

Music Year One



Summer 1: Having Fun with Improvisation

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:

Learning to Listen

Future Unit:

Let's Perform Together!

Sticky knowledge and skills:

- I can sing confidently with my class.
- To be able to sing in unison.
- To share thoughts and feelings about a piece of music.
- To rehearse and learn to play a simple melodic instrumental part by ear or from simple notation, in C major, F major, D major and D minor.
- To be able to improvise by creating their own tune.
- To create musical sound effects and short sequences of sounds in response to music and video stimulus.
- To be able to communicate the meaning of a song before a performance.

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, Jazz, Lullaby, Musicals, orchestra, Pop,

	LO	Lesson outline
Lesson 1	LO: To learn an instrumental part by ear.	<p>The unit question is: What songs can we sing to help us through the day? 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 'Getting Dressed'. 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. 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 'Getting Dressed'. The on- screen resource will assist you with listening and learning the song. 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>Playing Play your instruments with the song `Getting Dressed` On the screen, you will see an animated glockenspiel part. Decide together who will play resonator bells and who will play untuned percussion. The sheet music tab on your resource will give you access to a more challenging notated part. The resonator bell parts use the following notes- Part 2- F, G. Part 1- F,G,A</p> <p>Performing Create and present a holistic performance of `Days of the week` a short performance for the end of the lesson. 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 describe what a song is about and what the words mean.</p>	<p>Recap- listen to the song from last week `Getting Dressed` and sing along and move to the music. Can the children describe what the song is 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 `Dress up`. 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. Explain all of the musical activities today are focused around the song `Dress up`, It's fun to dress up, whether that be a knight, princess, animal. Ask the children what's your favourite thing to dress up as, think about it as you listen to the song.</p> <p>Singing Learn to sing `Dress up`. The on- screen resource will assist you with listening and learning the song. 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>Performing Share a performance of the song `Dress up`. Encourage the children to sing a solo verse in the song.</p>
<p>Lesson 3</p>	<p>LO: To be able to improvise creating their own tune.</p>	<p>Recap: Can you remember the song we learnt last week? Sing the song `Dress up` 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

		<ul style="list-style-type: none"> • 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 'Brush our teeth' together. 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. 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 'Brush our teeth'.</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>Playing Play your instruments with the song 'Brush our teeth'. On the screen, you will see an animated glockenspiel part. Decide together who will play resonator bells and who will play untuned percussion. The sheet music tab on your resource will give you access to a more challenging notated part. The resonator bell parts use the following notes- Part 2- C, D. Part 1- C, D, E</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- Brush our teeth Think about the differences between improvising and composing. The children will be using up to three notes. They can improvise together, in groups or as a soloist. Children to use 1 note and progress to notes 2 and 3 only when they are ready. Always start improvisation with note 1</p> <p>Option 1. Improvise Together You can repeat this option if you wish to, but you might have already taken this option to practise improvising at the beginning of the lesson. If you have, use the skills you have started to build and use them in 'Improvise with the song' next.</p> <p>Option 2. Improvise with the song Take it in turns to improvise using the notes given. When practicing, take it in turns to solo or improvise in groups. Perform your improvisations within the activity option in 'Perform the song'.</p> <p>Compose with the song- Brush our teeth 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.</p> <p>Performing Perform the song 'Brush our teeth'. 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 4</p>	<p>LO: To be able to play rhythms on my instrument.</p>	<p>Recap- Can you remember the name of the song that we practised singing and playing last week? Children to sing the song 'Brush our teeth'. Can you describe the story in the song?</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

		<ul style="list-style-type: none"> • 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 `Get ready`. Explain that `Get Ready` is a pop song which is all about getting ready in the morning. 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. 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 `Get Ready`.</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>Playing Play your instruments with the song `Get Ready`. On the screen, you will see an animated glockenspiel part. Decide together who will play resonator bells and who will play untuned percussion. The sheet music tab on your resource will give you access to a more challenging notated part. The resonator bell parts use the following notes- Part 2- C, D, Part 1- C, D, E.</p> <p>Performing Perform the song `Get Ready`. Recap on the unit question What songs can we sing to help us through the day?</p>
<p>Lesson 5</p>	<p>LO: To begin to share your thoughts and feelings about a piece of music.</p>	<p>Recap: Perform the song `Get ready`. Can you describe what happens in the song?</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 `Up and Down`. Explain `Up and down` tells us what goes up must come down. Gravity makes sure that we stay on the ground and we don't float into the sky. 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 `Up and Down` 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: Try to understand what the song is about and what the words mean?</p> <p>Performing Share the fun you had in the lesson and sing the song `Up and Down`. 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 `Up and Down`.</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.</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 5 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>