



# 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>Spring</b>
<p><b>National Curriculum Links</b></p> <p>Pupils should be taught to:</p> <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>		
<b>Knowledge and Skills Objectives</b>		<b>Lessons</b>
<p><b>Singing</b> Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <ul style="list-style-type: none"> <li>• Mark the phrases of a song</li> <li>• Tap the <b>pulse</b> of a song and of recorded music</li> <li>• Clap the <b>rhythm</b> of a song</li> </ul> <p><b>Playing</b> Play tuned and untuned instruments musically.</p>		<p><b><u>Manchester Music in the Classroom – Term 2</u></b></p> <p><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.</p>



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## Medium Term Planning Creative Learning Journey

- 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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## Medium Term Planning Creative Learning Journey

- 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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## Medium Term Planning Creative Learning Journey

- 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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## Medium Term Planning Creative Learning Journey

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



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## Medium Term Planning Creative Learning Journey

Year Group: <b>Y1</b>	Topic: <b>MUSIC IN THE CLASSROOM – Feeding In (Part 1)</b>	Term: <b>Summer</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><li>•</li></ul>		
<b>Knowledge and Skills Objectives</b>	<b>Lessons</b>	
<b>Singing</b> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. <ul style="list-style-type: none"><li>• Tap the <b>pulse</b> of a song and of recorded music</li><li>• Clap the <b>rhythm</b> of a song</li><li>• Clap a given <b>ostinato</b>.</li></ul>	<b>Manchester Music in the Classroom – Term 3</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.	



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## Medium Term Planning Creative Learning Journey

### 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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## Medium Term Planning Creative Learning Journey

- 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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## Medium Term Planning Creative Learning Journey

### **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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## Medium Term Planning Creative Learning Journey

### 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

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**Graphic Notation** - Using pictures or visual symbols to represent music



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## 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>		
<b>Knowledge and Skills Objectives</b>		<b>Lessons</b>
<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>Manchester Music in the Classroom – Term 1</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.	



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## 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



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## 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



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## 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?



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	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>	