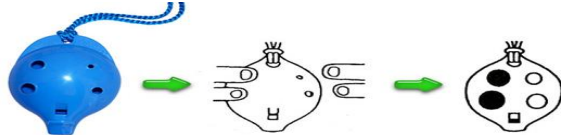


# Brough Primary School – Curriculum Intention Plan 2023 - 2024



<p><b>Subject:</b> Music <b>Year Group:</b> Year 1/2</p>	<p><b>Area of learning:</b> Musical instruments for the whole class - ocarinas.  <a href="https://www.instructables.com/How-to-Play-4-Hole-Ocarina/">https://www.instructables.com/How-to-Play-4-Hole-Ocarina/</a>  <a href="https://www.ocarina.co.uk/ocarinas-at-school/teaching-methods/">https://www.ocarina.co.uk/ocarinas-at-school/teaching-methods/</a> How to Teach Ocarina-playing  <a href="https://www.ocarina.co.uk/how-to-play/">https://www.ocarina.co.uk/how-to-play/</a> How to Play the Ocarina</p>
<p>Links to previous work/Remember when</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Use instruments to tap a regular beat</li> <li>• Begin to look at simple graphic notation</li> <li>• Play tuned and untuned instruments musically</li> </ul> <p><b>Musical Knowledge</b></p> <ul style="list-style-type: none"> <li>• Experiment with, create, select and combine sounds using the interrelated dimensions of music.</li> <li>• Y1: Children can name simple musical symbols and words with some degree of meaning.</li> </ul> <p><b>The aim is to develop a child's musicianship so that they may grow into confident, creative performers and discerning, critical listeners.</b></p> <p><b>Play your Ocarina – crack the code</b></p> <p>Playing the ocarina is just like singing – if you know a tune and can sing it, just follow the ocarina finger-charts and you can play it too... Ocarina Music is a code. Once the code is cracked, it is like a secret language, understood at a glance by even the youngest of children.</p> <p>Oc-pix™ show which hole to cover to play each note:</p>  <p>The diagram illustrates the 'Oc-pix' system. It starts with a blue ocarina on the left. A green arrow points to a finger chart in the middle, which shows the ocarina with circles on its holes and lines indicating which holes to cover with fingers. A second green arrow points to a note chart on the right, which shows the ocarina with black circles on its holes, representing a specific note.</p>
<p><b>Term</b></p>	<p><b>Key Skills to be taught:</b> <b>Teachers - Please read through the Whole-School Ocarina Playing book, p. 11, also see the poster, p.16-17, showing the notes middle D - top D.</b></p>

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<p><b>Spring 2024</b></p> <p>What the children should know at the end of this series of lessons</p>	<ul style="list-style-type: none"> <li>● playing in time, to a beat</li> <li>● Being aware of pitch of each note played</li> <li>● Using instruments to play a simple graphic notation</li> <li>● Understanding how sound is represented by symbols</li> <li>● Children can name musical symbols and words and start to associate meanings to them</li> </ul> <p>Taken from the NC for Music KS1.</p>
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## Vocabulary

Ocarina, beat, pulse, pitch, graphic notation, symbols, strong beats, instruments, note, finger rest, finger holes, lip guard, whistle hole

Sequence of learning	Learning Objectives/Outcomes	suggested Lesson Outline
1	<p><b>Learning Objective:</b> To experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p><b>Key Knowledge:</b> To play an instrument, responding to the graphic by playing high D on an ocarina.</p> <p><b>Resources: Ocarinas</b></p>	<p><b>Recap</b> – names of instruments that they have played or they can think of.</p> <p>Explain that this term, they are going to be learning how to play a class instrument - the ocarina!</p> <p>This lesson will be very much getting a literal 'feel' for it, learning the terminology of each part of the ocarina. <b>See p. 7 of the 1-2-3 Ocarina book. Also, Whole-School Ocarina Playing book, p.21</b></p> <p>All children to have a ocarina to hold. <b>DO NOT BLOW INTO IT YET!</b> Make sure that you talk to them about the need not to drool into the mouthpiece!</p> <p>Children are to hold it with the correct fingers in the right places.</p> <p>Then, follow the instructions on p.8 of the 1-2-3 book. The first note is going to <b>high D</b>.</p> <p>Get the children to blow <b>ONCE</b> into their ocarina, having made sure that they do not have their fingers over any of the holes.</p> <p>Draw four 'D's on the whiteboard and point to them, getting the children to blow to the D that you point at.</p>

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<p>2</p>	<p><b>Learning Objective:</b> To experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p><b>Key Knowledge:</b> To play an instrument, responding to the graphic by playing high D and B on an ocarina.</p> <p><b>Resources: Ocarinas</b></p>	<p><b>Recap</b> – how to hold the ocarina, how to play high D.</p> <p>This lesson is going to be about learning B (1-2-3 book p. 10)</p> <p>Show the children how to play B.</p> <p>Practise playing this, then mix D and B up e.g.</p> <p>D D D D B B B B</p> <p>D D B B</p> <p>D B D B D D B B</p> <p><i>If you can video any of this, that'd be great. Pop it into the Staff Shared - MUSIC - Music evidence - Y1 or Y2 folder.</i></p>
<p>3</p>	<p><b>Learning Objective:</b> To experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p><b>Key Knowledge:</b> To play an instrument, responding to the graphic by playing high D, B and G on an ocarina.</p> <p><b>Resources: Ocarinas</b></p>	<p><b>Recap</b> – D and B on the ocarina.</p> <p>Today, the children are going to be learning to play G (1-2-3 book p.14).</p> <p>As with the previous lesson, practise just playing G, then start to mix G, B and D. Write these on the board and point to them slowly.</p> <p>Write the first three bars of High Jump (p.15)</p> <p>G B G B G B D on the board. Ask the children to see if they can play this.</p> <p>Now, see if when they play this again, each note is played for 1 count, apart from the last D, which is played for 2 counts.</p>
<p>4</p>	<p><b>Learning Objective:</b> To experiment with, create, select and</p>	<p>Recap: D B G on the ocarinas.</p> <p>Create a 2x4 blank grid.</p>

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<p>combine sounds using the inter-related dimensions of music. <b>Key Knowledge:</b> To play an instrument, responding to the graphic by playing high D, B and G on an ocarina. To write a graphic notation score from which to play the ocarina.</p> <p><b>Resources: Ocarinas, 2x4 grid paper.</b></p>	<table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <tr> <td style="width: 50%; text-align: center; padding: 5px;">G - 1 count</td> <td style="width: 50%; text-align: center; padding: 5px;">B - 1 count</td> </tr> <tr> <td style="text-align: center; padding: 5px;">G - 1 count</td> <td style="text-align: center; padding: 5px;">B - 1 count</td> </tr> <tr> <td style="text-align: center; padding: 5px;">G - 1 count</td> <td style="text-align: center; padding: 5px;">B - 1 count</td> </tr> <tr> <td colspan="2" style="text-align: center; padding: 5px;">D for 2 counts.</td> </tr> </table> <p>Ask the children to write the letter named notes into the blank grid.</p> <p>By doing this, the children have a graphic notated grid that shows what they are going to be playing. They have copied a composition for them to use.</p> <p><b>ASSESSMENT</b> Play the tune from their graphic notation.</p>	G - 1 count	B - 1 count	G - 1 count	B - 1 count	G - 1 count	B - 1 count	D for 2 counts.	
G - 1 count	B - 1 count								
G - 1 count	B - 1 count								
G - 1 count	B - 1 count								
D for 2 counts.									

<b>Learning Outcome/product</b>
<p>Children should have an understanding of how an ocarina should be played. Children should be able to play the basic B, D, G, using the correct fingering. Children should be able to play the first three bars of High Jump.</p>

<b>Assessment records</b>	<b>List only those children who have not achieved the expected outcomes.</b>