

# Wellesley Park Primary School – Music

**Topic: Funk**

**Year: EYFS**

**Strand: Moving and Dancing**

## What should I already Know?

- Find the pulse in different ways
- Rhythm games (copy back teacher then child-led)
- Explore pitch by creating your own sounds with voices and instruments (copy back games and riff building leading to improvisation and composition)

## Musical Skills and Theory (Notation or Song)

- 1. Listen and Appraise** a different piece of Funk music each week/step
- 2. Explore and Create** using voices and classroom instruments
- 3. Sing and Play** Big Bear Funk and revisit a selection of nursery rhymes and action songs
- 4. Share and Perform**

## Assessment Goals

Moves to the sound of instruments, eg walks, jumps, hops to the sound of a beating drum. ☑

Combines moving, singing and playing instruments, eg marching, tapping a drum whilst singing. ☑

Moves in time to the pulse of the music being listened to and physically responds to changes in the music, eg jumps in response to loud/sudden changes in the music. ☑

## Diagrams

Listen and Appraise: **Big Bear Funk** by Joanna Mangona

Select Questions from the menu below and press ▶ Play to get started.

8" pr of rhythm sticks  
(enough for half the class)

tambourine  
(enough for half the class)

Plastic maracas (pr)  
(enough for half the class)

hand drums  
(enough for half the class)

## Songs/Resources

- I Feel Good by James Brown
- Don't You Worry 'Bout A Thing performed by Incognito
- My Promise by Earth Wind & Fire
- Superstition by Stevie Wonder
- Pick Up The Pieces by Average White Band

Resources: tambourines; drums; maraca; egg shakers; boom whackers; pots and pans; kitchen utensils!

## Vocabulary

Rhythm	Follows the patterns of words – it is often different to the pulse. You can clap the rhythm of the words.
Pulse	The steady beat felt throughout the music You might tap your toe in time with the music.
Instrument	What you use to make the sound.
Funk	The style of music that focuses on rhythm and makes you want to dance