



SUBJECT MEDIUM TERM PLANNING - Music

Year Group: 1	TERM: Spring 2	Theme: Using symbols to represent sounds
<p>National Curriculum (KS1): Children should be taught to:</p> <ul style="list-style-type: none"> • 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. 		
<p>Context: In this unit, pupils will create their own sequence of sounds, using symbols to represent pitch, pulse, rhythm, tempo and dynamics. Pupils will then play these sequences of sounds on glockenspiels, performing for the class. Pupils will listen to a range of musical pieces during these lessons, identifying the interrelated dimensions of music that they have already learned: pitch, pulse, rhythm, pitch, tempo.</p>	<p>Concepts:</p> <ul style="list-style-type: none"> • Sequence • Pulse • Rhythm • Pitch • Tempo 	<p>Vocabulary:</p> <ul style="list-style-type: none"> • Pulse – the regular heartbeat of the music; its steady beat. • Rhythm – long and short sounds or patterns that happen over the pulse. • Pitch – high and low sounds. • Tempo – the speed of the music; fast or slow or in-between. • Symbol – a small picture • Sequence – a series of sounds
<p>Prior Knowledge: Pupils have listened to songs from different genres, e.g. rap, with different pitch, tempo, rhythm patterns and have practised clapping/ swaying or singing along with this. Pupils have discussed what they can hear in a song, e.g. fast tempo, high/ low pitch. Pupils have used glockenspiels to tap alongside a the pulse or rhythm pattern in a song. Pupils have discussed how to create high or low sounds with their voices or on a glockenspiel.</p>		<p>Future Knowledge:</p> <ul style="list-style-type: none"> • Pupils will create symbols to represent the pitch, pulse, tempo and rhythm of a song of their own creation • Pupils will be able to use these symbols to play a sequence of sounds on a glockenspiel • Pupils will be able to perform their sequence of sounds to the class • Pupils will be able to play each other’s sequences of sounds
<p>End points /by the end of this unit pupils will...</p> <ul style="list-style-type: none"> - Recall and demonstrate understanding of beat/ pulse, tempo and rhythm (by singing, clapping or tapping). - Demonstrate pitch (high or low notes on glockenspiel). - Demonstrate tempo (fast or slow notes on glockenspiel). - Create their own sequence of sounds by drawing symbols to represent beat/ pulse, pitch, tempo and rhythm (4 notes for each). - Play their own sequence of sounds on a glockenspiel (4 notes). - Play their partners’ sequence of sounds on a glockenspiel. 		

Lesson Number 1

Key learning: to introduce symbols that can represent pulse/ beat, pitch, tempo

Concepts:
Composing

Engage:

Listen and appraise: https://youtu.be/SUOTq_xGWpE?si=q-MzvwKVbpJVFLu

Kathleen Battle & Wynton Marsalis - Baroque Duet - Let the Bright Seraphim

Questions to ask:

- Do you like this song?
- What can you hear in this piece of music?
- What is the style of this piece of music?
- How has this piece of music been put together? (structure)
- What is the pitch of this piece of music?
- What is the tempo of the instrumental verse?

Success Criteria:

- I can recall the meaning of pulse/ beat, pitch, tempo, rhythm in songs
- I can discuss symbols that could represent these parts of songs

Suggested resources:

- Charanga: In the Groove unit – step 2 (listen and appraise)
- Pencils
- Individual music book

Introduction:

- Move to Music – <https://denverphilharmonic.org/draw-what-you-hear/>
- Draw lines/ dots in response to sounds – pause for each song
- Think about how fast or slow the tempo is
- Quick quiz – recall **pulse/ beat, pitch, tempo, rhythm** definitions

Direct teaching:

- Today we are creating our own sequence of sounds
- **Recap: what does sequence mean?**

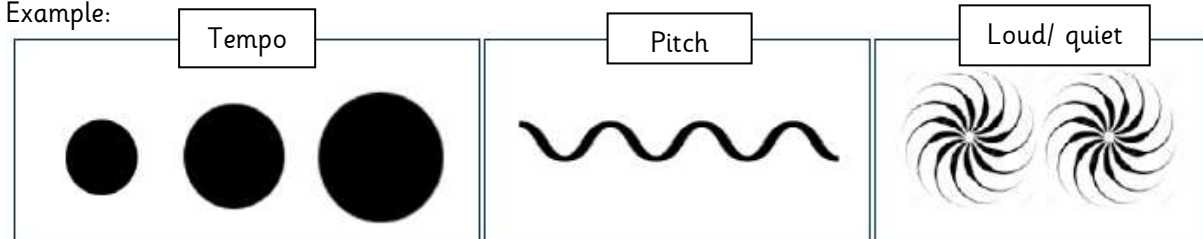
Questions to ask:

- How could I draw a sound that is high/ low?
- How could I draw a sequence of sounds that are fast/ slow?

Activity:

- Chn to discuss with partners how they could represent sounds for: pulse/ beat, pitch, rhythm, tempo.
- Ideas to be shared on the board – save for next lesson.

Example:



Vocabulary: beat, pulse, tempo, pitch, rhythm, structure, sequence

Lesson Number 2

<p>Key learning: to listen to music and create symbols to represent the pulse/ beat</p>	<p>Concepts: Composing</p>	<p>Engage: Listen and appraise: https://youtu.be/CN5hQOI_10?si=DyZKOFKri3Z9yr-c Living La Vida Loca – Ricky Martin Questions to ask:</p> <ul style="list-style-type: none"> - Do you like this song? - What can you hear in this piece of music? - What is the style of this piece of music? - How has this piece of music been put together? (structure) - What is the pitch of this piece of music? - What is the tempo of this piece of music? <p>Warm up: Focus on pulse/ beat: https://www.daspmusic.co.uk/ks1-resources.html Go through each song and clap/ tap along with beat/ pulse.</p> <p>Introduction:</p>
<p>Success Criteria:</p> <ul style="list-style-type: none"> - I understand what pulse/ beat means - I can discuss symbols that I will use for my sequence of sounds 	<p>Suggested resources: Charanga: In the Groove step 3 (listen and appraise) Music book Piece of music (Charanga songs already learned)</p>	<ul style="list-style-type: none"> - Recap symbols discussed last lesson - Listen to ‘Blinded by your Grace’ by Stormzy https://www.youtube.com/watch?v=YsxBrb_uXNg (slow pulse) - Teacher to model drawing symbols to represent the pulse/ beat, e.g. it could be 4 dots for 4 beats spaced far apart if slow, closer if fast. - Listen to ‘Train song’ (fast pulse) https://www.youtube.com/watch?v=sUtnBHqrXd8 <p>Direct teaching:</p> <ul style="list-style-type: none"> - T to model playing this sequence on glockenspiel – this is what pupils will do next lesson. <p>Questions to ask:</p> <ul style="list-style-type: none"> - TTYP: what symbols will you use to create a sequence of sounds – is this the same or different to your teacher? <p>Activity:</p> <ul style="list-style-type: none"> - Listen to different songs and draw pulse/beat symbols in individual music book - Pupils to draw own pulse/ beat sequence (to be used next lesson)
<p>Vocabulary: pulse/ beat, symbols, sequence</p>		

Lesson Number 3

<p>Key learning: to use symbols to play a sequence of sounds on a tuned instrument Context: pulse/ beat</p>	<p>Concepts: Composing</p>	<p>Engage: Listen and appraise: https://youtu.be/uinBpHT-AxM?si=eZEzf5B0ebIv5F7N AR Rahman - Jai Ho Questions to ask:</p> <ul style="list-style-type: none"> - Do you like this song? - What can you hear in this piece of music? - What is the style of this piece of music? - How has this piece of music been put together? (structure) - What is the pitch of this piece of music? - What is the tempo of this piece of music? <p>Warm up: Recap songs learned last week. Focus on pulse/ beat: https://www.daspmusic.co.uk/ks1-resources.html Go through each song and clap/ tap along with beat/ pulse.</p>
<p>Success Criteria:</p> <ul style="list-style-type: none"> - I can recall what pulse means - I can recognise different pulses in songs. - I can create a sequence of symbols to create sounds on a glockenspiel. - I can use symbols to play a sequence of sounds on a glockenspiel. 	<p>Suggested resources: Charanga: In the groove - Step 4 – listen and appraise Music book Pencils Glockenspiels</p>	<p>Introduction:</p> <ul style="list-style-type: none"> - Recap discussions from previous lesson - Recap how to play glockenspiel – e.g. which side is high or low sounds <p>Direct teaching:</p> <ul style="list-style-type: none"> - Pupils have own music book to draw symbols for pulse/ beat sequence - Explain the pupils will be creating their own symbols to a create their own song - This song could tell a story (e.g. walking through the woods/ an Arctic expedition/ The Great Fire of London. <p>Questions to ask:</p> <ul style="list-style-type: none"> - Is your pulse/ beat sequence going to include high or low sounds? - Is your pulse/ beat sequence going to include fast or slow sounds? <p>Activity:</p> <ul style="list-style-type: none"> - Pupils will take turns to play their pulse/ beat sequence (from last lesson) on a glockenspiel. - Pupils only need to focus on keeping a steady beat in this lesson. - Partners to listen to partner’s sequence. - Discuss a story they have created.

Vocabulary: pulse, beat, symbols, sequence

Lesson Number 4

<p>Key learning: to draw symbols to create a sequence of sounds Context: pitch</p>	<p>Concepts: Composing</p>	<p>Engage: Listen and appraise: https://youtu.be/ka6nhNHEiBE?si=y3zNFbjWX_JYnfb0 Lord Of The Dance by Ronan Hardiman Questions to ask:</p> <ul style="list-style-type: none"> - Do you like this song? - What can you hear in this piece of music? - What is the style of this piece of music? - How has this piece of music been put together? (structure) - What is the pitch of this piece of music? - What is the tempo of this piece of music? <p>Warm up/ engage: Teacher to play piece of music/ sequence of notes on glockenspiel. Pupils to point up or down when they hear high or low sounds.</p> <p>Introduction: Focus on pitch songs – choose 1 or 2: https://www.daspmusic.co.uk/ks1-resources.html</p>
<p>Success Criteria:</p> <ul style="list-style-type: none"> - I understand the difference between high and low sounds - I understand what pitch means - I can use symbols to represent a sequence of sounds that are high or low in pitch - I can play a sequence of sounds on a glockenspiel 	<p>Suggested resources: Charanga: In the Groove: Step 5 – listen and appraise Music book Pencils</p>	<p>We are going to draw symbols to show the pitch of sounds.</p> <p>Direct teaching: Pupils are going to use the same number of sounds in previous pulse/beat sequence but are now going to show high and low. Teacher to model this e.g: Last lesson I had 4 beats – beat 1 is low, beat 2 is low, beat 3 is high, beat 4 is high. Teacher to draw this on paper – e.g. use arrows up or down, or draw dots higher/ lower on page. Teacher to play this on glockenspiel.</p> <p>Questions to ask:</p> <ul style="list-style-type: none"> - How could you show a high pitch sound? - How could you show a low pitch sound? <p>Activity:</p> <ul style="list-style-type: none"> - Pupils draw symbols to represent high and low notes, e.g. arrows pointing up or down, dots higher or lower on page. - Play these sounds on glockenspiel. <p>What would you do differently next time? What would you keep the same?</p>

Vocabulary: pitch, high, low, glockenspiels

Lesson Number 5

<p>Key learning: to draw symbols to create a sequence of sounds Context: tempo</p>	<p>Concepts: Composing</p>	<p>Engage: Listen and appraise: https://youtu.be/hfj8zxGos10?si=rdm4PWunhzyqYn Digging on James Brown by Tower of Power Questions to ask:</p> <ul style="list-style-type: none"> - Do you like this song? - What can you hear in this piece of music? - What is the style of this piece of music? - How has this piece of music been put together? (structure) - What is the pitch of this piece of music? - What is the tempo of this piece of music? <p>Warm up: Focus on tempo: https://youtu.be/EdgA1SMnXWc Listen to La Bamba (fast tempo) https://youtu.be/Coy8Hoa1DNw?si=dPAMjva_5U476bdP and Taylor Swift – August https://youtu.be/nn_OzPAfyo8?si=Hl4BDoCTKgDC00YT</p>
<p>Success Criteria:</p> <ul style="list-style-type: none"> - I understand what tempo means - I understand the difference between fast and slow sounds - I can use symbols to play a sequence of sounds on a glockenspiel - I can listen to my partner's sequence of sounds. 	<p>Suggested resources: Charanga: In the Groove - step 6 Music book Pencils Glockenspiels</p>	<p>Introduction: Teacher to model playing fast and slow sounds on glockenspiel. Teacher to model drawing fast and slow sounds on board or piece of paper – closer together to show fast, further apart to show slow sounds. Teacher to model creating slow sounds by hitting harder, fast sounds by hitting lightly. Teacher then to play this on glockenspiel.</p> <p>We are going to draw symbols to show the tempo of sounds. Pupils to draw symbols to show fast and slow sequences of sounds. Pupils to practise playing their sequence of sounds on glockenspiel.</p> <p>Direct teaching:</p> <ul style="list-style-type: none"> - Symbols can be close together to show a fast tempo. - Symbols can be further apart to show a slow tempo. <p>Questions to ask:</p> <ul style="list-style-type: none"> - How do fast sounds make you feel? - How do slow sounds make you feel? <p>Activity: Chn to play glockenspiel using symbols.</p>

Vocabulary: tempo, fast, slow, glockenspiels

Lesson Number 6

<p>Key learning: To create a sequence of sounds, using symbols to represent beat/ pulse, pitch, tempo and perform to the class</p>	<p>Concepts: Composing</p>	<p>Engage: Listen and appraise: https://youtu.be/3GwjfUFyY6M?si=lgOun4HtCLJhLfv- Kool and the Gang – Celebration Questions to ask:</p> <ul style="list-style-type: none"> - Do you like this song? - What can you hear in this piece of music? - What is the style of this piece of music? - How has this piece of music been put together? (structure) - What is the pitch of this piece of music? - What is the tempo of this piece of music?
<p>Success Criteria:</p> <ul style="list-style-type: none"> - I can play a sequence of sounds using symbols I have created - I can make a change in the pitch, tempo in a sequence of sounds - I can perform my sequence of sounds to my partner or the class 	<p>Suggested resources: Charanga: In the Groove: step 6 Glockenspiels Music book Symbols created in previous lessons</p>	<p>Warm up/ engage: Chn to look at symbols created in previous lesson. Recap vocab: Pitch – high or low Tempo – fast or slow</p> <p>Introduction: Pupils are to make a change if wanted to tempo, pitch or both (challenge).</p> <p>Questions to ask:</p> <ul style="list-style-type: none"> - What change could you make to the pitch or tempo of your sequence of sounds? - Are you going to keep your sequence the same? <p>Direct teaching: Teacher model playing glockenspiel while looking at symbols. Pupils to create own sequence of sounds with change or use sequence they created in previous lessons.</p> <p>Pupils to practise playing sequence of sounds on glockenspiel in partners/ or small groups. Pupils to listen to their partner’s performance. Some pupils to perform for the class.</p>

Vocabulary: tempo, fast, slow, pulse, pitch, glockenspiels, tuned percussion