

Music Year One



Summer 2: Let's Perform Together

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:

Having Fun with Improvisation

Future Unit:

Year 2: Pulse, Rhythm and Pitch

Sticky knowledge and skills:

- To be able to use body percussion, instruments and voices.
- To begin to understand where the music fits in the world.
- To share thoughts and feelings about a piece of music.
- To sing in unison.
- To be able to create a melody using 3 notes.
- To understand the difference between creating a rhythm pattern and a pitch pattern.
- To play instruments creatively.
- To play rhythms on my instrument.
- 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 choose a song to perform to a well-known audience.
- 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, Musicals, Orchestra, Pop, Reggae, Country

	LO	Lesson outline
Lesson 1	LO: To be able to tell whether music is happy or sad.	<p>The unit question is: How does music connect us with the environment? 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 Explain this lesson is focused around the song `The Bear Went Over the Mountain`. This song in a pop style was originally a folk song. Folk songs are found in all cultures throughout the world and passed down through singing from person to person. Listen to The Bear Went Over The Mountain 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. 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 Bear Went Over the Mountain` song. 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>Extension: Sing songs in both low and high voices and talk about the difference in sound and enjoy singing solo.</p> <p>Performing Create and present a holistic performance of 'The Bear Went Over The Mountain' 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 listen to and follow musical instructions from a leader.</p>	<p>Recap- listen to the song from last week 'The Bear Went Over the Mountain'. Ask the children what style of song is it? Ask the children to 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 All of the musical activities this week are focused around the song 'In The Sea'. Learn about the creatures of the sea with this fun song- our oceans are very important for maintaining life on this planet. Listen to the song 'In The Sea'. 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>Singing Learn to sing 'In The Sea'. 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>Playing 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,F</p> <p>Performing Share a performance of the song 'In the Sea'. Children to play their musical instruments whilst performing.</p>
<p>Lesson 3</p>	<p>LO: To be able to create a melody using 3 notes.</p>	<p>Recap: Can you remember the song we learnt last week? Sing the 'In The Sea' 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</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 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 'Alice the Camel' together. Explain this is a counting song with actions. 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 'Alice the Camel'.</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 'Alice the Camel' 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,G</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- 'Alice the Camel' 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 'Alice the Camel' 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>Perform Perform the song 'Alice the Camel'. 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 learn to play an instrumental part that matches their musical challenge.</p>	<p>Recap- Can you remember the name of the song that we practised singing and playing last week? Children to sing the song 'Alice the Camel'.</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</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 This activity gives you the opportunity to practice improvising together, improvisation is about making up your own tunes on the spot.</p> <p>Listening Explain this week we are going to be focusing learning and activities around the song `Ten Green Bottles`. It is a famous children's song. Explain it is important that we recycle empty bottles and other bits of rubbish to look after the planet. Listen to the song `Ten Green Bottles`. 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>Singing Learn to sing the song `Ten Green Bottles`.</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 `Ten Green Bottles`. 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. Children to play together and keep to the beat. The resonator bell parts use the following notes- Part 2- D,E F. Part 1- D,E,F,G</p> <p>Performing Perform the song `Ten Green Bottles`. Recap on the unit question What does music teach us about looking after the planet?</p>
<p>Lesson 5</p>	<p>LO: To listen to a rhythm and clap it back.</p>	<p>Recap: Perform the song `Ten Green Bottles`. 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 `Zootime`. 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 `Zootime` 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

		<ul style="list-style-type: none"> • 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>Playing Play your instruments with the song ` Zootime ` 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. Children to play together and keep to the beat. The resonator bell parts use the following notes- Part 2- C, D Part 1- C, D</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 ` Zootime ` 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 ` Zootime ` 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>Perform Perform the song ` Zootime ` 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 6</p>	<p>LO: To share a performance to an audience and say how they felt about it.</p>	<p>Recap: Recap performing the song ` Zootime `.</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</p>

		<p>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 both the Year 1 Unit 6 and end of Year 1 quiz</p>
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