LESSON PLAN

FUTURE YARD SCHOOLS
NEW NOISE

KS2
B

TERM 1 LESSON 6

LOCAL TRACK STUDY 1: MELODY + GROOVE

FOCUS + GOALS

- Develop the ability to identify the structure, melody and groove of a piece of music through active listening.
- Learn and perform the main vocal melody of a Future Yard song with increasing accuracy.
- Recreate a core rhythmic groove from the song using body percussion or classroom percussion.
- Combine a vocal part and a rhythmic groove together as a class, listening across the ensemble.
- Build resilience by keeping a shared groove going even if a mistake happens elsewhere in the group.

MATERIALS

- A track from the Future Yard music bank with a clear structure, distinct vocal melody and audible groove.
- Lyrics displayed for the selected vocal section.
- Classroom percussion instruments (optional body percussion can be used).
- A backing track or stripped-back accompaniment (if available) to support learning the vocal section.

ACTIVITIES

1. Introduction 5 minutes

Recap: "Over the last few sessions, you've been experimenting with the building blocks of music. You have:

- changed rhythms
- reshaped melodies
- built different textures
- made decisions about how different parts of a band fit together."

Introduce: "Now we're going to hear what happens when musicians put all of those things together in a real track. Today, we're learning a new song from the Future Yard music bank."

Explain: "But before I teach you any of it, I want to see how much you can work out just by listening. We're going to take the track apart with our ears first. Then we'll start putting it back together ourselves."

2. Unlock the Track: Structure 5 minutes

Explain: "We're going to listen to part of the song. You've got three things to unlock: the structure, the melody, and the groove. Let's see how much you can discover."

- First, listen for the shape of the song.

Encourage: "Don't worry about remembering every details, just listen for the moments when somethings changes."

Play section of the Future Yard track "Every Mile" (Verse 1, 2 and Chorus)

Ask:

- What did you notice?
- Did you hear different sections?
- Was anything repeated?
- How could you tell when one section ended and another began?

Say: "That's our first part of the track unlocked!"

2. Unlock the Track: Find The Melody 5 minutes

Say: "This time, listen to the voice."

Ask: Can you hear a phrase that repeats?

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ACTIVITIES CONTINUED

Say: “Try to hold part of that melody in your head after the music stops.”

Play the same section of the Future Yard track again

After playing, say: “Were you close? Let’s listen again, this time, listen for the shape of the **melody** as well as the words.”

Ask:

- Where does the pitch move higher?
- Where does it move lower?
- Are there any words or notes that are held for longer?

Play the section again for final time.

Say: “Melody unlocked! Now we’re ready to learn it properly.”

4. Learn the Vocal 10 minutes

Say: “I’m going to teach you a short section at a time. Listen first, then copy me.”

Activity: (Guidance included in the teaching videos for this section)

Line 1: I’ve been waiting for the sun to show

Line 2: Through the clouds that follow me ‘round

Line 3: Now there’s something in the way we go

Line 4: Like our feet don’t even touch the ground

- Work through learning each line of the verse with the class. Repeat for subsequent phrases, gradually combining them into longer sections.
- Perform together with the class, supported by a backing track if needed.
- Once confident, try without the teacher’s support.

Repeat tutorial at any point if the class needs more rehearsal.

5. Unlock the Track - Find the Groove 5 minutes

Say: “We’re got the shape of the song. We’ve started learning the melody. There’s one more thing to unlock: The Groove.”

Explain: “The groove is the rhythmic feel underneath the music. It’s what helps give the track its movement and character.”

Play the song section again, instruct pupils to try not to follow the singer, but listen underneath.

Ask:

- Can you find the pulse?
- Can you hear a rhythm that keeps coming back?

Say: “Groove unlocked! Now, you’ve unlocked the track, we’re going to recreate part of that groove ourselves.”

6. Learn The Groove 10 minutes

Activity:

- Teacher/Leader plays an accessible rhythmic pattern using body percussion.
- Pupils repeat rhythm. You can add a spoken rhythmic phrase or count if helpful.

Challenge: Don’t just play the pattern once. Can you repeat it accurately and consistently without speeding up or slowing down?

- Rehearse the groove with the class until confident with looping the pattern several times over confidently, transferring from body percussion over to suitable instruments if available.

7. Melody Meets Groove 10 minutes

Say: “Now we’ve got two parts of our track - the melody and the groove - let’s put them together.”

Activity:

- Split your class into two groups:

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SAMPLE ONLY

ACTIVITIES CONTINUED

- Group 1: Vocal Section
- Group 2: Keep groove underneath

- **Remind:** “Before you start, listen to the other group:
  - Singers need to feel the pulse underneath them
  - Groove rhythm group needs to stay steady even while something different is happening above them.
- Try it once, then swap roles.
- Once confident enough, finish by combining the class with original or backing track if suitable.

8. Band Challenge: Don’t Drop The Groove 5 Minutes

Say: “Before we finish, we have one final challenge.”

Activity:

- Perform the vocal and rhythm parts together again.
- This time, the rhythm group has one job: don’t drop the groove.
- Even if someone makes a mistake or the singers come in at the wrong moment, the aim is to keep going.
- Listen across the group and keep the musical foundation going.
- Teacher/Leader supports with reinforcing the rhythm pattern and helping keeping the pulse steady across the group.

Afterwards, as a class, decide:

- What helps the class stay together? Was it:
  - Listening?
  - Watching each other?
  - Feeling the pulse?
  - Knowing your own part confidently?

REFLECTION 5 minutes

Today we...

- Identified the structure, melody and groove of a Future Yard track through active listening.
- Learned and performed the song’s main vocal melody phrase by phrase.
- Recreated a core rhythmic groove using body percussion or classroom percussion.
- Combined melody and groove as two performing groups, listening across the ensemble.
- Practised keeping a shared groove going even when a mistake happened elsewhere in the group.

Reflection questions:

- Think back to the first time you heard the track today - you had to listen and work things out. Choose one thing you discovered about the track (structure, melody or groove) through listening.
- Which was harder: performing your own part accurately, or keeping your part going while listening to everybody else? Why?
- If you performed it again, what would your group need to improve to make the melody and groove lock together more tightly?

WRAP UP

"Today, you’ve started learning a Future Yard track by taking it apart with your ears. You identified its structure, listened closely to its melody and found the groove underneath it. Then you began recreating those parts yourselves.

And when we put the melody and groove together, something important happened. You couldn’t just concentrate on your own part anymore. You had to listen across the band.

Next time, we’re going to build the track further by adding chords, bass and instruments, and start turning what you’ve learned today into a fuller class-band performance.”

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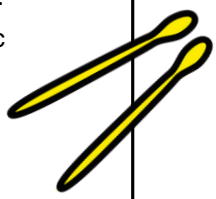
DIFFERENTIATION

Support by:

- Teach the vocal melody and rhythmic groove in very short phrases, using call and response, with plenty of repetition before combining them.
- Allow pupils to start with body percussion before transferring a rhythmic pattern onto an instrument.
- Pair pupils who need extra support with a confident peer within their melody or groove group.
- Simplify the 'Don't Drop the Groove' challenge by keeping the tempo slower and the rhythmic pattern shorter.

Challenge by:

- Ask pupils to identify what specifically changes between sections of the song (melody, instrumentation, dynamics) rather than simply noticing that a change occurs.
- Extend pupils by asking them to explain what would make the melody and groove lock together even more tightly if performed again
- Give pupils opportunity to lead throughout different activities, for example in 'Don't Drop the Groove', a pupil can lead by helping to reinforce the pulse and rhythm pattern.



NATIONAL CURRICULUM



- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

CROSS CURRICULAR IDEAS:

English

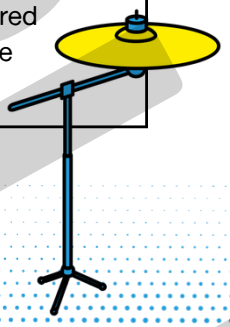
- Explore how lyrics tell a story or convey meaning, and how phrasing affects how words are heard.

Geography

- Discuss Future Yard's place in the local community and its role as a local music venue.

PSHE

- Practise active listening and collective responsibility - keeping the group's shared performance going even when a mistake happens.



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