

Fish N Chips (Drumming Progress)		Year 2	Class	11-11.30 yr 2		2.30-3pm yr2			
				Start	End	Start	End	Start	End
1	We can play call and response in each section and as a class.			11/9	18/9	18/9			
2	As a class we can each lead call and response and control our instrument by listening responding stopping appropriately. (full class up a colour when no help is required) great warm up			18/9		18/9			
3	We can play the bell rhythm in each section with the other sections clapping and singing.			2/10					
4	We can build our bell rhythm starting with tambourins and add a new section after every 4 bars until we play as a full ensemble.					2/10			
5	We can play as a class and "FREEZE" to stop in silence as a class.								
6	As a class we can link our bell rhythm with our call and response by following the whistle cues.			2/10					
7	We can play the 5 part rhythm with each section voicing its own part correctly.			2/10					
8	We can play the 5 part rhythm swapping once during the lesson								
9	We can play the 5 part rhythm swapping twice during the lesson								
10	We can play the 5 part rhythm swapping three times during the lesson								
11	We can all play the 5 part rhythm on every instrument. (4 swaps)								
12	We can play the 5 part rhythm and link to C&R.			25/9					
13	We can play break one.								
14	We can play a piece of three sections linking break 1 , the 5 part rhythm and C&R .								
15	We can play break 2 with the correct orchestration								
16	We can play a piece of 4 sections linking break 1 , the 5 part rhythm and C&R and break 2 .								
17	We can play break 3 on the instruments.								
18	We can play a piece of 5 sections linking C&R , break 1 , the 5 part rhythm , Break 2 and break 3 .								
16	We can play our introduction starting with C&R then tambourines leading								
17	We can Play our full piece								

Samba (Clapping) Year 4 Class	13.30-14.00 yr4		14.00-14.30 yr4			
	Start	End	Start	End	Start	End
We can clap our bell rhythm and caixa rhythm together	18/9	18/9	18/9	18/9		
In 2 groups we can clap the bell and caixa rhythms and link to call and response.	18/9	18/9	18/9	18/9		
In 3 groups we can clap the bell and caixa and ganza rhythms , linking to call and response. (with Class leaders) <i>(class leaders go up a colour)</i>	18/9	25/9	18/9	25/9		
We can clap and vocalise break 1 from memory with the correct vocal part. <i>(solo players go up a colour)</i>	2/10					
We can clap and vocalise break 1 and return to the groove.						
We can clap a piece of three sections using: Break 1, 3 part groove and C&R						
We can clap break 2 in 2 groups and return to the groove.						
We can clap a piece of 4 sections using: Break 1, the 3 part groove, C&R and break 2.						
We can clap break 3 in each section over the groove.						
We can clap a piece of 5 sections linking Break 1, the 3 part rhythm, C&R, break 2, and break 3.						
We have memorised the first 4 bars of break 4						
We have memorised the first 6 bars of break 4 <i>(solo players go up a colour)</i>						
We have memorised the first 9 bars of break 4 <i>(solo players go up a colour)</i>						
We have memorised all 18 bars of break 4 <i>(solo players go up a colour)</i>						
We can clap the full piece, linking the 3 part rhythm with C&R, and all of the breaks						

Reception Music Introduction Body percussion and Boomwhackers							
Each game is introduced and then each class member has a turn. instruments are left with the class to repeat during the half term.		Start	End	Start	End	Start	End
Clapping and stamping							
1	Start and stop together following the leader						
2	Stamping - start and stop together following the leader						
3	Stamping and clapping - start and stop together following the leader						
4	Clapping - follow the leader copying simple call and response rhythms						
Boomwhackers							
5	Start and stop together following the leader						
6	Following the leader with different colours starting and stopping						
7	Play a simple rhythm together						
8	Play a simple rhythm together starting and stopping at the same time.						

Reception Music Introduction Sessions Percussion							
Each game is introduced and then each class member has a turn. Instruments are left with the class to repeat during the half term.		Start	End	Start	End	Start	End
1	The beanie game - Jumping bean, runner bean, beans on toast, string bean.						
2	Learning to rumble - We raise the stick to start a Rumble and lower it to stop, we conduct the whole class.						
3	Rumble conductors - Children stand in the middle and point to groups of instruments to get them to rumble.						
4	Rumble competition - Following the last session we recap and then have a competition. I start conducting and if you are not watching you are out (you become a spy for me looking for people who are out). The winning 5 or 6 are then conductors. Lastly we try to get more people out and they begin to line up at the door as the session ends						
5	Play my name - Each child plays their name and the class respond by copying.						
6	Pizza toppings - Think of your favourite pizza topping "tomato and cheese" play the words and tell the class then they repeat.						
7	Everybody play - Each child picks a number 1-8, and leads the group. "Everybody play 6, 1,2,3,4,5,6"						
8	Group Call and Response - Each child composes a rhythm and plays to the class. The class repeat 4 times.						
9	Chase the beat - Playing one beat each we try to keep a beat moving around the circle.						

SEN - Music Development.							
		Start	End	Start	End	Start	End
1	Start/Stop - We raise the stick to start a Rumble and lower it to stop, each person conducts the whole class and we swap instruments.						
2	Copy the leader call and response - Leader plays and everyone copies.						
3	Play your name - "Jay-lon", each person plays their name and the class copy						
4	"I like fish and chips" - Group rhythm starting and stopping together						
5	Little leaders - Each child plays a call and response rhythm for the the class to copy.						
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11							
12							
13							
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