



SUBJECT MEDIUM TERM PLANNING - Music

Year Group: 1	TERM: Autumn 2	Theme: Music in the Round and Christmas Nativity songs
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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
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch

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.
- Listen to live performances.

Composing

- Create musical sound effects and short **sequences** of sounds in response to stimuli, e.g. a rainstorm or a train journey. Combine to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves).
- Use music technology, if available, to capture, change and combine sounds.

Musicianship

Pulse/ Beat

- 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** to maintain a steady beat
- Respond to the **pulse** in recorded/live music through movement and dance

Rhythm

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

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.

<p>Context:</p> <ul style="list-style-type: none"> • Pupils will learn songs to sing during a live performance (Music in the Round) • 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 • Pupils will have the opportunity to progress to the next level • Pupils will understand and explore how music is created, produced and communicated 	<p>Concepts:</p> <ul style="list-style-type: none"> • Singing • Listening • Composing • Performing • Musicianship 	<p>Vocabulary:</p> <ul style="list-style-type: none"> • Volume – how loud or quiet the singing or music is • Posture – the way the body is held • Ownership - engaging with audience, acknowledge applause, being confident, standing up straight, arms by side, facing the front. • Confidence – singing clearly with good posture • Perform • Audience • Applause • Loud • Quiet • Tuned musical instruments • Glockenspiels – tuned instrument that is hit with a small hammer
<p>Prior Knowledge:</p> <p>Singing:</p> <ul style="list-style-type: none"> • Pupils have learned to sing MITR songs alongside each other and with actions. • Pupils have seen cues from adults to signal when to begin singing. <p>Listening:</p> <ul style="list-style-type: none"> • Pupils have listened to a live performance and learned about different musical instruments • Pupils have learned about the origins of songs during listening and appraising parts of Charanga lessons <p>Musicianship (Beat):</p> <ul style="list-style-type: none"> • Children have listened to music and have started to move in time with the beat/ pulse • Pupils have learned vocab – pulse: a steady beat that doesn't change <p>Musicianship (Pitch):</p> <ul style="list-style-type: none"> • Pupils have discussed what a high or low sound is during discussions with teacher. <p>Musicianship (Rhythm):</p>	<p>Future Knowledge:</p> <ul style="list-style-type: none"> • Pupils will continue to learn and sing songs as a group in preparation to attend the Music in the Round performance • Pupils will listen to a range of music genres and be able to reflect on what they have heard, e.g. is the music high or low? Can they name an instrument that they recognise in the live musical performance? • Pupils will recap key vocabulary: pulse, beat, rhythm, pitch, body percussion, intro, verse, pre chorus, chorus, instrumental solo, confidence, volume, posture • Pupils will learn key vocabulary: musical instruments, violin, double bass, classroom percussion, experiment, sequence, perform, audience, glockenspiels 	

- Pupils have learned the vocab: rhythm - **long and short patterns played over a steady beat.**

Performing:

- Pupils have performed short songs as a small group to the class

Pupils have learned the 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...

- Learn new songs for MITR and Christmas performance
- Sing songs in different styles (e.g. conveying emotions during Music in the Round performance)
- Be able to identify some musical instruments that were played during the MITR performance
- Start to identify the pulse and rhythm in these songs to help them learn the songs
- Identify the pitch of some songs
- Learn new vocab: **ownership – acknowledging audience and applause**
- Perform songs for an audience, showing ownership and confidence
- Be introduced to a new instrument: **glockenspiel -tuned instrument that is hit with a small hammer**
- Understand the vocabulary: musical instruments, perform, audience, glockenspiels

Lesson Number 1

<p>Key learning: To learn a number of songs for a group performance Context: Music in the Round</p>	<p>Concepts: Singing Musicianship – pulse/beat Performing</p>	<p>Introduction: Warm up exercises from singing assemblies in mi-so range</p> <p>Direct teaching:</p> <ul style="list-style-type: none"> - Listen to Music in the Round songs and tap along with the pulse of the songs - Recognise pitch – is it high or low throughout the songs? Does it change in different parts? - Recap volume – how loudly should they be singing - Recap posture – how should they be sitting or standing when singing - New vocab word: Ownership – engage with audience and acknowledge applause <p>Questions to ask:</p> <ul style="list-style-type: none"> - How should you be sitting/ standing when singing? (straight back arms by side, etc.) - How loudly should you be singing? (loud enough for others to hear but not shouting) - How can you show the audience that you are confident when singing? (stand up straight, arms by side, singing clearly, not shouting, etc.) <p>Activity: Listen to the songs. T to model singing song, pupils to sing back. Begin to sing song with background music. Begin to learn the actions for each song. Convey emotions – if appropriate</p> <p>Challenge: Challenge: pupils to discuss emotions that characters would be feeling and convey these emotions when singing.</p> <p>Adaptive teaching for SEND:</p> <ul style="list-style-type: none"> - Modelling from adults in classroom (e.g. when to tap or clap, etc.) - Use flashcards to show what will come next in song. - Model using actions for each song.
<p>Vocabulary: pulse, pitch, volume, posture, ownership</p>		

Lesson Number 2

Key learning: to learn about and discuss musical instruments that will be used in a live performance.

Context: Music in the Round

Concepts:

Singing

Listening

This lesson is intended for before the Music in the Round trip

Direct teaching/ questions to ask:

Use Meet the Musicians information before trip – Music in the Round activity pack

- Discuss the sound of each instrument (pitch, loud or quiet, fast or slow)
- Recognise pitch – is it high or low throughout the short musical songs? Does it change in different parts?
- Which instruments have a higher/ lower pitch?

Activity:

Listen to Meet the Musicians and discuss questions above

Then discuss appraisal questions:

- Which instrument was your favourite?
- Which instrument had a higher/ lower pitch?
- Which instrument was the loudest?
- Which instrument was the quietest?

Challenge: name all of the instruments that will be played in the Music in the Round performance

Adaptive teaching for SEND:

- **Modelling from adults in classroom (e.g. when to tap or clap, etc.)**
- **Pictures of musical instruments to be played.**

Success Criteria:

- I can discuss the pitch of musical instruments
- I can name some musical instruments that will be played during a performance
- I can identify the pitch of the songs played

Suggested resources:

Music in the Round activity packs – meet the musicians

Vocabulary: pitch, musical instruments, violin, double bass

Lesson Number 3

Key learning: to listen to and appraise a live musical performance
Context: Music in the Round

Concepts:
Singing
Listening

This lesson is intended for after the Music in the Round trip

Discussion

- Which instruments did we hear at the Music in the Round performance
- Which instrument was the loudest?
- Which instrument was the quietest?
- Which instrument had a higher **pitch**?
- Which instrument had a lower **pitch**?
- How did the performance make you feel?
- Which was your favourite song?
- How were the musicians or singers standing/ sitting during the performance?
- Did the musicians/ singers show ownership? How did they show this?

Challenge: name all of the instruments that were played in the Music in the Round performance

Success Criteria:

- I can discuss the pitch of musical instruments
- I can say which musical instruments were played
- I can identify the pitch of the songs played

Suggested resources:

Pictures taken during performance

Adaptive teaching for SEND:

- **Show pictures taken during Music in the Round trip – discuss names of instruments.**
- **Show flashcards for musical instruments – pupils to point to flashcard when shown on pictures.**

Vocabulary: pitch, musical instruments, loudest, quietest, performance

Lesson Number 4

Key learning: to learn songs to sing as a group
Context: Christmas Nativity

Concepts:
Singing
Listening
Musicianship – pulse/
beat
Performing

Introduction:

Warm up exercises from singing assemblies

Direct teaching:

- Listen and tap along with the pulse of the songs.
- Recognise **pitch** – is it high or low throughout the songs? Does it change in different parts?
- Which part is the verse?
- Which part is the chorus?
- Recap **ownership** – engaging with audience, acknowledge applause, being confident, standing up straight, arms by side, facing the front.
- When singing as a group we have to listen to others around us. Are you singing at the same time as them? Are you singing in the same pitch as them?

Questions to ask:

- How should you be sitting/ standing when singing (straight back arms by side, etc.)
- How loudly should you be singing? (loud enough for others to hear but not shouting)

Success Criteria:

- I can sit with a straight back
- I can sing with ownership and confidence
- I can sing alongside others in a group
- I can identify the pitch of the songs played
- I can sing with appropriate volume

Suggested resources:
Christmas Nativity songs

Activity:

Play first song – Shh Don't Wake the Baby.

Tap along with pulse of song while listening to lyrics.

Start with verse – say words to pupils, repeat back (not singing).

Introduce actions.

Sing verse all the way through.

Then introduce chorus, say words to pupils, pupils to repeat back.

Introduce actions with chorus.

Sing chorus all the way through.

Repeat with verse and chorus together.

Continue singing in chunks and put altogether with actions.

SONGS TO BE PRACTICED 3 x WEEKLY UNTIL CHRISTMAS NATIVITY PERFORMANCE

Adaptive teaching for SEND:

- Chunked playing of songs.
- Model when to start singing.
- Visual cues – animal cards for Shh Don't Wake the Baby.

Vocabulary: pitch, confidence, ownership

Lesson Number 5

Key learning: to learn songs to sing as a group
Context: Christmas Nativity

Concepts:
Singing
Musicianship – pitch
Performing

Introduction:

Warm up exercises from singing assemblies

Direct teaching:

- Listen and tap along with the pulse of the songs
- Recognise **pitch** – is it high or low throughout the songs? Does it change in different parts?
- Which part is the verse?
- Which part is the chorus?
- Recap **ownership** – engaging with audience, acknowledge applause, being confident, standing up straight, arms by side, facing the front.
- When singing as a group we have to listen to others around us. Are you singing at the same time as them? Are you singing in the same pitch as them?

Questions to ask:

- What should you do when the audience applauds?
- How can you show confidence and ownership when singing?

Success Criteria:

- I understand how I should be sitting or standing when singing
- I understand how loudly I should be singing
- I know what to do when the **audience** applauds
- I can show **confidence** and **ownership** when singing

Suggested resources:
Christmas Nativity songs

Activity:

Listen to the song – Class song (see class teacher)
Sing song with lyrics on screen, one verse at a time
Use actions

SONGS TO BE PRACTICED 3 x WEEKLY UNTIL CHRISTMAS NATIVITY

Adaptive teaching for SEND:

- Chunked playing of songs.
- Teacher to model when to start singing.
- Teacher to use actions.
- Visual cues for class song

<p>Vocabulary: pitch, ownership, perform, audience, applause</p>		

Lesson Number 6

<p>Key learning: perform a number of songs for an audience Context: Christmas Nativity</p>	<p>Concepts: Singing Musicianship – pitch Performing</p>	<p>This lesson is intended for just before Christmas performance</p> <p>Introduction: Warm up exercises from singing assemblies just before performance</p> <p>Direct teaching/ questions to ask:</p> <ul style="list-style-type: none"> - How should you be sitting/ standing when singing (straight back arms by side, etc.) - How loudly should you be singing? (loud enough for others to hear but not shouting) - What should you do when the audience applauds? - How can you show the audience that you are confident? <p>Activity: Perform Christmas Nativity songs for parents with confidence and ownership</p> <p>(SWAP THIS LESSON FOR PERFORMANCE WEEK)</p>
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<p>Success Criteria:</p> <ul style="list-style-type: none"> - I understand how I should be sitting or standing when singing - I understand how loudly I should be singing - I know what to do when the audience applauds - I can show confidence and ownership when singing 	<p>Suggested resources: Christmas Nativity songs</p>	
<p>Vocabulary: confidence, ownership, audience, applause</p>		

Lesson Number 6

<p>Key learning: to experiment using musical instruments Context: Christmas Nativity songs</p>	<p>Concepts: Singing Listening Composing Musicianship – beat/pulse</p>	<p>THIS LESSON IS INTENDED FOR AFTER THE CHRISTMAS PERFORMANCE</p> <p>Introduction: Warm up exercises from singing assemblies</p> <p>Direct teaching/ questions to ask:</p> <ul style="list-style-type: none"> - Choose a song from Christmas performance - Pupils to clap along with pulse - Teacher to model using glockenspiel appropriately alongside pulse <p>Activity: Tap along with pulse of song from Nativity One partner to tap musical instrument (glockenspiels) to copy the pulse of the song Other partner to clap along with pulse of song. Then swap.</p>
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<p>Success Criteria:</p> <ul style="list-style-type: none"> - I can listen carefully to a familiar song - I can match the pulse and rhythm of familiar songs - I can tap along with the pulse or rhythm of a familiar song - I can tap a musical instrument to copy the pulse of a familiar song 	<p>Suggested resources: Glockenspiels</p>	<p>Try creating a loud/ quiet sound on the glockenspiel – how would you do this? Teacher to model</p> <p>(SWAP THIS LESSON FOR PERFORMANCE WEEK IF NEEDED)</p> <p>Challenge: Adaptive teaching for SEND</p> <ul style="list-style-type: none"> - Teacher to model hitting glockenspiel. - Pupil to hit glockenspiel while teacher claps.
<p>Vocabulary: pulse, loud, quiet, glockenspiels</p>		