



SUBJECT MEDIUM TERM PLANNING - Music

Year Group: 1	TERM: Summer 1	Theme: Your Imagination Unit
<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 continue to practice their listening skills, during listening and appraising parts of the lessons. They will be listening to music that is based on using their imagination. Pupils will continue to discuss what they like about a song, how a song makes them feel, whether the song tells a story and to be able to identify the pitch, pulse, rhythm, tempo and dynamics within a song. Pupils will learn to sing the song 'Your Imagination' by Joanna Mangona and Pete Readman and will play the glockenspiel alongside the song. They will be playing the notes C, G and E on the glockenspiel. Pupils will learn a new vocabulary word: dynamics, which is how loud or quiet sounds are. Pupils will begin to recognise the dynamics of songs. Pupils will continue to practice performing as a group or performing for an audience within their classroom.</p>	<p>Concepts:</p> <ul style="list-style-type: none"> Pitch Pulse Rhythm Tempo Dynamics 	<p>Vocabulary:</p> <ul style="list-style-type: none"> Tempo – how fast or slow a sound is Dynamics – how loud or quiet a sound is Similar – what is the same about songs Different – what are differences in songs Verse – first part of a song, opens story of song Chorus – sometimes in the middle of songs, can be repeated Rhythm pattern - a sequence of notes that are repeated to make up a rhythm Tuned instrument – an instrument that is pitched to notes
<p>Prior knowledge: Pupils have listened to songs from a range of genres during listening and appraising parts of Charanga lessons. They have also learned to sing a range of songs together and have practiced singing alongside each other as a group, maintaining a similar pitch and pulse. Pupils have also learned, recognised and demonstrated the pulse, pitch, rhythm and tempo of songs that they have learned.</p>	<p>Future Knowledge:</p> <ul style="list-style-type: none"> Pupils will learn to sing the song 'Your Imagination' Pupils will learn to play the C, G and E notes on a glockenspiel. Pupils will learn a new vocabulary word: dynamics and be able to identify this in songs. Pupils will be able to maintain a similar pitch and tempo when singing. 	

	<ul style="list-style-type: none">• Pupils will be able to maintain a similar beat and similar dynamics when playing the glockenspiel.
<p>End points /by the end of this unit pupils will...</p> <ul style="list-style-type: none">- Discuss what they like about a song.- Discuss the pulse, pitch, rhythm, tempo and dynamics that they can hear in songs.- Discuss whether a song tells a story.- Discuss how a song makes them feel.- Discuss similarities and differences between songs.- Learn to sing a song as a group.- Perform a song as a group, showing confidence and ownership.- Play a sequence of notes alongside a song on a glockenspiel (using notes C, G and E).	<p>Crucial knowledge:</p> <p>Pupils will revisit the vocabulary terms pulse/ beat, rhythm, pitch, tempo and be able to demonstrate their understanding of these interrelated dimensions of music by playing notes on a glockenspiel or singing.</p> <p>Pupils learn a new vocabulary word: dynamics, and be able to show their understanding of this by playing notes on a glockenspiel that are loud or quiet.</p> <p>Pupils will identify the pulse/ beat, pitch, rhythm, tempo and dynamics of songs played in the listening and appraising section of music lessons.</p> <p>Pupils will be able to say what they like about a song, identify whether a song tells a story and identify how a song makes them feel, during listening and appraising sections of the music lesson.</p> <p>Pupils will identify notes on a glockenspiel and be able to play the notes C, G and E.</p>

Lesson Number 1

<p>Key learning: To listen to and appraise a song</p>	<p>Concepts: Singing Listening Composing Musicianship – pulse/beat, rhythm</p>	<p style="text-align: center;">Lesson 1</p> <p>Open Charanga – Original scheme – Year 1 – Your Imagination – Step 1</p> <p>Introduction: Warm up games tab (Challenge 1)</p> <ul style="list-style-type: none">- Find the pulse - follow instructions- Copy rhythm patterns – follow instructions- Copy back activity <p>Can you create your own pulse/ rhythm pattern? – Class to copy back.</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 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 sing or rap along with the words	<p>Suggested resources: Charanga Step 1: Your imagination</p>	<p>Direct teaching: Teach vocabulary word:</p> <ul style="list-style-type: none">- Dynamics - how loud or quiet a song is. <p>Recap the vocabulary word:</p> <ul style="list-style-type: none">- Tempo – the speed of the music; fast or slow or in-between.- Listen to how fast or slow this song is. <p>Listen and appraise: Your Imagination by Joanna Mangona and Pete Readman.</p> <p>Questions to ask:</p> <ul style="list-style-type: none">▪ Does this song tell a story?▪ What can you hear?▪ How does the music make you feel?▪ What did you like about the song?▪ What are the dynamics of this song?▪ What is the tempo of this song? <p>Activity: Learn to sing the song tab – verse 1 and 2 Listen to the song Tap or clap to the beat/ pulse Start to sing along with verse 1 and 2</p>

Vocabulary: tempo, dynamics, fast, slow, loud, quiet, beat, pulse, verse

Lesson Number 2

<p>Key learning: to listen and appraise from the same genre and discuss similarities and differences</p>	<p>Concepts: Listening Performing Musicianship – pulse/beat</p>	<p>Open Charanga – Original scheme – Year 1 – Your Imagination – Step 2</p> <p>Introduction: Warm up games (Challenge 2)</p> <ul style="list-style-type: none"> - Find the pulse - follow instructions - Copy back activity <p>Choose someone to create own pulse/ rhythm pattern – class to copy back.</p> <p>Direct teaching:</p> <ul style="list-style-type: none"> - Recap tempo – how fast or slow the sounds are - Recap dynamics - how loud or quiet sounds are - <p>Listen and appraise tab: Supercalifragilisticexpialidocious by the Sherman Brothers</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 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 sing along with the words - I can say what the tempo of a song is - I can compare two songs from the same genre 	<p>Suggested resources: Charanga Step 2 – Your Imagination Unit</p>	<p>Questions to ask:</p> <ul style="list-style-type: none"> ▪ Does this song tell a story? ▪ What can you hear? ▪ How does the music make you feel? ▪ What did you like about the song? ▪ What are the dynamics of this song? ▪ What is the tempo of this song? ▪ How is this song different to Your Imagination? ▪ How is this song similar to Your Imagination? <p>Activity: Listen to the song – Your Imagination Tap or clap to the beat/ pulse Start to sing along with verse and chorus</p>

Vocabulary: tempo, dynamics, similar, different, verse, chorus

Lesson Number 3

<p>Key learning: to hear the pitch, pulse, tempo and dynamics in songs</p>	<p>Concepts: Singing Listening Musicianship – pulse/ beat</p>	<p>Open Charanga – Original scheme – Year 1 – Your Imagination – Step 3</p> <p>Introduction: Warm up games (Challenge 3)</p> <ul style="list-style-type: none"> - Find the pulse - follow instructions - Copy back activity <p>Choose someone to create own rhythm pattern while others tap to beat.</p> <p>Listen and appraise: Pure Imagination by Leslie Bricusse and Anthony Newley</p> <p>Questions to ask:</p> <ul style="list-style-type: none"> ▪ Does this song tell a story? ▪ What can you hear? ▪ How does the music make you feel? ▪ What did you like about the song? ▪ What are the dynamics of this song? ▪ What is the tempo of this song? ▪ How is this song different to Your Imagination? ▪ How is this song similar to Your Imagination?
<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 understand what pitch, pulse, rhythm, tempo and dynamics mean - I can identify the pitch of a song and sing in a similar pitch - I can identify the tempo of a song and sing in a similar tempo - I can sing alongside others 	<p>Suggested resources: Charanga Step 3 – Your Imagination Unit</p>	<p>Direct teaching:</p> <ul style="list-style-type: none"> - Today we are going to learn and sing along with the entire song Your Imagination - Think about how fast the verse is - Think about how fast the rap verse is - Which is faster or slower? - Are there any parts of the song that are quieter or louder? <p>Activity: Listen to the song Tap or clap to the beat/ pulse Sing verse 1, 2 and chorus with confidence and ownership</p>

Vocabulary: tempo, dynamics, faster, slower, louder, quieter

Lesson Number 4

<p>Key learning: to experiment using tuned instruments to play the rhythm pattern in a song</p>	<p>Concepts: Singing Listening Composing Musicianship – pulse/ beat</p>	<p>Open Charanga – Original scheme – Year 1 – Your Imagination – Step 4</p> <p>Introduction: Warm up games (Challenge 4)</p> <ul style="list-style-type: none"> - Find the pulse - follow instructions - Copy back activity <p>Choose someone to tap own rhythm pattern on glockenspiel, class to tap to pulse/ beat</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 understand what pitch, pulse, rhythm, tempo and dynamics mean - I can identify the pitch of a song and sing in a similar pitch - I can identify the tempo of a song and sing in a similar tempo - I can sing alongside others - I can use an instrument to tap to the rhythm of the song 	<p>Suggested resources: Charanga Step 4 – Your Imagination Unit</p>	<p>Listen and appraise: Daydream Believer by John Stewart/ The Monkees</p> <p>Questions to ask:</p> <ul style="list-style-type: none"> ▪ Does this song tell a story? ▪ What can you hear? ▪ How does the music make you feel? ▪ What did you like about the song? ▪ What are the dynamics of this song? ▪ What is the tempo of this song? ▪ How is this song different to Your Imagination? ▪ How is this song similar to Your Imagination? <p>Direct teaching:</p> <ul style="list-style-type: none"> - Today we are going to learn and sing along with the song Your Imagination and play the glockenspiel - Recap glockenspiels – which side has higher pitch/ lower etc. - How to create longer sounds – hit harder or softer - How to create louder/ quieter sounds – hit harder or softer - We are playing with the rhythm - recap <p>Activity: Learn to sing the song tab Listen to the song Tap or clap to the rhythm of the song Start to sing along with verse as a group or break into small groups</p> <p>Play your instruments tab Start to use glockenspiels to tap along with pulse/ beat Partner to listen and then swap</p>
<p>Vocabulary: glockenspiels, rhythm, dynamics, tempo</p>		

Lesson Number 5

<p>Key learning: to use tuned instruments to play a rhythm pattern in a song</p>	<p>Concepts: Singing Listening Composing Musicianship – pulse/ beat</p>	<p>Open Charanga – Original scheme – Year 1 – Your Imagination – Step 5</p> <p>Introduction: Warm up games (Challenge 5)</p> <ul style="list-style-type: none"> - Find the pulse - follow instructions - Copy back activity <p>Listen and appraise: Rainbow Connection by Paul Williams and Kenny Ascher</p> <p>Questions to ask:</p> <ul style="list-style-type: none"> ▪ Does this song tell a story? ▪ What can you hear? ▪ How does the music make you feel? ▪ What did you like about the song? ▪ What are the dynamics of this song? ▪ What is the tempo of this song? ▪ How is this song different to Your Imagination? ▪ How is this song similar to Your Imagination?
<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 understand what pitch, pulse, rhythm, tempo and dynamics mean - I can identify the pitch of a song and sing in a similar pitch - I can sing alongside others - I can use an instrument to tap to the rhythm of the song (glockenspiel) 	<p>Suggested resources: Charanga Step 5 – Your Imagination Unit</p>	<p>Direct teaching: Today we are going to be using instruments to play along with the song A glockenspiel is a tuned instrument Teacher to model What is the pitch of this song? What are the dynamics of this song? What is the tempo of this song?</p> <p>Activity: Listen to the song – Your Imagination Partner 1 to clap with beat/ pulse and sing</p> <p>Play your instruments tab Partner 2 use glockenspiels to tap along with the pulse/ beat Then swap</p>

Vocabulary: tempo, fast, slow, beat/ pulse, rhythm, dynamics, loud, quiet, tuned instrument, glockenspiels

Lesson Number 6

Key learning: to perform a song using our voices and tuned instruments

Concepts:
Singing
Listening
Composing
Musicianship – pulse/ beat

Open Charanga – Original scheme – Year 1 – Your Imagination – Step 6

Introduction:

Warm up games (Challenge 6)

- Find the pulse - follow instructions
- Copy back activity

Direct teaching:

Listen and appraise:

A Whole New World by Alan Menken and Tim Rice

Questions to ask:

- Does this song tell a story?
- What can you hear?
- How does the music make you feel?
- What did you like about the song?
- What are the dynamics of this song?
- What is the tempo of this song?
- How is this song different to Your Imagination?
- How is this song similar to Your Imagination?

Activity:

Listen to the song – Your Imagination
Tap or clap to the **pulse/ beat**
Start to sing along with verse as a group

Play your instruments Your Imagination tab

Partner 1 to use **glockenspiels** to tap along with **rhythm**
Partner 2 to sing with lyrics as partners plays glockenspiel
Perform in small group for the class

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 understand what pitch, pulse, rhythm, tempo and dynamics mean
- I can identify the pitch of a song and sing in a similar pitch
- I can sing alongside others
- I can use an instrument to tap to the rhythm of the song (glockenspiel)
- I can sing and play an instrument at the same time (challenge)

Suggested resources:
Charanga Step 6 – Your Imagination Unit

Vocabulary: tempo, fast, slow, dynamics, loud, quiet, rhythm, glockenspiels