

A Voluntary Academy

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

Medium Term Planning Creative Learning Journey

Year Group:	Topic:	Term:
Y1	MUSIC IN THE CLASSROOM – Feeding In (Part 1)	Autumn

National Curriculum Links

Pupils should be taught to:

- 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 interrelated dimensions of music

Knowledge and Skills Objectives	Lessons
Singing	Manchester Music in the Classroom – Term 1
Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	Feeding In : Part 1
 Mark the phrases of a song Tap the pulse whilst singing Clap the rhythm of words of a song whilst singing 	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.
Playing	



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

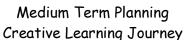
• 'Lion' - Carnival of the Animals (Saint Saens)

Instruments



A Voluntary Academy

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



- 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

<u>Singing</u>

- 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

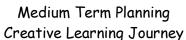
<u>Singing</u>

• Take Your Voice for a Walk



A Voluntary Academy

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



- 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

<u>Listening</u>

• '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?



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?

Key vocabulary

Duration - How long a sound (or silence) lasts

Pitch - High and low

Tempo - Fast and slow

Dynamic - Loud and quiet

Timbre - Tone quality e.g. rough, smooth, wooden, skin etc.

Structure - Different ways sounds are combined

Texture - Layering different sounds together

Pulse - Steady, regular beat (in time)

Rhythm - Patterns of long / short sounds

Ostinato - Repeated rhythmic pattern

Improvise - Make up / create

Rests - Silence / not playing

Motif - A short musical phrase

Melodic - A combination of rhythm and pitch (tune)

Graphic Notation - Using pictures or visual symbols to represent music