

Inspiring and enabling our school community to live life to the full



YEAR 1

Subject: Music
Unit Title Colonel Hathi's March

Characteristics of an Effective Learner

Courage
Commitment
Collaboration
Creativity
Curiosity

Prior Learning:

Reception: Make up new lyrics and vocal sounds for different kinds of transport. Create a sound story using instruments to represent different animal sounds/movements. Develop a song by composing new words and adding movements and props. Listen to a range of sea-related pieces of music and respond with movement.

Key Vocabulary taught in this unit:

Duration: march rhythm.
Pitch: low and high – low voices (adult elephants), high voice (the young elephant), low instruments, and high instruments (see timbre).
Tempo: beat (pulse).
Timbre: low instruments (tuba), high instruments (glockenspiel, flute/piccolo), drum, snare drum military band.
Other: trombone, band

Intent: What do we want the children to know, be able to do by the time they complete this unit)?

Objectives

Compose music to march to using tuned and untuned percussion.

Respond to musical characteristics through movement.

Describe the features of a march using music vocabulary (e.g. that it has a steady beat, that soldiers 'march' to music, naming the instruments playing in the clips).

National Curriculum for Music KS1 coverage:

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.

Model Music Curriculum YEAR 1 coverage:

Develop knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing.

Listen to recorded performances.

Create musical sound effects and short sequences of sounds in response to a stimulus e.g. a rainstorm or a train journey. Combine to make a story using classroom instruments or sound-makers.

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

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

Song Bank:

The grand old Duke of York.

Watch/Listen/Move:

'Colonel Hathi's march' from The Jungle Book (Sherman & Sherman).

'Colonel Hathi's march' from The Jungle Book (Sherman & Sherman arr. Laurent Pierre).

Tuba demonstration (Minnesota Orchestra).

Glockenspiel demonstration (Minnesota Orchestra).

Royal Marines massed bands – beating retreat 2018.

Follow my feet video from Sing Up's Developing musicianship toolkit.

'March of the toy soldiers' from The nutcracker (Pyotr Ilyich Tchaikovsky. Choreography by George Balanchine).

'March of the toy soldiers' from The nutcracker (Pyotr Ilyich Tchaikovsky. Performed by the Royal Ballet).

Impact / Outcome:

What will the final product / result be?

Children will show that they can keep in time with 'Colonel Hathi's march' and listen to it played on brass instruments.

Children will have explored instruments found in marching bands and compose and play simple marching music on tuned and untuned percussion.

Children will demonstrate that they are able to keep in time with a changing pulse, listen to a ballet march, and make up a dance in response to it.

Children will be able to describe the features of a march using music vocabulary (e.g. that it has a steady beat, that soldiers 'march' to music, naming the instruments playing in the clips).

P4C Inquiry (where appropriate)

NA