

Year 1 – Hey You

Recall	Instruments
<p>End Point</p> <p>Disciplinary Knowledge</p> <p>(National Curriculum Statements)</p>	<p>Pupils will be able to sing at different pitches accurately and identify the impact of inter-related dimensions of music on their voice.</p> <p>The interpretation on the interrelated dimensions of music and how this knowledge is used when singing, playing instruments, improvising and composing, to develop creative and original pieces and performances. Children work independently and together in groups to interpret and combine the dimensions of music to create a specific and desired effect.</p> <p>Pupils will:</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 inter-related dimensions of music
Prior Learning	Pupils will have used their voices to sing and to combine sounds in EYFS. Pupils will have had prior knowledge, through the previous topic, of inter-related dimensions of music.
<p>Sequence of Learning / Contextual Knowledge</p> <p>(Lesson ideas)</p>	<ul style="list-style-type: none"> • Knowledge of using their voices expressively and creatively by singing songs and speaking chants and rhymes. • Knowledge of listening with concentration and understanding to a range of high-quality live and recorded music • Knowledge of the importance of vocal warmups, learn to find a comfortable singing position. <p>Lesson 1/2</p> <p>Starter: Listen and appraise - + Pulse finder (using clapping, counting, movement and stomping)</p> <p>Main activity: -Using call and response to help teach the song. -Verse by verse -group discussion on key words in the song.</p> <p>End: -Performance of song. From memory</p>

Lesson 3

Starter: Listen and appraise

Main activity 1:

- In a circle, following the rhythms that are been clapped for them.
- They are to copy in time with the music.
- Ext. individuals to clap rhythms.

Main activity 2:

- Using call and response to help teach the song.
- Verse by verse
- group discussion on key words in the song.

End:

- Performance of song. From memory

Lesson 4

Starter: Listen and appraise

- discussing instruments

Main activity:

- Practice clapping the rhythm before playing.
- In groups, they are to help each other playing the rhythm.
- They are to identify the difference in notes.

End:

Performance without music

Lesson 5

Starter: Listen and appraise

- discussing instruments

Main activity:

- Practice clapping the rhythm before playing.
- In groups, they are to help each other playing the rhythm.
- They are to identify the difference in notes.

End:

Performance with music

	<p>Lesson 6</p> <p>Starter: Listen and appraise</p> <p>Main activity: -In partners, they are to practice singing and playing together as one performance. -They are to practice playing in time with the music.</p> <p>End: Overview of what will be happening in assessment week.</p>
Key Vocabulary	Pulse, Rhythm, Pitch, Rap, Melody, Perform, Blues, Baroque, Latin, Folk, Funk, Groove, Imagination, Glockenspiel
Teacher Assessment	
Possible Misconceptions	<ul style="list-style-type: none"> • Pupils may not be able to identify previous inter-related dimensions of music. • Pupils may not be confident in warming their voices up accurately. • Pupils may not be able to rap along with the music, due to it being a fast tempo. <p>Pupils may not be able to pronounce their words correctly during the singing and rap section.</p>
Class Teacher Notes	<ul style="list-style-type: none"> •

Year 1 – Nativity

Recall	Key Words, Instruments
End Point	Pupils will be able to perform an onstage Nativity.
Disciplinary Knowledge	The interpretation on the interrelated dimensions of music and how this knowledge is used when singing, playing instruments, improvising and composing, to develop creative and original pieces and performances. Children work independently and together in groups to interpret and combine the dimensions of music to create a specific and desired effect.
(National Curriculum Statements)	<p>Pupils will:</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 inter-related dimensions of music
Prior Learning	
Sequence of Learning / Contextual Knowledge	
(Lesson ideas)	
Key Vocabulary	Pulse, Rhythm, Pitch, Rap, Melody, Perform, Blues, Baroque, Latin, Folk, Funk, Groove, Imagination, Glockenspiel
Teacher Assessment	
Possible Misconceptions	
Class Teacher Notes	

Year 1 – Rhythm in the Way We Walk

Recall	Key Words, Instruments
<p>End Point</p> <p>Disciplinary Knowledge</p> <p>(National Curriculum Statements)</p>	<p>Pupils will be able to sing at different pitches accurately and identify the impact of inter-related dimensions of music on their voice.</p> <p>The interpretation on the interrelated dimensions of music and how this knowledge is used when singing, playing instruments, improvising and composing, to develop creative and original pieces and performances. Children work independently and together in groups to interpret and combine the dimensions of music to create a specific and desired effect.</p> <p>Pupils will:</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 inter-related dimensions of music
Prior Learning	Pupils will have used their voices to sing and to combine sounds in EYFS. Pupils will have had prior knowledge, through the previous topic, of inter-related dimensions of music.
<p>Sequence of Learning / Contextual Knowledge</p> <p>(Lesson ideas)</p>	<ul style="list-style-type: none"> • Knowledge of using their voices expressively and creatively by singing songs and speaking chants and rhymes. • Knowledge of listening with concentration and understanding to a range of high-quality live and recorded music • Knowledge of the importance of vocal warmups, learn to find a comfortable singing position. <p>Lesson 1 Starter: Listen and appraise + Vocal warm up Main activity: -Using call and response to help teach the song. -Verse by verse -group discussion on key words in the song. End: -Performance of song. From memory</p> <p>Lesson 2 Starter: Listen and appraise</p>

	<p>Main activity:</p> <ul style="list-style-type: none"> - Discuss the words and using the board to draw a picture to match the word. - Find the rhythm, pitch and pulse of the song 'rhythm in the way we walk'. - Discuss what expression is. - In groups they are to have a verse each and add expression to it. <p>End – Performance</p> <p>Lesson 3/4</p> <p>Starter: Listen and appraise Memory Game – rhythm, pitch and pulse. See if they can remember which each one means.</p> <p>Main activity:</p> <ul style="list-style-type: none"> - Identify the note which they will be playing. - Demonstrate what they will be playing and sing the rhythm. - They are to practice playing. <p>End:</p> <p>Performance with music</p> <p>Lesson 5</p> <p>Starter: Listen and appraise -discussing instruments</p> <p>Main activity:</p> <ul style="list-style-type: none"> -Continue practicing the song on the glockenspiel. -Focus on accuracy – playing in time with the music, playing the right notes and playing the correct rhythm. <p>End:</p> <p>Performance</p>
Key Vocabulary	Pulse, Rhythm, Pitch, Rap, Melody, Perform, Blues, Baroque, Latin, Folk, Funk, Groove, Imagination, Glockenspiel
Teacher Assessment	
Possible Misconceptions	<ul style="list-style-type: none"> ● Pupils may not be able to identify previous inter-related dimensions of music. ● Pupils may not be confident in warming their voices up accurately. ● Pupils may not be able to rap along with the music, due to it being a fast tempo. <p>Pupils may not be able to pronounce their words correctly during the singing and rap section.</p>
Class Teacher Notes	<ul style="list-style-type: none"> ●

Year 1 – In The Groove

Recall	Key Words, Instruments
<p>End Point</p> <p>Disciplinary Knowledge</p> <p>(National Curriculum Statements)</p>	<p>Pupils will be able to identify the different cultures and genres of music and how the inter-related dimensions of music impact these cultures.</p> <p>The interpretation on the interrelated dimensions of music and how this knowledge is used when singing, playing instruments, improvising and composing, to develop creative and original pieces and performances. Children work independently and together in groups to interpret and combine the dimensions of music to create a specific and desired effect.</p> <p>Pupils will:</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 inter-related dimensions of music
Prior Learning	<ul style="list-style-type: none"> ● Pupils will have prior knowledge of inter-related dimensions of music and use these to describe music. ● Pupils will have prior knowledge of some cultures through other curriculum subjects.
<p>Sequence of Learning / Contextual Knowledge</p> <p>(Lesson ideas)</p>	<ul style="list-style-type: none"> ● Knowledge of inter-related dimensions of music and the effect this has on music. ● Knowledge of listening with concentration. ● Knowledge of different cultures and genres of music. <p>Lesson 1/2</p> <p>Starter:</p> <ul style="list-style-type: none"> - Listen and appraise. Discussing the song using inter-related dimensions of music. - Vocal warm up: The big ship sails <p>Main activity:</p> <ul style="list-style-type: none"> -Working together as a class, we will learn the song using call and response. -Discuss what expression means and how we can include this in the song. -Add actions into the song <p>End: Performance</p>

	<p>Lesson 3/4 Starter: - Listen and appraise – group discussion - Rhythm Game – Who took the cookie from the cookie jar. Main activity: -Recap on playing the glockenspiel. -Demonstrate playing the notes C and in time with the music. - Using vocals with call and response, they are to vocally sing the melody and put actions to the melody. -In groups practice playing notes C and D in time with the music.</p> <p>End: Performance</p> <p>Lesson 5 – Create a 4 bar melody Starter: Listen and appraise – group discussion. Main activity: -Recap of what a glockenspiel is and how it is played. - Demonstrate what it should sound like. -Vocal call and response to remember rhythm - create a melody using the handouts</p> <p>End: Performance</p>
Key Vocabulary	Pulse, Rhythm, Pitch, Rap, Melody, Perform, Blues, Baroque, Latin, Folk, Funk, Groove, Imagination, Glockenspiel
Teacher Assessment	
Possible Misconceptions	<ul style="list-style-type: none"> ● Pupils may not know any cultures of music. ● Pupils may not know genres of music. ● Pupils may struggle to recall inter-related dimensions of music. <p>Pupils may not be able to identify all instruments in listening activities.</p>
Class Teacher Notes	<ul style="list-style-type: none"> ●

Year 1 – Your Imagination

Recall	Key Words, Instruments
<p>End Point</p> <p>Disciplinary Knowledge</p> <p>(National Curriculum Statements)</p>	<p>Pupils will be able to use their imagination to change melodic lines in the song ‘Your imagination’.</p> <p>The interpretation on the interrelated dimensions of music and how this knowledge is used when singing, playing instruments, improvising and composing, to develop creative and original pieces and performances. Children work independently and together in groups to interpret and combine the dimensions of music to create a specific and desired effect.</p> <p>Pupils will:</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 inter-related dimensions of music
Prior Learning	<ul style="list-style-type: none"> • In EYFS, pupils will have previously developed their voices, singing and chanting to build a repertoire of songs which pupils can sing expressively. • Pupils will also have used their creativity through cross-curricular learning in an EYFS setting.
<p>Sequence of Learning / Contextual Knowledge</p> <p>(Lesson ideas)</p>	<ul style="list-style-type: none"> • A knowledge of creating and combining sounds using the inter-related dimensions of music. • A knowledge of listening and understanding a range of high quality live and recorded music. • A knowledge of using their voice expressively and creatively by singing songs, speaking chants and rhymes. • A knowledge of using ideas to create lyrics for a song. <p>Lesson 1 Starter: Listen and appraise Main activity: -Discuss what sounds can be created using their voices or body. -Using the song ‘Your imagination’ we are going to work together to create different sounds to fit in the song End: Performance of the whole song with the music.</p> <p>Lesson 2</p>

	<p>Starter: Listen and appraise Clapping game</p> <p>Main activity: -Discuss the new notes, which we are looking at. -Demonstrate what they will be playing. -Clapping the rhythm first and then they are to practice with their partner. End – Performance</p> <p>Lesson 3</p> <p>Starter: Listen and appraise Clapping game</p> <p>Main activity: -Discuss the new notes, which we are looking at. -Demonstrate what they will be playing. -Clapping the rhythm first and then they are to practice with their partner. End – Performance</p> <p>Lesson 4/5</p> <p>Starter: Listen and appraise Clapping game</p> <p>Main activity: -Clap the rhythm that we have been practicing. -Show what they look like on the stave and using the handouts for them to match which note is which. End: Performance singing the song</p>
Key Vocabulary	Pulse, Rhythm, Pitch, Rap, Melody, Perform, Blues, Baroque, Latin, Folk, Funk, Groove, Imagination, Glockenspiel
Teacher Assessment	
Possible Misconceptions	<ul style="list-style-type: none"> ● Pupils may believe that using their voices expressively, may mean just shouting. ● Pupils may not understand the difference in musical styles and from different time periods.
Class Teacher Notes	<ul style="list-style-type: none"> ●

Year 1 – Rhythm Grid

Recall	Key Words, Instruments
<p>End Point</p> <p>Disciplinary Knowledge</p> <p>(National Curriculum Statements)</p>	<p>Children are able to understand and create a Rhythm Grid</p> <p>The interpretation on the interrelated dimensions of music and how this knowledge is used when singing, playing instruments, improvising and composing, to develop creative and original pieces and performances. Children work independently and together in groups to interpret and combine the dimensions of music to create a specific and desired effect.</p> <p>Pupils will:</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 inter-related dimensions of music
<p>Sequence of Learning / Contextual Knowledge</p> <p>(Lesson ideas)</p>	<p>Lesson 1/2 Starter: Listen and appraise Rhythm game Main activity: -Sing the song 'Big bear Funk' -Using the song, you are to create a whole class composition using the notes C and D. The children are to use the interactive white board to create the rhythms with your help. End: A whole composition created by the whole class</p> <p>Lesson 3/4 Starter: - Listen and appraise - Rhythm game - Pitch game Main activity: -Recap from last week using rhythm grids and notes C and D. -In small groups they are to work together to create their own rhythms.</p> <p>End: Small performance from each group on how far they have got.</p>

	<p>Lesson 5</p> <p>Starter: Listen and appraise</p> <ul style="list-style-type: none"> - Pulse game <p>Main activity:</p> <ul style="list-style-type: none"> -Recap on their compositions ensuring everyone has completed it. -Demonstrate how they will play along with the music. -Then they are to practice playing along with the music. <p>End:</p> <p>All playing along with the music.</p>
Key Vocabulary	Pulse, Rhythm, Pitch, Rap, Melody, Perform, Blues, Baroque, Latin, Folk, Funk, Groove, Imagination, Glockenspiel
Teacher Assessment	
Possible Misconceptions	<ul style="list-style-type: none"> ● Different rhythms – Frog/tadpole ● Meaning of certain key words – difference between different instruments
Class Teacher Notes	<ul style="list-style-type: none"> ●