



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

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| Year Group: Y1 | Topic: MUSIC IN THE CLASSROOM – Feeding In (Part 1) | Term: Summer |
| National Curriculum Links Pupils should be taught to: <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 |
| Singing Use their voices expressively and creatively by singing songs and speaking chants and rhymes. <ul style="list-style-type: none">• Tap the pulse of a song and of recorded music• Clap the rhythm of a song• Clap a given ostinato. | | <u>Manchester Music in the Classroom – Term 3</u> 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. |



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Playing

Play tuned and untuned instruments musically.

- Play the **rhythm** of a song
- Play the **pulse** of a song
- Explore **tempo, dynamics, pitch**
- Play a simple **ostinato**

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
- Trace the shape of a song
- Identify repeated **motif** in recorded music
- Identify ascending and descending sounds in a song
- Recognise changes in **dynamics** and **tempo**

Composing

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

- Choose sounds to accompany a song
- Take turns when playing with a partner
- To be aware of **rests** in music

Lessons 1 & 2 – Pages 44 – 45

Singing

- Animal Song
- Here is the Beehive
- Bouncy Ball
- Do You Like Bananas?

Listening

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

Instruments

- Tambourine Parcel
- Up & Down Story

Outcomes:

- Can the children clap the rhythm of Here is the Beehive accurately, indicating the rests?
- Can the children follow the story by listening to the xylophone without hearing the words?

Lessons 3 & 4 – Pages 46 – 47

Singing

- Here is the Beehive
- Bouncy Ball – Trace the shape of the song
- Bottle of Pop
- Do You Like Bananas?

Listening

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



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- Choose sounds to illustrate a poem

Instruments

- Loud / Quiet / Fast / Slow
- Here is the Beehive – Playing along with the song

Outcomes:

- Can the children trace the shape of Bouncy Ball with their hands?
- Can the children recognise when the cuckoo sound comes in the music?
- Can the children distinguish between the pulse and the rhythm when playing Here is the Beehive on an instrument?

Lessons 5 & 6 – Pages 48 – 49

Singing

- Bouncy Ball
- Bottle of Pop – Clapping an ostinato
- Birthday Song
- Who's Got the Red One?

Listening

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

Instruments

- Instrument Cards – Playing from symbols
- Question & Answer

Outcomes:

- Can the children clap an ostinato from Bottle of Pop?
- Can the children move in time to the pulse when listening to Aquarium?
- Can the children follow a sequence indicated by instrument cards?



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Lessons 7 & 8 – Pages 50 – 51

Singing

- Bottle of Pop
- Birthday Song – Distinguishing between pulse and rhythm
- Small Things
- Who's Got the Red One?

Listening

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

Instruments

- Tambourine Parcel
- Bottle of Pop – Playing an ostinato

Outcomes:

- Can the children distinguish between the pulse and the rhythm of Birthday Song?
- Can the children follow the structure of Aquarium?
- Can the children play ostinato from Bottle of Pop?

Lessons 9 & 10 – Pages 52 – 53

Singing

- Birthday Song
- Pussy Willow, Bouncy Ball, Up The Tree – Tracing the shape of a song
- Who's Got the Red One?

Listening

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

Instruments

- Small Things – Using sounds to create musical effects



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Outcomes:

- Can the children trace the shape of the songs in the air?
- Can the children recognise Twinkle Twinkle Little Star in the Fossils music?
- Do the children make considered suggestions for the music to match the poem?

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