

Music – Year 1

Content

Big Questions

Autumn 1: Does the pitch and tempo matter?

Autumn 2: Why do we have to sing in time with each other?

Spring 2: How can we make a clean sound?

Summer 1: How does our singing make people feel?

Summer 2: Is one person more important when we play together?

NC objectives - areas of study	End point of area of study	Vocabulary		
		Basic	Adventurous	Technical
<ul style="list-style-type: none"> ▪ Become familiar with some musical elements and use these to say what they like and dislike about a piece. ▪ Describe how music makes them feel and why certain instruments may have been used. ▪ Represent ideas through symbols and basic standard notation. ▪ Perform with others and using individual voices in different ways. ▪ Sing small repeated phrases, paying attention to the dynamics. ▪ Follow a simple piece of rhythmic notation. 	<ul style="list-style-type: none"> ▪ Children can explain what they like or dislike about music using the words pitch and tempo to describe the music. ▪ Children can listen to music and name some percussion instruments that they can hear. ▪ Children can move to the pulse of the music. ▪ To compose simple vocal/instrumental pieces. ▪ To play along with music in time with the beat. ▪ Children can follow symbols to play music. ▪ Children can remember lyrics to songs and sing with an awareness of pitch. ▪ To perform short pieces (copy-cat, repeating patterns and word pattern chants) ▪ To play the ocarina with an awareness of tonguing, fingering and following direction from a conductor. 	<p>Term 1 high sound low sound fast slow instrument</p> <p>Term 2 voice sing listen song together</p> <p>Term 4 ocarina instrument perform tempo pitch</p> <p>Term 5</p>	<p>Term 1 vibration emotion beat</p> <p>Term 2 perform practice prepare parts</p> <p>Term 4 body</p>	<p>Term 1 pitch tempo percussion rhythm pulse</p> <p>Term 2 pulse project</p> <p>Term 4 call and response finger holes mouthpiece ostinato woodwind</p> <p>Term 5</p>

		chant voice sing	Term 5 performance rhyme direction vocal	pitch tempo pulse confidence expression
		Term 6 ocarina instrument perform	Term 6 composer symbols technique	Term 6 fingering tonguing breathing

Knowledge

Substantive Knowledge

Term 1 – Listening & Appraising (Does the pitch and tempo matter?)
 Lesson 1: LO – To understand what pitch is in music.
 pitch, high sound, low sound
 Children to know that pitch is how high or low a sound is. Allow children to explore different music/sounds/instruments and comment on their pitch. Children should be able to articulate the definition. Children should understand that some instruments produce a lower pitch and others produce a higher pitch. Encourage children to compare both. Challenge the children to show different pitches themselves by singing higher and lower sounds. Use ‘I Wanna Dance’ and ‘Fanfarra Samba’.
 Respond to sensory feelings.
 Lesson 2: LO – To understand what tempo is in music.
 tempo, fast, slow
 Children to know that tempo tells us how fast or slow the music is. Allow children to explore different music and comment on the tempo. Children should be able to articulate the definition. Children should be able to compare pieces of music by discussing the tempo. Challenge the children to show different tempos themselves by clapping at different speeds. Use ‘Hound Dog’ and ‘Yesterday’ tracks.
 Lesson 3: LO – To know the percussion instrument family.
 percussion, instrument, vibration

Disciplinary Knowledge

To understand how symbols represent playing beats
To be able to sing collectively
To know how to follow simple cues from a conductor
To follow octopix to be able to finger notes correctly on the ocarina.

Children to know that percussion instruments are instruments that you hit, shake, tap or shake to make a sound. Show children examples using the music trolley – allow children time to explore them and practice playing them to create a sound. Introduce the names of key percussion instruments. Children to be able to identify the instruments.

Lesson 4: LO - To understand how percussion instruments are used in music.

percussion, tempo, rhythm, emotion

Using 'Fanfarra Samba', children to observe how percussion instruments are used in music. Children to comment and discuss on the percussion instruments used and particularly the tempo and rhythm. Children to understand that percussion instruments are used to keep rhythm, make special sounds and add excitement to the music. Children to comment on the emotions linked to this music – how does it make them feel? Why?

Reflect on the feelings felt with different instruments.

Lesson 5: LO – To know what a musical pulse is.

tempo, beat, pulse

Children to know that a pulse is a steady beat like a ticking clock or a heartbeat. Explain that pulses can have different speeds (tempo) which is why we have music that is fast and others that are slow. In order to keep in time with music, we have to find the pulse. Children to practice trying to identify the pulse of the music – clap along together. Use 'Hound Dog', 'Yesterday' and 'I Wanna Dance'.

Lesson 6: LO – To know how to find the pulse of a piece of music.

tempo, beat, pulse

Recap the meaning of pulse; children should be able to articulate the meaning. Using percussion instruments, children to find a steady beat created by the teacher. The teacher should play a steady, continuous rhythm on a suitable instrument (drum) and the children should copy with similar instruments (drums/cymbals/triangles/maracas/shakers). Change and adapt the tempo to challenge the children.

Term 2 – Nativity Singing (Why do we have to sing in time with each other?)

Lesson 1: LO – To know the songs to rehearse.

listen, song, practice

Introduce key songs to children that they will be learning for Nativity. Ensure they listen to the songs first and repeat the words in a spoken manner (My Turn/Your Turn). This will support with pronunciation of words and understanding the meaning.

Lesson 2: LO – To understand the parts of the songs.

parts, song, practice

Begin to break the songs down into reasonable parts to rehearse. Ensure not too big to prevent confusion and/or lack of quality. Lots of My Turn/Your Turn. Repeat and rehearse regularly to embed understanding and confidence.

Lesson 3: LO – To know how to sing together in time.

listen, pulse, sing, together

Children to know that in order to sing together in time, they have to be able to hear the pulse (retrieval T1) and listen to each other too. Be sure to stop the children if rushing or not

keeping in time with the pulse of the music singing along to. Re-model and rehearse key sections to practice this.

A growing awareness of working together

Lesson 4: LO – To understand how to project our voices clearly.

voice, project

Explain to children that there is a difference between projecting our voices and shouting – it is important to get a balance. Model to the children so they can see a difference. Ensure children understand why it is important to project our voices during performances. Rehearse and repeat key parts to embed understanding and confidence.

Lesson 5: LO – To know how to rehearse ready for a performance.

prepare, practice, perform

Continue rehearsal routine and preparation for performance. Highlight key areas to improve/practice – particularly actions, projecting voices and singing clearly with confidence. Discuss the audience with the children – how do you want them to feel when listening/watching?

Have an instant response to something wonderful happening.

Term 4 – Ocarina (How can we make a clean sound?)

Lesson 1: LO – To know what an ocarina is.

ocarina, instrument, woodwind

Children to know that an ocarina is a woodwind instrument. In order to play the instrument, you blow into it to create a sound. Allow time for children to explore the instrument and have a go at playing. Model where and how to blow into the instrument. Practical.

I wonder how the instrument would make others feel.

Lesson 2: LO – To understand the features of an ocarina.

ocarina, body, finger holes, mouthpiece

Children to be shown and be able to identify the key parts of an ocarina – body, finger holes and mouthpiece.

Lesson 3: LO – To know how to make a clear sound.

ocarina, instrument, call and response

Explain to the children that in order to get the best sound from an ocarina, you must blow directly into the mouthpiece and down the windway. Keep the instrument straight – if tilted up or down, it can block the air passage and create a noisy or muffled tone. Model this to the children before they practice trying the technique to produce a clear sound. Practical. Develop by using call and response strategies.

Lesson 4: LO – To know how to copy musical phrases.

call and response, perform

Refer back to the last lesson – how do you make a clear sound on the ocarina? Recap technique. In this session, the children can begin as the leader who plays simple phrases on the ocarina – the children are challenged to copy the phrase and play it back. Allow children to work in pairs to attempt this themselves afterwards (mixed ability pairs/threes may be suitable).

Lesson 5: LO – To understand how to play an ostinato rhythm.

ostinato, pitch, tempo, perform

Explain to the children that an ostinato rhythm is a simple phrase that repeats. It could be four simple blows on the ocarina that are then repeated and repeated again continuously. The rhythm can be adapted in difficulty depending on the children's ability. The phrases may differ in size, duration or tempo. Put children in small table groups with different simple phrases. Children to practice playing them continuously as an ostinato rhythm. Challenge the children to stay in time with each other in their groups as they play.

Reflect on the joy that music can bring.

Term 5 – Singing (How does our singing make people feel?)

Lesson 1: LO – To know how to chant and recall simple rhymes collectively.

chant, rhyme, voice

Using syllables, children to perform word-pattern chants (e.g., cat-er-pil-ar crawl, fish and chips sau-sage and chips). Challenge children to create, retain and perform their own word patterns. Children can create by writing them down, rehearse the syllables and perform with expression. Model examples for the children to see this in action.

Understand that others may perform differently.

Lesson 2: LO – To understand how to sing collectively.

pulse, direction, sing

Explain to children that singing collectively means singing 'in time together'. In order to do this successfully, we have to listen carefully to the music and each other to keep in time. Introduce 'Grand Old Duke of York' as a tune; listen first and get children to march in time – this is the pulse. Develop this further by speaking the words and then move onto singing. Using this gradual step will allow time for children to listen, feel the pulse and be able to sing together more successfully. Rehearse key sections; repeat regularly.

Lesson 3: LO – To understand how to respond to visual directions.

pitch, tempo, direction

Recall knowledge of pitch and tempo – what do they mean? Think of words that could be used to describe these (fast/slow/speedy/high/low etc.) – write them on paper/card. As the children sing 'Grand Old Duke of York' – hold up different cards for children to respond to. This may ask the children to singing in a high/low voice or singing faster/slower. Add some additional directions in too (e.g., in the style of a...). This should support the children's wider awareness of music and start to be able to follow visual cues and directions.

Lesson 4: LO – To know what vocal pitch is.

sing, pitch, vocal

Children to know that vocal pitch is singing in tune with the music that is being played. Our voice has got to fit the music to create a pleasant sound. Model copying vocal pitch using 'In and Out the Dusty Bluebells'. Children to use this song to listen to the pitch of the voice and then copy this themselves. Firstly, with the modelled voice on the example track, then without. This should develop the children's ability to copy vocal pitch accurately.

Lesson 5: LO – To know how to sing with confidence and expression.

confidence, expression, perform

Discuss the audience with children – how do we want them to feel when listening to our singing? Discuss why being confident and expressing our voices is important – how can we do this? Practice standing smartly and smiling when singing. Model this to children. Introduce ‘Who Built the Ark?’ tune – allow time to learn and rehearse in small parts. Highlight confidence and expression in our voices – model the difference in what that would look like to children. Children to practice seeing the tune with confidence and expression.

A growing realisation about being content with their own singing.

Term 6 – Ocarina (Is one person more important when we play together?)

Lesson 1: LO – To know the correct technique for ocarina playing.

Ocarina, instrument, woodwind

Retrieve knowledge from T4 – what do we know about ocarina playing? What is a suitable technique to create a clean sound. Use this session to retrieve knowledge and regain confidence from T4.

Lesson 2: LO – To know how to follow symbols to perform.

ocarina, symbols, techniques

Use symbols (large dots) as a symbol for children to respond to when playing. For example, two large dots would represent two sounds on the ocarina. Three dots would represent three sounds. Challenge the children further by moving the dots around the page (e.g., bigger dots represent louder sound/ smaller dots represent quieter sounds). Children to practice responding to symbols when they play.

Lesson 3: LO – To understand how to create a simple composition to perform.

symbols, composition, composer

Following on from the previous lesson, children create their own symbols in pairs/threes to play along time. Role play in groups holding up their created symbols as other members of the group play. Model this to the children. Children now beginning to be composers of their own musical sounds and developing playing technique.

Allowing pupils to express and create their sounds.

Lesson 4: LO – To know how to play a simple tune.

fingering, tonguing, breathing

Recall appropriate technique – introduce ‘Hot Cross Buns’. When modelling, break down into short chunks for children to play back to you (My Turn/Your Turn). Allow time for children to practice. Group could be split into 2-3 so some children can have support with technique whilst others can be challenged to play more fluently and at a greater tempo if necessary.

Lesson 5: LO – To know how to complete an ocarina performance.

perform, fingering, tonguing, breathing

Recap ways of how to create a clear, suitable sound from the ocarina. Introduce ‘Merrily We Roll Along’ tune. Break down into smaller parts; model using My Turn/Your Turn. If necessary, some children can continue developing ‘Hot Cross Buns’ – challenge other children to rehearse and practice the new piece. Lots of modelling; pick up on technique misconceptions

and key children who require further support. Allow performance time so groups can showcase their work.

Consider how music and performance make me feel.

Concepts

Appraising

Experimenting

Expressing

Performing

Skills

Listening and Appraising

Composition

Musicianship

Singing

Performing/ Instrumental Performance

Pitch and tempo are discussed by the pupils to describe their likes and dislikes and to explain how the music makes them feel.

Pupils to listen to music and begin to identify some percussion instruments that they can hear.

Pupils begin to move to the pulse of the music.

Use:

Hound-Dog – Elvis Presley
Fanfarra (Cabua-Le-Le) Samba
Yesterday – The Beatles
I Wanna Dance - Whitney Houston

Live music experience: Travelling theatre company ballet The Nutcracker alternated on a two-year cycle with a string quartet visit

Pupils improvise simple vocal chants, using question and answer phrases.

Create musical sound effects and short sequences of sounds in response to stimuli.

Combine sounds to make a story, choosing and playing classroom instruments.

Use music technology, if available, to capture, change and combine sounds

Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.

Use body percussion and classroom percussion playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments to maintain a steady beat.

Respond to the pulse in recorded/live music through movement and dance.

Follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps on the drum.

Sing simple songs, chants and rhymes from memory, singing collectively.

Respond to visual directions

Control vocal pitch and to match the pitch they hear with accuracy.

Use:

*The Grand old duke of York
*In and out the dusty bluebells
*Who built the ark? Noah
*Boom Chicka Boom
*Frere Jacques

Perform short copycat rhythm patterns accurately, led by the teacher.

Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat.

Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns.

With the ocarina, explore the sounds that can be made and tonguing accurately.

Hot Cross Buns
Merrily We Roll Along

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ASSESSMENT

KNOW MORE, REMEMBER MORE, DO MORE...

In this unit of learning, progress has been made when a learner knows more. This 'distance travelled' from the starting point is evidenced through them remembering more and doing more: in books, low stakes quizzes, retrieval, use of mind maps, answering the big question and being able to feel more confident about this unit.