



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: Y1	Topic: MUSIC IN THE CLASSROOM – Feeding In (Part 1)	Term: Spring
<p>National Curriculum Links</p> <p>Pupils 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 interrelated dimensions of music 		
Knowledge and Skills Objectives		Lessons
<p>Singing Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <ul style="list-style-type: none"> • Mark the phrases of a song • Tap the pulse of a song and of recorded music • Clap the rhythm of a song <p>Playing Play tuned and untuned instruments musically.</p>		<p><u>Manchester Music in the Classroom – Term 2</u></p> <p>Feeding In : Part 1 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.</p>



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- Copy **rhythms**
- Play the **melody** of a song.
- Take turns to play phrases of equal length with a partner

Listening

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

- Trace the shape of a song
- Identify repeated **motif** in a piece of music
- Explore the structure of a simple chant

Composing

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

- Match **notation** to known songs
- Choose sounds to accompany a song

Lessons 1 & 2 – Pages 32 – 33

Singing

- Get Up
- Upstairs, Downstairs
- Pussy Willow
- What's His/ Her Name?

Listening

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

Instruments

- Kentucky Song
- Question & Answer

Outcomes:

- Can the children trace the shape of Upstairs, Downstairs in the air?
- Can the children take turns in Question and Answer?
- Can the children create equal phrase lengths in Question and Answer?

Lessons 3 & 4 – Pages 34 – 35

Singing

- Get Up
- Jelly on a Plate
- Pease Pudding
- On My Left

Listening

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

Instruments

- Pussy Willow



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- Jelly on a Plate

Outcomes:

- Can the children clap the words of Jelly On A Plate in a new order as indicated by the cards?
- Can the children tap the pulse in threes for the Elephant music?

Lessons 5 & 6 – Pages 36 – 37

Singing

- Jelly on a Plate
- Pease Pudding
- Up The Tree
- On My Left

Listening

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

Instruments

- Tambourine Parcel
- Hay, Straw, Hay / Get Up

Outcomes:

- Can the children distinguish between the pulse and the rhythm of Pease Pudding?
- Can the children recognise when the second section of the Elephant music begins?
- Do the children play the pulse or rhythm when playing along with a song?

Lessons 7 & 8 – Pages 38 – 39

Singing

- Pease Pudding
- Up The Tree



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- Animal Song
- On My Left

Listening

- 'People with Long Ears' – Carnival of the Animals (Saint Saens)

Instruments

- Loud / Quiet / Fast / Slow
- Colour Game

Outcomes:

- Can the children trace the shape of the song Up the Tree with their hands?
- Can the children remember when the slide comes in People With Long Ears?
- Can the children follow the sequence indicated by the coloured cards?

Lessons 9 & 10 – Pages 40 – 41

Singing

- Up The Tree
- Animal Song - Phrasing
- Here is the Beehive
- Do You Like Bananas?

Listening

- 'The Swan' – Carnival of the Animals (Saint Saens)

Instruments

- Animal Song – Using sounds to create a musical effect

Outcomes:

- Can the children analyse the phrasing of the Animal Song by making rainbows?
- Do the children make appropriate movements for the Swan music?
- Do the children make considered suggestions for the accompaniment to the



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Animal Song?

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