



SUBJECT MEDIUM TERM PLANNING - Music

Year Group: 1

TERM: Autumn 1

Theme: Rhythm in the Way we Walk and Banana Rap Charanga Unit

National Curriculum:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians

Model Music Curriculum:

Singing

- Sing simple songs, *chants* and rhymes, singing collectively and at the same *pitch*, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in.

Listening

- Understand of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.

Musicianship

Pulse/ Beat

- Walk, move or clap a steady *beat* with others
- Use *body percussion* to maintain a steady beat

Rhythm

- Perform short copycat rhythm patterns accurately, led by the teacher.
- Perform short repeating rhythm patterns while keeping in time with a steady beat.

Pitch

- Listen to sounds in the local school environment, comparing high and low sounds.
- Sing familiar songs in both low and high voices and talk about the difference in sound.

Context:

- Pupils can perform, listen to, review music during Charanga lessons
- Pupils can evaluate music by saying what they like about the music or which song is their favourite
- Music will be across a range of historical periods, genres, styles, traditions

Concepts:

- Singing
- Listening
- Musicianship

Vocabulary:

- Pulse – the regular heartbeat of the music; its steady beat.
- Beat – continuous throughout song
- Rhythm – long and short sounds or patterns that happen over the pulse.

- Pitch – high and low sounds.
- Body percussion – tapping knees, clapping hands, stomping
- Intro – first part of a song
- Verse – a song’s story starts to unfold
- Pre chorus – short section of music that starts before the chorus
- Chorus – part of a song that is usually repeated twice
- Instrumental solo – a part of a song that has musical instruments and no singing
- Confidence – singing clearly with good posture
- Volume – how loud or quiet the singing or music is
- Posture – the way the body is held

Prior Knowledge:

- Pupils have learned in FS2 to sing songs as a group (in Maths, phonics) and during the Nativity performance
- Pupils have listened to and appraised music during Charanga lessons
- Pupils have explored making music using classroom instruments (e.g. percussion), using technology (2Simple) and by making their own instruments
- Pupils have learned to perform together as a group (e.g. during Christmas nativity performance in FS2) or in small groups or independently during Charanga lessons
- Pupils have started to use body percussion, such as tapping their knees, clapping their hands or tapping beats on classroom instruments (percussion)
- Pupils have learned about different musical instruments during the Music in the Round performance (in autumn term - FS2)
- Pupils have watched a live performance (MITR in autumn term - FS2).
- Pupils have learned the key vocab: singing, voice, listen, rhyme, stop, start, fast, slow, together, rhyme, high, low , tap the beat, instrument, male voice, female voice, instrument

Future Knowledge:

- Pupils will continue to learn and sing songs as a group during Charanga lessons and in preparation to attend the Music in the Round performance in Autumn 2
- Pupils will listen to a range of music genres and be able to reflect on what they have heard, e.g. what did they like about the music?
- Pupils will be able to perform copycat songs led by the teacher (First Music)
- Pupils will learn key vocab: pulse, beat, rhythm, pitch, body percussion, intro, verse, pre chorus, chorus, instrumental solo, confidence, volume, posture

End points /by the end of this unit pupils will...

- Pupils will be able to listen to songs from different genres.
- Pupils will start to say what they like about a song.
- Pupils will learn the different parts of song: verse, chorus, instrumental solo, intro

- Pupils will learn the new vocab **pulse - a steady beat that doesn't change**
- Pupils will be able to move in time with the pulse of songs they are listening to.
- Pupils will be able to use body percussion to tap along with the pulse of a song.
- Pupils will learn new vocab: **rhythm - long and short patterns played over a steady beat.**
- **Pupils will learn new vocab: pitch – high or low sounds in music**
- Pupils will begin to move their body/ tap along to the rhythm of a song.
- Pupils will be able to learn a song to perform as a small group to the class.
- Pupils will be able to perform a song, singing with confidence and ownership.
- Pupils will understand the vocabulary terms: pulse, beat, rhythm, pitch, body percussion, intro, verse, pre chorus, chorus, instrumental solo, confidence, volume, posture

Lesson Number 1

Key learning:

To listen and appraise a song

Concepts:

Listening
Musicianship

Success Criteria:

- I can listen carefully to a song
- I can use my body to find the pulse of the song, e.g. tapping knees, clapping
- I can answer questions about the song
- I can say what I like about a song
- I can use my body to find the pulse of the song and begin to sing along with the words

Suggested

resources:

Charanga
Step 1:
Rhythm in
the Way We
Walk

Open Charanga – Original scheme – Year 1 – Rhythm in the Way We Walk – Step 1

Introduction:

Warm up games (bronze challenge)

Read short introduction paragraph: **pulse** is a steady beat that doesn't change.

1. Find the pulse: copy the animals
2. Move to the pulse (nod and stamp feet when prompted)

Direct teaching:

Teach the vocabulary word:

- **Pulse** – the regular heartbeat of the music; its steady beat, can you follow along with the steady beat by clapping/tapping your knees?
- Tapping our body like this is called **body percussion**

Do you know the different parts of a song?

Teach the vocabulary words:

- **Intro** – opening before the singing begins
- **Verse** – start of the singing
- **Pre chorus** – short piece of music before the main chorus
- **Chorus** – piece of music or words that are repeated in a song
- **Instrumental solo** – no singing, just a musical instrument playing
- Identify this in the song

Activity:

Listen and Appraise:

Listen to the song Rhythm in the Way We Walk – by Joanna Mangona

Read about the song (tab):

Rhythm in the way we walk is a song written to teach children about the interrelated dimensions of music.

Questions to ask:

- Do you like the song?
- What can you hear?
- What is the style of this music?
- How is the song put together (verse, chorus, instrumental solo, intro)

Challenge:

- Can you sing the verse with your partner?
- Can you sing the chorus with your partner?

Adaptive teaching for SEND: SEND tab – Unit 4 Introducing sway

Vocabulary: beat, pulse, body percussion, intro, verse, pre chorus, chorus, instrumental solo

Lesson Number 2

<p>Key learning: to listen and appraise a song from a different genre Context: The Planets: Mars by Gustav Holst</p>	<p>Concepts: Listening Musicianship – pulse/beat</p>	<p>Open Charanga – Original scheme – Year 1 – Rhythm in the Way We Walk – Step 2</p> <p>Introduction: Warm up games (bronze challenge) Who can remember what pulse means? Recap if needed. Recap body percussion - when you can clap, stomp, click, tap body (knees) in time with the pulse of a song</p> <ol style="list-style-type: none"> 1. Find the pulse: copy the animals 2. Move to the pulse (choose own body percussion e.g. tapping knees, clapping) <p>Direct teaching: Can the pupils recall parts of a song:</p> <ul style="list-style-type: none"> - Intro – opening before the singing begins - Verse – start of the singing - Pre chorus – short piece of music before the main chorus - Chorus – piece of music or words that are repeated in a song - Instrumental solo – no singing, just a musical instrument playing
<p>Success Criteria:</p> <ul style="list-style-type: none"> - I can listen carefully to a song - I can use my body to find the pulse of the song, e.g. tapping knees, clapping - I can answer questions about the song - I can say what I like about a song - I can use my body to find the pulse of a song and sing along with the words - I can compare songs from different genres 	<p>Suggested resources: Charanga - Step 2: Rhythm in the Way We Walk</p>	<p>Listen and appraise: Listen to The Planets: Mars by Gustav Holst About the song tab.</p> <p>Questions to ask:</p> <ul style="list-style-type: none"> ▪ Do you like the song? ▪ What can you hear? ▪ What is the style of this music? ▪ How is the song put together (verse, chorus, instrumental solo, intro) ▪ How is this song different or similar to Rhythm in the Way we Walk? <p>Activity: Listen to the song – The Planets: Mars Gustav Holst Choose body percussion to tap to the beat</p> <p>Challenge:</p> <ul style="list-style-type: none"> - Can you hear any musical instruments that you recognise? - How does this piece of music make you feel? - Have you heard music like this before? Can you name the song? <p>Adaptive teaching for SEND: SEND tab – Unit 4 Introducing sway</p>

Vocabulary: recap - beat, pulse, body percussion, intro, verse, pre chorus, chorus, instrumental solo

Lesson Number 3

<p>Key learning: to hear the pitch and pulse in songs</p>	<p>Concepts: Singing Listening Performing - confidence Musicianship – pitch and pulse/beat</p>	<p>Open Charanga – Original scheme – Year 1 – Rhythm in the Way We Walk – Step 3</p> <p>Introduction: Warm up games (bronze challenge) Move to the pulse</p> <p>Direct teaching:</p> <ul style="list-style-type: none"> - Pitch is the high or low parts of a song - What have you heard in school that has a high or low pitch? Teacher to show examples e.g. knocking on table (low), drawing with a pencil (high) - Can the chn sing a note in a high pitch? (Teacher to model) - Can the chn sing a note in a low pitch? (Teacher to model) <p>Listen and appraise: Tubular Bells by Mike Oldfield About the song tab</p> <p>Questions to ask:</p> <ul style="list-style-type: none"> - Where are the high pitch notes in this song? (Chn to point up or down when they hear) - Where are the low pitch notes in this song? (Chn to point up or down when they hear) - Do you like the song? - What can you hear? - What is the style of this music? - How is the song put together (verse, chorus, instrumental solo, intro) <p>Now we are going to sing Rhythm in the Way We Walk again. As you start to remember the lyrics on your own, try sitting up straight and singing clearly. This shows that you are singing confidently.</p> <p>Activity: Listen to the song – Rhythm in the Way We Walk – split into verse 1, 2, 3 Identify the pulse by using body percussion to tap along with pulse/ beat Identify pitch of each verse and chorus (is it high or low?) Sing verses 1 and 2 and chorus with confidence (lyrics on screen)</p> <p>Challenge: can you sing the verses without the lyrics? Adaptive teaching for SEND: SEND tab – Unit 4 Introducing sway</p>
<p>Success Criteria:</p> <ul style="list-style-type: none"> - I can listen carefully to a song - I can use my body to find the pulse of the song, e.g. tapping knees, clapping - I can listen to the lyrics of a song - I can identify the pitch of a song (high or low) - I can begin to sing alongside others - I can sing with a high or low pitch 	<p>Suggested resources: Charanga - Step 3: Rhythm in the Way We Walk</p>	

Vocabulary: pitch, pulse, beat, confidence

Lesson Number 4

Key learning: to perform part of a song in small groups to the class

Concepts:
Singing
Performing
Musicianship – pulse/ beat, rhythm

Open Charanga – Original scheme – Year 1 – Rhythm in the Way We Walk – Step 4

Introduction:

Warm up games (silver challenge)
Rhythm copy back

Direct teaching:

- **Rhythm** is the long and short patterns played over a steady beat.
- Flexible games – Rhythm copy back tab
- Teacher to clap a rhythm over the backing **pulse** and chn to copy back.

Questions to ask:

- What does **pulse** mean?
- What does **rhythm** mean?

Success Criteria:

- I can listen carefully to a song
- I can use my body to find the pulse of the song, e.g. tapping knees, clapping
- I can sing along with the lyrics of a song
- I can identify the pitch of a song
- I can sing alongside others
- I can sing with a high or low pitch
- I can sit or stand up straight when I am singing
- I can sing confidently
- I can sing with the appropriate volume

Suggested resources:
Charanga - Step 4: Rhythm in the Way We Walk

Activity:

When we sing, we need to sing at a good **volume** - not too loud or too quiet.
Standing or sitting up straight will help us to sing better – this is called **posture**.
Listen to the song – Rhythm in the Way We Walk – split into verse 1, 2, 3
Use **body percussion** to tap to the **pulse/ beat**
Sing verses with confidence – small groups in class (4 or 5 in each group)
Groups to perform to class (with or without lyrics on screen)

Challenge: can you sing the verses and chorus without the lyrics on the screen?

Adaptive teaching for SEND: SEND tab – Unit 4 Introducing sway

Vocabulary: rhythm, pitch, pulse, beat, volume, posture

Lesson Number 5

<p>Key learning: to hear the pitch and pulse in songs</p>	<p>Concepts: Singing Listening Musicianship – pulse/ beat, pitch, rhythm)</p>	<p>Open Charanga – Original scheme – Year 1 – Rhythm in the Way We Walk/ Banana Rap– Step 5</p> <p>Introduction: Warm up games (silver challenge) Find the pulse</p> <p>Direct teaching:</p> <ul style="list-style-type: none"> - The chn will be learning a new song: The Banana Rap - We will need to listen to the rhythm, pitch and pulse of this song. - What does pulse mean? - What does rhythm mean? - What does pitch mean? <p>Listen and appraise: Banana Rap by Jane Sebba About the song – A fun children’s song with animals.</p>
<p>Success Criteria:</p> <ul style="list-style-type: none"> - I can listen carefully to a song - I can use my body to find the pulse of the song, e.g. tapping knees, clapping - I can start to sing along with the lyrics of a song - I can identify the pitch of a song - I can sing with a high or low pitch - I can sing confidently - I can sing with the appropriate volume - I can sing alongside others 	<p>Suggested resources: Charanga - Step 5: Banana Rap</p>	<p>Questions to ask:</p> <ul style="list-style-type: none"> - Do you like the song? - What can you hear? - What is the style of this music? - How is the song put together (verse, chorus, instrumental solo, intro) - What is the pitch of this song? <p>Activity: Listen to the song – Banana Rap Use body to tap to the pulse Remind chn to sit or stand up straight when singing Begin to sing along with the lyrics</p> <p>Challenge: can you sing this song in a high and then lower pitch?</p> <p>Adaptive teaching for SEND: SEND tab – Unit 4 Introducing sway</p>

Vocabulary: rhythm, pitch, pulse

Lesson Number 6

<p>Key learning: to perform a song in small groups to whole class</p>	<p>Concepts: Singing Listening Performing Musicianship – pulse/ beat, rhythm</p>	<p>Open Charanga – Original scheme – Year 1 – Rhythm in the Way We Walk/ Banana Rap– Step 6</p> <p>Introduction: Warm up games (silver challenge) Find the pulse</p> <p>Listen and appraise: Happy by Pharrell Williams Use body percussion to tap along with the pulse Use body percussion to tap along with the rhythm</p> <p>Direct teaching:</p> <ul style="list-style-type: none"> - Rhythm is the long and short patterns played over a steady beat. <p>Flexible games tabs – silver challenge</p> <ul style="list-style-type: none"> - Teacher to clap a rhythm over the backing pulse and chn to copy back. <p>Activity: Listen to the song – Banana Rap – whole song</p> <p>Questions to ask:</p> <ul style="list-style-type: none"> - What is the rhythm of the Banana Rap? – Chn to clap along with rhythm - What is the pitch of the Banana Rap? – Chn to say high or low - What is the pulse of the Banana Rap? – Chn to tap their knees with the pulse <p>Use body percussion to tap to the pulse Sing whole song with confidence (vocal)</p> <p>Challenge: is there a pre chorus in the song ‘Happy’?</p> <p>Adaptive teaching for SEND: SEND tab – Unit 4 Introducing sway</p>
<p>Success Criteria:</p> <ul style="list-style-type: none"> - I can listen carefully to a song - I can use my body to find the pulse of the song, e.g. tapping knees, clapping - I can sing along with the lyrics of a song - I can identify the pitch of a song - I can sing alongside others - I can sing with a high or low pitch - I can sing confidently - I can sing with the appropriate volume 	<p>Suggested resources: Charanga - Step 6: Banana Rap</p>	

Vocabulary: rhythm, pitch, pulse