use my musical understanding to create music in the style of a football chant. Using a rhythmic song I can use movement and improvisation to create a group performance.

### My Powerful Knowledge:

I know that music improves our world in many different ways. I can explain that performing, participating in or listening to music has also been shown in many ways to improve psychological and cognitive performance and wellbeing, and many cultures have long-held beliefs over the healing properties of music.

### Key Vocabulary

Duration: rhythm patterns, crotchet ('walk'), quaver ('jogging'), minim ('stride'), dotted quaver/semiquaver ('skipty'), and crotchet rest ('shh').

Pitch: melody, notes moving in step.  
 Structure: verse, rondo, rhythm sequence.  
 Articulation (clarity in the production of successive notes), diction (sounding out words clearly), body percussion.



## What is a 'rondo' form?

Can you make up actions to help you remember the words?

G (so)



Higher pitch



E (mi)



Lower pitch



Now that's cool! (clap, clap, clap) Real - ly cool! (clap, clap, clap)