



# SS John Fisher & Thomas More Catholic Primary School

A Voluntary Academy

"Journeying together with Jesus Christ, we learn to love and love to learn."



## Medium Term Planning Creative Learning Journey

Year Group: <b>Y1</b>	Topic: <b>MUSIC IN THE CLASSROOM – Feeding In (Part 1)</b>	Term: <b>Autumn</b>
<b>National Curriculum Links</b>  Pupils should be taught to: <ul style="list-style-type: none"><li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li><li>• play tuned and untuned instruments musically</li><li>• listen with concentration and understanding to a range of high-quality live and recorded music</li><li>• experiment with, create, select and combine sounds using the interrelated dimensions of music</li></ul>		
Knowledge and Skills Objectives		Lessons
<b>Singing</b> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. <ul style="list-style-type: none"><li>• Mark the phrases of a song</li><li>• Tap the <b>pulse</b> whilst singing</li><li>• Clap the <b>rhythm</b> of words of a song whilst singing</li></ul> <b>Playing</b>		<b><u>Manchester Music in the Classroom – Term 1</u></b>  <b>Feeding In : Part 1</b>  Children develop specific skills in handling their voices and instruments. They begin to use tuned percussion and to identify the names of classroom instruments. They respond physically when performing, composing and appraising music and can identify pulse and rhythm in a song or piece of music. Working to develop these skills, they explore the musical elements and gain an understanding of how music works.



# SS John Fisher & Thomas More Catholic Primary School

A Voluntary Academy

"Journeying together with Jesus Christ, we learn to love and love to learn."



## Medium Term Planning Creative Learning Journey

Play tuned and untuned instruments musically.

- Copy a given **rhythm**
- Play the **rhythm** of a song
- Play the **pulse** of a song
- Take turns to play with a partner

### Listening

Listen with concentration and understanding to a range of high quality live and recorded music.

- Move with the **pulse** to a piece of music
- Identify repeated sections in a piece of music
- Listen to and respond to live/recorded music

### Composing

Experiment with, create, select and combine sounds using the inter-related elements of music.

- Improvise a rhythmic phrase
- Create **rhythms**
- Take turns when playing with a partner

### Lessons 1 & 2 – Pages 20 – 21

#### Singing

- The Singing Voice
- We're off to Blackpool
- Jelly of a Plate
- What's His/Her Name?

#### Listening

- 'Finale' – Carnival of the Animals (Saint Saens)

#### Instruments

- Here Comes David
- Listen to Our Instruments

#### Outcomes:

- Did the children move comfortably with the pulse in We're Off To Blackpool?
- Did the children move with the pulse when listening to the recording of Finale?
- Are the children familiar with the different types of sounds (timbre) that the instruments produce? e.g. shaking sounds, wooden sounds etc.

### Lessons 3 & 4 – Pages 22 – 23

#### Singing

- We're off to Blackpool
- Jelly of a Plate
- Take Your Voice for a Walk
- What's Your Name?

#### Listening

- 'Lion' – Carnival of the Animals (Saint Saens)

#### Instruments



# SS John Fisher & Thomas More Catholic Primary School

**A Voluntary Academy**

"Journeying together with Jesus Christ, we learn to love and love to learn."



## Medium Term Planning Creative Learning Journey

- Tambourine Parcel
- Here Comes David
- Loud / Quiet / Fast / Slow

### Outcomes:

- Can the children clap the words of Jelly On A Plate accurately?
- Can the children copy your rhythmic phrases in the Tambourine Parcel?
- Can the children create their own rhythmic phrase in the Tambourine Parcel?

### **Lessons 5 & 6 – Pages 24 – 25**

#### Singing

- Jelly of a Plate
- Take Your Voice for a Walk
- Hay, Straw, Hay
- Sixteen Sausages

#### Listening

- 'Lion' – Carnival of the Animals (Saint Saens)

#### Instruments

- Up & Down Story

### Outcomes:

- Can the children follow your hand with their voices?
- Can the children follow the notation (drawn shapes) with their voices?
- Can the children recognise the Lion's roar in the music?

### **Lessons 7 & 8 – Pages 26 – 27**

#### Singing

- Take Your Voice for a Walk



# SS John Fisher & Thomas More Catholic Primary School

**A Voluntary Academy**

"Journeying together with Jesus Christ, we learn to love and love to learn."



## Medium Term Planning Creative Learning Journey

- Hay, Straw, Hay
- Get Up
- Sixteen Sausages

### Listening

- 'Lion' – Carnival of the Animals (Saint Saens)

### Instruments

- Let's Play
- Question & Answer

### Outcomes:

- Do the children change direction at the end of each phrase in Hay, Straw Hay?
- Can the children remember when the lion roar comes in the music?
- Do the children take turns in Question and Answer?

## **Lessons 9 & 10 – Pages 28 – 29**

### Singing

- Hay, Straw, Hay
- Get Up
- Upstairs, Downstairs
- Sixteen Sausages

### Listening

- 'Finale' – Carnival of the Animals (Saint Saens)

### Instruments

- Colour Game
- Hay, Straw, Hay / Get Up

### Outcomes:

Can the children tap the pulse of Get Up?



# SS John Fisher & Thomas More Catholic Primary School

A Voluntary Academy

"Journeying together with Jesus Christ, we learn to love and love to learn."



## Medium Term Planning Creative Learning Journey

	Did the children play along with the pulse or rhythm of Hay, Straw Hay or Get Up on their instrument?
<p><b>Key vocabulary</b></p> <p><b>Duration</b> - How long a sound (or silence) lasts <b>Pitch</b> - High and low <b>Tempo</b> - Fast and slow <b>Dynamic</b> - Loud and quiet <b>Timbre</b> - Tone quality e.g. rough, smooth, wooden, skin etc. <b>Structure</b> - Different ways sounds are combined <b>Texture</b> - Layering different sounds together <b>Pulse</b> - Steady, regular beat (in time) <b>Rhythm</b> - Patterns of long / short sounds <b>Ostinato</b> - Repeated rhythmic pattern <b>Improvise</b> - Make up / create <b>Rests</b> - Silence / not playing <b>Motif</b> - A short musical phrase <b>Melodic</b> - A combination of rhythm and pitch (tune) <b>Graphic Notation</b> - Using pictures or visual symbols to represent music</p>	