

Music Year One



Autumn 2: Dance, Sing and Play!

National Curriculum

- 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.

Prior Unit:

My Musical Heartbeat!

Future Unit:

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.	<p>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.</p> <p>Musicianship options As a class complete the understanding music activity in each step. Use improvise together as an optional activity for variation and enrichment.</p> <p>Understanding Music As a class, complete the understanding music activity</p> <ul style="list-style-type: none"> • 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 <p>Improvise Together This activity gives you the opportunity to practice improvising together, improvisation is about making up your own tunes on the spot.</p> <p>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.</p> <p>Singing Learn to sing the song `Twinkle, Twinkle, Little Star` You could:</p> <ul style="list-style-type: none"> • 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 <p>Extension: Sing songs in both low and high voices and talk about the difference in sound</p> <p>Playing</p>

		<p>Play your instruments with the song `Twinkle, Twinkle, Little Star`. Discuss which untuned percussion instruments are the best instruments to play and why.</p> <p>Composing and improvising When someone improvises, they make up their own tune that has never been heard before. Ask the children to think about the differences between improvising and composing. As the children are beginners to improvisation, they can use their voices or clap to improvise with the song `Twinkle, Twinkle, Little Star`.</p> <p>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, Twinkle, Little Star`. Create and present a holistic performance.</p>
<p>Lesson 2</p>	<p>LO: To be able to recognise high and low sounds.</p>	<p>Recap Can you remember the song we learnt last week? Which instruments did we play? Sing the song `Twinkle, Twinkle, Little Star` together.</p> <p>Musicianship options As a class complete the understanding music activity in each step. Use improvise together as an optional activity for variation and enrichment.</p> <p>Understanding Music As a class, complete the understanding music activity</p> <ul style="list-style-type: none"> • 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 <p>Improvise Together This activity gives you the opportunity to practice improvising together, improvisation is about making up your own tunes on the spot.</p> <p>Listening- Listen to the song `In the Orchestra`. 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.</p> <p>Singing Learn to sing the song `In the Orchestra` You could:</p> <ul style="list-style-type: none"> • 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 <p>Extension: Sing songs in both low and high voices and talk about the difference in sound</p> <p>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 `In the Orchestra`. Create and present a holistic performance.</p>
<p>Lesson 3</p>	<p>LO: To be able to create sound effects to a story.</p>	<p>Recap: Together perform the song `In the Orchestra`.</p> <p>Musicianship options As a class complete the understanding music activity in each step. Use improvise together as an optional activity for variation and enrichment.</p> <p>Understanding Music As a class, complete the understanding music activity</p> <ul style="list-style-type: none"> • 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 <p>Improvise Together</p>

		<p>This activity gives you the opportunity to practice improvising together, improvisation is about making up your own tunes on the spot.</p> <p>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.</p> <p>Singing Learn to sing the song ` Daisy Bell (Bicycle Built for Two) `</p> <ul style="list-style-type: none"> • 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. <p>Extension- Ask children to volunteer to sing a solo of ` Daisy Bell (Bicycle Built for Two) `.</p> <p>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.</p> <p>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 performance- a short performance for the end of the lesson.</p>
<p>Lesson 4</p>	<p>LO: To be able to improvise using voice or body movements.</p>	<p>Recap- listen to the song ` Daisy Bell (Bicycle Built for Two) ` from last week and sing along and move to the music.</p> <p>Musicianship options As a class complete the understanding music activity in each step. Use improvise together as an optional activity for variation and enrichment.</p> <p>Understanding Music As a class, complete the understanding music activity</p> <ul style="list-style-type: none"> • 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 <p>Improvise Together This activity gives you the opportunity to practice improvising together, improvisation is about making up your own tunes on the spot.</p> <p>Listening 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.</p> <p>Singing Learn to sing the song ` Dancing Dinosaurs`. You could:</p> <ul style="list-style-type: none"> • 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 <p>Extension: Explore the concepts of a steady beat, high and low, fast and slow, loud and quiet, related to the song</p>

		<p>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).</p> <p>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.</p>
<p>Lesson 5</p>	<p>LO: To be able to move to music when it is slow</p>	<p>Recap: Recap singing the song `Dancing dinosaurs` children move to the music imagining they are a dinosaur.</p> <p>Musicianship options As a class complete the understanding music activity in each step. Use improvise together as an optional activity for variation and enrichment.</p> <p>Understanding Music As a class, complete the understanding music activity</p> <ul style="list-style-type: none"> • 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 <p>Improvise Together This activity gives you the opportunity to practice improvising together, improvisation is about making up your own tunes on the spot.</p> <p>Listening Listen to the song `Rock-a-bye Baby`. Explain that the song is a lullaby. Lullabies 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.</p> <p>Singing Learn to sing lullaby `Rock-a-bye Baby`. You could:</p> <ul style="list-style-type: none"> • 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 <p>Extension: Explore the concepts of a steady beat, high and low, fast and slow, loud and quiet, related to the song</p> <p>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.</p>
<p>Lesson 6</p>	<p>LO: To choose a song they have learnt from the scheme and perform it.</p>	<p>Recap: Recap singing the lullaby `Rock-a-bye Baby`.</p> <p>In this lesson all of the musical learning and activities will be focused around assessment and preparing for a performance.</p> <p>Musicianship options As a class complete the understanding music activity in each step. Use improvise together as an optional activity for variation and enrichment.</p> <p>Understanding Music As a class, complete the understanding music activity</p> <ul style="list-style-type: none"> • 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 where 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.