

Through our Music curriculum, we aim to engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. The children will learn about the history of Music; they will be introduced to famous composers; learn to engage critically with music through appreciation sessions; learn to compose using a variety of instruments.



YEAR 1

Subject: Music
Unit Title: Come Dance with Me

Characteristics of an Effective Learner

Courage
Commitment
Collaboration
Creativity
Curiosity

Prior Learning:

Reception: Sing with a sense of pitch, following the shape of the melody with voices. Mark the beat of the song with actions. Make up new lyrics and vocal sounds. Play a steady beat on percussion instruments. Listen to a story and show the beat with actions. Develop a song by composing new words and adding movements and props. Sing a song using a call-and-response structure. Play a call-and-response phrase comprising a short, stepping tune (C-D-E). Play a two-note accompaniment, playing the beat on tuned and untuned percussion.

Year 1: In Term 1, children learnt to sing a song by rote and showed the shape of the pitch moving with actions while singing with the solfa (mi-re-do). In Term 2, they sang in call-and-response, while tapping the beat and clapping the rhythm of the words, understanding that there is one beat for each syllable. Chant together rhythmically, marking rests accurately. Sing an echo song while tapping the beat, and clap the rhythm of the words, understanding there is one beat for each syllable.

Key Vocabulary taught in this unit:

Duration: beat, rhythm.
Pitch: stepping notes A-G-F, tuned and untuned percussion.
Structure: call-and-response, verse, chorus.
Texture: solo.
Music Notation: Crotchet, quaver, rest
Other: Paired rhymes, lyrics.

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

Create musical phrases from new word rhythms that children invent.

Sing either part of a call-and-response song.

Play the response sections on tuned percussion using the correct beater hold.

Echo sing a line independently with teacher leading, then move on to pair singing in echo format.

Copy call-and-response patterns with voices and instruments.

Objectives

National Curriculum for Music KS1 coverage:

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.

Model Music Curriculum YEAR 1 coverage:

Sing songs with a very small range (mi-so), then slightly wider. Include pentatonic songs
Sing a wide range of call-and-response songs to control vocal pitch and to match the pitch they hear with accuracy
Listen to recorded performances.
Understand the difference between creating a rhythm pattern and a pitch pattern.
Invent, retain, and recall rhythm and pitch patterns and perform these for others, taking turns.
Use body percussion and classroom percussion, playing repeated patterns (ostinati) and short pitched patterns on tuned instruments to maintain a steady beat.
Perform short copycat rhythm patterns accurately, led by the teacher.
Perform short repeating rhythm patterns while keeping in time with a steady beat.
Perform word-pattern chants; create, retain and perform their own rhythm patterns

Song Bank:

Come dance with me; Hip hop song writing backing track; Walk and stop.

Watch/Listen/Move:

Sing Up's Developing musicianship toolkit videos:

Playing with pitch pencils.

Copy my actions.

Let's copy your actions!

Walk and stop.

Rain is falling down progression snapshot 3 videos (Sing Up)

Impact / Outcome:

What will the final product / result be?

Children will show a secure understanding of, and show pitch shape.

Children will demonstrate that they can keep a beat by stepping in time to the music.

Children will create musical phrases from new word rhythms that they invent.

Children will demonstrate that they can sing both parts of the call-and-response song and confidently play the response sections on tuned percussion using the correct beater hold.

P4C Inquiry (where appropriate)