# Music Year One



# Autumn 2: Dance, Sing and Play!

Future Unit:

## **National Curriculum**

Prior Unit:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

My Musical Heartbeat!			Exploring Sounds
Sticky knowledge and skills:  To play some simple instrumental parts.  To talk about feelings created by the music.  To be able to recognise some band and orchestral instruments.  To demonstrate good singing posture.  To explore and create a graphic score.  To be able to play instruments creatively.  To be able to prepare a song to perform.			Vocabulary:  Pupils will be taught the meaning of and encouraged to use:  Pulse, rhythm, pitch, rap, improvise, compose, high, low, melody, bass guitar, drums, perform, singers, keyboard, percussion, trumpets, saxophones, groove, audience, imagination, song, tempo, Musicals, Orchestra, Pop, Reggae.
	LO	Lesson outline	
Lesson 1	LO: To be able to create my own sounds using instruments.	Lesson outline  The unit question is: How does music tell stories about the past? Refer back to this question as you move through each lesson in this unit.  Musicianship options As a class complete the understanding music activity in each step. Use improvise together as an optional activity for variation and enrichment.  Understanding Music As a class, complete the understanding music activity  • Move in time with a steady beat • Copy back simple long and short rhythms with clapping • Have fun warming up your face, body and voice • Copy back singing simple high and low patterns • Copy back the rhythmic words - you can say them and clap them  Improvise Together This activity gives you the opportunity to practice improvising together, improvisation is about making up your own tunes on the spot.  Listening Listen to the song `Twinkle, Twinkle, Little Star`. Complete the three steps for listening 1. Listen 2. Respond 3. Did You Know? Encourage the children to listen, move, dance, march and enjoy the music. Use the prompts on screen to discuss the music, how it makes us feel and why.  Singing Learn to sing the song `Twinkle, Twinkle, Little Star` You could:  • Sing together as a group and have fun  • Stand up straight and breathe from deep within  • Move to the music  • Describe what the song is about  • Does this song tell a story?  • Incorporate any actions from the song  • Sing and recognise high and low sounds	

Playing

Play your instruments with the song "Twinkle, Utile Star", Discuss which unturned percussion incruments are the best instruments to play and wily.  Composing and improvisite, When some provision and composing, As the children are beginners to improvisation to think about the differences between improvising and composing. As the children are beginners to improvisation, they can use their voices or day to improvise with the song "Twinkle, Utile Star".  Performing Share the fun you had in the lesson. You can sing and add any of the musical activities you have practiced with the song "Twinkle, Utile Star". Create and present a holistic performance.  Recap Can you remember the song ewe learnt list week? Which instruments did we play? Sing the song "Twinkle, Utile Star" together.  Musicalmship options As a class, complete the understanding music activity in each step. Use improvise together as an optional activity for variation and enrichment.  Understanding Music As a class, complete the understanding music activity in each step. Use improvise together as an optional activity for variation and enrichment.  Understanding Music As a class, complete the understanding music activity in each step. Use improvise together as an optional activity for variation and enrichment.  Understanding Wusic As a class, complete the understanding music activity in each step. Use improvise together as an optional activity for variation and enrichment.  Understanding Wusic As a class, complete the understanding music activity in each step. Use improvisation is about making up you face, body and voice Copy back then rhythmic words - you can say them and clap them improvise together as an optional activity goes you the apportunity to practice improvising together, improvisation is about making up you must use on the you.  Lesson 3  Lesson 3  Lesson 4  Lo. To be able to complete the understanding music activity in each step for listening 1. Usen 2. Respond 3. Did You Knows Poncourse the children to listen, move, dance, march and enjoy the m			
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<ul> <li>Have fun warming up your face, body and voice</li> <li>Copy back singing simple high and low patterns</li> <li>Copy back the rhythmic words - you can say them and clap them</li> </ul>			As a class, complete the understanding music activity  • Move in time with a steady beat
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			Copy back singing simple high and low patterns
Improvise Together			Copy back the rhythmic words - you can say them and clap them
			Improvise Together

This activity gives you the opportunity to practice improvising together, improvisation is about making up your own tunes on the spot. Listening Listen to the song `Daisy Bell (Bicycle Built for Two). Complete the three steps for listening 1. Listen 2. Respond 3. Did You Know? Encourage the children to listen, move, dance, march and enjoy the music. Use the prompts on screen to discuss the music, how it makes us feel and why. Try to relate to musical concepts such as beat, tempo and dynamics. Singing Learn to sing the song `Daisy Bell (Bicycle Built for Two) ` Sing together as a group and have fun Stand up straight and breathe from deep within Move to the music Describe what the song is about - is there a story? Follow a leader Incorporate any actions from the song Sing and recognise high and low sounds. Extension- Ask children to volunteer to sing a solo of 'Daisy Bell (Bicycle Built for Two) '. Composing and improvising In groups or individually children to create their own musical composition. The children will be given the opportunity to create their own graphic scores with the title `We're Going to the Supermarket` Children to use their imagination to decide what will happen in the story and how they will tell it with sounds and instruments. **Performing** Share the fun you had in the lesson. You can sing and add any of the musical activities you have practiced with the song `Daisy Bell (Bicycle Built for Two) `. Create and present a holistic performancea short performance for the end of the lesson. Recap- listen to the song `Daisy Bell (Bicycle Built for Two) `from last week and sing along and move to the music. Musicianship options As a class complete the understanding music activity in each step. Use improvise together as an optional activity for variation and enrichment. **Understanding Music** As a class, complete the understanding music activity Move in time with a steady beat Copy back simple long and short rhythms with clapping Have fun warming up your face, body and voice Copy back singing simple high and low patterns Copy back the rhythmic words - you can say them and clap them Improvise Together This activity gives you the opportunity to practice improvising together, improvisation is about making LO: To be able to up your own tunes on the spot. improvise using voice Lesson 4 or body movements. Listen to the song `Dancing Dinosaurs`. Complete the three steps for listening 1. Listen 2. Respond 3. Did You Know? Encourage the children to listen, move, dance, march and enjoy the music. Use the prompts on screen to discuss the music, how it makes us feel and why. Sinaina Learn to sing the song `Dancing Dinosaurs`. You could: Sing together as a group and have fun Stand up straight and breathe from deep within Move to the music Describe what the song is about Does this song tell a story? Incorporate any actions from the song Sing and recognise high and low sounds Extension: Explore the concepts of a steady beat, high and low, fast and slow, loud and quiet, related to the song

		Composing and improvising Improvise with the song `Dancing Dinosaurs` When someone improvises, they make up their own tune that has never been heard before. Children to improvise all together, in groups or as a soloist- you decide. As the children are beginners to improvisation, they can use their voices or body movements (rhythmic improvisation).  Performing Recap the unit question `How does music tell stories about the past? `Share the fun you had in the lesson and sing the song `We talk to animals`. You can sing and add any of the musical activities you have practiced with the song.  Recap: Recap singing the song `Dancing dinosaurs` children move to the music imagining they are a
Lesson 5	LO: To be able to move to music when it is slow	Musicianship options As a class complete the understanding music activity in each step. Use improvise together as an optional activity for variation and enrichment.  Understanding Music As a class, complete the understanding music activity  Move in time with a steady beat  Copy back simple long and short rhythms with clapping  Have fun warming up your face, body and voice  Copy back singing simple high and low patterns  Copy back the rhythmic words - you can say them and clap them  Improvise Together This activity gives you the opportunity to practice improvising together, improvisation is about making up your own tunes on the spot.  Listening Listen to the song 'Rock-a-bye Baby'. Explain that the song is a lullaby. Lullables are relaxing and help us to sleep. They are found in many cultures around the world. They are passed down generations and are rarely changed. Why is it important to keep songs like this alive? Complete the three steps for listening 1. Listen 2. Respond 3. Did You Know? Encourage the children to listen, move, dance, march and enjoy the music. Use the prompts on screen to discuss the music, how it makes us feel and why.  Singing Learn to sing lullaby 'Rock-a-bye Baby'. You could:  Sing together as a group and have fun Sing together as a group and have fun Sing together any actions from the song Sing and recognise high and low sounds  Extension: Explore the concepts of a steady beat, high and low, fast and slow, loud and quiet, related to the song  Performing Recap what is a lullaby? Share the fun you had in the lesson and sing the lullaby 'Rock-a-bye Baby'. Create and present a holistic performance.
Lesson 6	LO: To choose a song they have learnt from the scheme and perform it.	Recap: Recap singing the lullaby `Rock-a-bye Baby`.  In this lesson all of the musical learning and activities will be focused around assessment and preparing for a performance.  Musicianship options As a class complete the understanding music activity in each step. Use improvise together as an optional activity for variation and enrichment.  Understanding Music As a class, complete the understanding music activity  Move in time with a steady beat  Copy back simple long and short rhythms with clapping

- Have fun warming up your face, body and voice
- Copy back singing simple high and low patterns
- Copy back the rhythmic words you can say them and clap them

### Improvise Together

This activity gives you the opportunity to practice improvising together, improvisation is about making up your own tunes on the spot.

#### Listening

Choose one of the listening and respond activities to complete. Encourage the children to listen, move, march and enjoy the music. Give the children a blank `listen and respond` form were they can write or draw comments, responses and answers. Use the prompts on screen to discuss the music how does it make us feel?

#### Singing

Recap singing one of the songs from this unit.

## Play your instrument with the song

Play untuned instruments alongside your chosen song.

## Composing and improvising options

Revisit the improvising and composing activities connected to the song you are preparing for your performance.

### **Performing**

Complete a performance of your chosen song. The children have the opportunity to sing or add any musical activities that they have practiced with the song. Record the children using an iPad. Children to comment on their performance what went well? What could do better next time?

## Complete quiz together- Year 1 Unit 2

The theory quiz summarises all of the musical learning that has taken place in this unit. Each question is multiple choice and allows you to select the correct answer before moving on.