

Music Year One



Spring 1: Exploring Sounds

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:

Dance, Sing and Play!

Future Unit:

Learning to Listen

Sticky knowledge and skills:

- To describe tempo as fast or slow.
- To describe dynamics as loud and quiet.
- To sing confidently with my class.
- To be able to tell the difference between pitch and rhythm.
- To sing songs from memory.
- To explore ways of representing high and low sounds, and short sounds, using symbols, and any appropriate means of notation.
- To create a story, choosing and playing classroom instruments.
- To play some simple instrumental parts.
- 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, Funk, groove, audience, imagination, song, tempo, Lullaby, Musicals, orchestra, Pop, waltz

	LO	Lesson outline
Lesson 1	LO: To copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat.	<p>The unit question is: How does music make the world a better place? 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 'If Your Happy and You Know It'. 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. Extension- Explore the concepts of a steady beat, high and low, fast and slow, loud and quiet, related to the song.</p> <p>Singing Learn to sing the song 'If Your Happy and You Know It' 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

		<ul style="list-style-type: none"> • Sing and recognise high and low sounds <p>Extension: Sing songs in both low and high voices and talk about the difference in sound and enjoy singing solo.</p> <p>Performing</p> <p>Create and present a holistic performance of the song `If Your Happy and You Know It`. Share the fun you had in the lesson. You can sing and add any of the musical activities you have practiced with the song.</p>
<p>Lesson 2</p>	<p>LO: To be able to play rhythms on my instrument.</p>	<p>Recap- listen to the song from last week `If Your Happy and You Know It`, sing along and move to the music.</p> <p>Musicianship options</p> <p>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</p> <p>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</p> <p>Listen to the song `Sing Me A Song`. 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, dynamics etc.</p> <p>Extension- Explore the concepts of a steady beat, high and low, fast and slow, loud and quiet, related to the song.</p> <p>Singing</p> <p>Learn to sing the song` Sing Me A Song`.</p> <p>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 and enjoy singing solo.</p> <p>Playing</p> <p>Show the children the percussion box and show them the different instruments. Discuss the instruments names and discuss their sounds. Split the class into groups and allocate percussion instruments for the children to play along with to the song ` Sing me a Song` keeping to the rhythm and beat.</p> <p>Composing and improvising</p> <p>There are several improvise and compose options. Decide which activity to use in the lesson and then use the other activities as extensions.</p> <p>Improvise with the song ` Sing Me a Song`</p> <p>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>Compose with the song ` Sing Me a Song`</p> <p>In this activity, you will start to create a melody. Use the compose with song resource in the lesson viewer and the notes provided to create a simple melody that will fit with the song. You can work as a class or in groups. Always start and finish on note 1.</p> <p>Performing</p>

		<p>Share a performance of `Sing Me A Song`. Share the fun you had in the lesson. You can sing and add any of the musical activities you have practiced with the song.</p>
<p>Lesson 3</p>	<p>LO: To be able to create a graphic score and follow it to create music.</p>	<p>Recap: Can you remember the song we learnt last week? Which instrument did we play? Sing the song `Sing Me A Song` 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 `Sparkle` together. Complete the three steps for listening 1. Listen 2. Respond 3. Did You Know? Move in a suitable way to the beat of the music. Talk about the song and explore feelings, thoughts and emotions. Extension: explore steady beat, high and low, fast and slow, loud and quiet, related to the song</p> <p>Singing Learn to sing the song `Sparkle`.</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>Composing and improvising Graphic score- Sparkly Things The children will be given the opportunity to create their own graphic scores with the title `Sparkly Things`. They will use their imagination to decide what will happen in the story and how they will tell it with sound and instruments.</p> <p>Performing Perform the song `Sparkle`.</p>
<p>Lesson 4</p>	<p>LO: To be able to move to music when it is fast or slow</p>	<p>Recap- What song did we learn to sing last week? What was the song about?</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 `Rhythm in The Way We Walk`. Complete the three steps for listening 1. Listen 2. Respond 3. Did You Know? Move in a suitable way to the beat of the music. Talk about the song and explore feelings, thoughts and emotions. Learn about the purpose/ style of the song and talk about the instruments used.</p>

		<p>Extension: explore steady beat, high and low, fast and slow, loud and quiet, related to the song</p> <p>Singing <i>Learn to sing the song `Rhythm in The Way We Walk`.</i> 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> <p>Perform Perform the song `Rhythm in The Way We Walk`. Extension- Before the performance children to introduce the performance with an understanding of what the song is about and anything else connected to it</p>
<p>Lesson 5</p>	<p>LO: To be able to create a simple melody.</p>	<p>Recap: Sing the song `Rhythm in The Way We Walk`.</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 Big Bear Funk. 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 `Big Bear Funk` 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>Playing Play your instruments- Big Bear Funk Show the children the percussion box show the children different instruments. Discuss the instruments names and discuss their sounds. Split the class into groups and allocate percussion instruments for the children to play along with to the song `Big Bear Funk` keeping to the beat.</p> <p>Composing and improvising There are several improvise and compose options. Decide which activity to use in the lesson and then use the other activities as extensions.</p> <p>Improvise with the song `Big Bear Funk` 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>Compose with the song- `Big Bear Funk`</p>

		<p>In this activity, you will start to learn to create a melody. Use the `Compose with the Song` resource in the lesson viewer and the notes provided to create a simple melody that will fit with the song. You can work as a class or in groups. Always start and finish on note 1. Children to create a simple melody using 2,3,4 or 5 notes.</p> <p>Performing Share the fun you had in the lesson and sing the song `Big Bear Funk`. You can sing and add any of the musical activities you have practiced with the song. Create and present a holistic performance- a short performance for the end of the lesson.</p>
<p>Lesson 6</p>	<p>LO: To share a performance of the learning that has taken place in the unit.</p>	<p>Recap: Recap performing the song `Big Bear Funk`</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 Choose one of the listening and respond activities to complete. Encourage the children to listen, move, march and enjoy the music. Use the prompts on screen to discuss the music how does it make us feel?</p> <p>Singing As a class choose a song to revisit singing from the list on the screen.</p> <p>Play your instrument with the song Play your instrument alongside your chosen song. Show the children the percussion box and show the children the different instruments. Discuss the instruments names and discuss their sounds. Split the class into groups and allocate percussion instruments for the children to play alongside their chosen song.</p> <p>Composing and improvising options Revisit the improvising and composing activities connected to the song you are preparing for your performance.</p> <p>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 performance on an iPad. Children to comment on their performance what went well? What could do better next time?</p> <p>Complete quiz together- Year 1 Unit 3 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.</p>