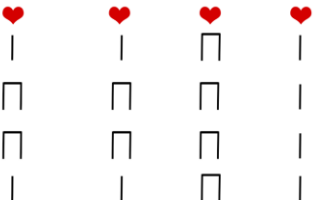
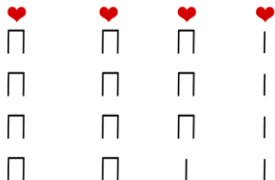



**Thurcroft Infant School**  
**Year 1 Music Summer 1 – Glockenspiels**

<b>Listening and appraising: (whole school listening – singers)</b> <i>To know that there are different styles of music</i>				
Week	Singing and musicianship	Topic-based project	Objectives / learning outcomes	Vocabulary
1	<b>Queen Queen Caroline</b> <a href="#">9. Queen Queen Caroline (Rhyme) – First Thing Music</a> - Recapping from EYFS (see FS2 Su1 plan) - Get the children to perform different pulse actions for the first and fourth lines, and the second and third lines - Discuss differences between the 1 <sup>st</sup> /4 <sup>th</sup> lines and 2 <sup>nd</sup> /3 <sup>rd</sup> lines – answers will include the words are the same on 1 <sup>st</sup> and 4 <sup>th</sup> lines (“Queen Queen Caroline”). Some children may notice that the rhythm is the same on these lines too (ta ta ti-ti ta on 1 and 4, ti-ti ti-ti ti-ti ta on 2 and 3) - On whiteboards, challenge the class to work out and write down these two rhythms, from you clapping them while saying one line at a time. Have them write 4 hearts at the top of their boards to represent the pulse. The children should have this on their boards at the end: <div style="text-align: center; margin-top: 20px;">  </div>	<b>Glockenspiel</b> - Recap the cuckoo song from Au2 and the so and mi hand signals - Discuss which singing name is higher pitch (so) and which is lower pitch (mi) and how you can tell – the hand signal for so is higher and your hand moves lower for mi - Teach the see-saw song ( <b>see resources</b> ), moving up and down with the higher and lower pitches - Sing the song with singing names – what song did I just sing – point out that it was the same as See-Saw - Sing the song again with rhythm names for the children to copy - Once you can sing the song using singing names and rhythm names, you can transfer it to tuned percussion – recap the meaning of percussion and demonstrate how glockenspiel can play higher and lower pitches, making it “tuned” - Demonstrate how to hold the beater - between finger and thumb, with the stick running under the hand. Watch out for children holding it like a pencil with the stick going over the hand and change this for them. The beater needs to be able to bounce slightly off the keys for a nice ringing sound - Model playing see saw and have a few volunteers try it	Use body percussion and tuned percussion to keep a steady beat  Recognise dot notation and match it to 2-note tines played on tune percussion  Recap repeating rhythms and play on the glockenspiel  Follow symbols to guide playing and repeated pitch patterns on the glockenspiel  Pitch match singing low and high (mi and so) and begin singing pentatonic songs  Understand the difference between a rhythm pattern and a pitch pattern  Retain and recall pitch patterns using dot notation	Pulse Rhythm Line/Phrase Singing names (so and mi) Pitch Tuned percussion
2	<b>Queen Queen Caroline</b> - Recap the rhythms from last lesson, saying the rhyme while clapping the rhythm and clapping while saying the rhythm names - Ask the children which lines match (1+4, 2+3) and why they match	<b>Glockenspiel</b> - Recap See Saw from last time, moving up and down - Sing the song using the words, rhythm names and singing names	Use body percussion and tuned percussion to keep a steady beat	Pulse Rhythm Line/Phrase Dynamics

	<ul style="list-style-type: none"> <li>- Introduce the word “phrase” to describe each line of the song, and that there are two pairs of matching phrases</li> <li>- Say the rhyme, making line 1+4 louder and 2+3 quieter. Ask the children what changed (encourage use of word “dynamics”)</li> <li>- Do painting activity from the video linked – children should paint a large rainbow while saying line 1 and 4, making sure that it starts and finishes at the beginning and ending of the phrase, and a small rainbow while saying line 2 and 3, again making sure they start and finish the rainbow at the start and beginning of each phrase</li> </ul>	<ul style="list-style-type: none"> <li>- Explain that they will play the song today on their glockenspiels</li> <li>- Introduce the “practise mode” beater hold, using the thin end of the beater when all practising a song at different times, and “performance mode” using the rounded end when all playing a song at the same time</li> <li>- Show the score for see saw (see resources). Discuss why the rhythms move up and down (to show the higher and lower pitches).</li> <li>- Sing it using the tune of see saw but saying the colours. If your glockenspiel keys are not colour coded, you will need to put small colour dot stickers on the keys – light blue on G and yellow on E (the two close towards the middle of the glockenspiel)</li> <li>- Give each child a printed copy of the score to play from</li> <li>- Children practise following the score to play the song in practise mode. Hear a couple of confident children play it in performance mode</li> </ul>	<p>Recognise dot notation and match it to 2-note tines played on tune percussion</p> <p>Recap repeating rhythms and play on the glockenspiel</p> <p>Follow symbols to guide playing and repeated pitch patterns on the glockenspiel</p> <p>Pitch match singing low and high (mi and so) and begin singing pentatonic songs</p> <p>Understand the difference between a rhythm pattern and a pitch pattern</p> <p>Retain and recall pitch patterns using dot notation</p>	<p>Singing names (so and mi)</p> <p>Pitch</p> <p>Tuned percussion</p> <p>Beater</p> <p>Keys</p> <p>Practise and performance mode</p>
3	<p><b>Bobby Shafto</b></p> <ul style="list-style-type: none"> <li>- Teach the song (see resources)</li> <li>- Get into a circle. Pass a ball around the circle to the pulse while singing the song</li> <li>- Tell the class that the song is made up of 4 phrases, each one 4 beats long. With the class, work out which words come on the 4<sup>th</sup> beat of each phrase (see resources)</li> <li>- Pass the ball around the circle as before, but anyone who has the ball on the 4<sup>th</sup> beat of each phrase has to tap themselves on the head before passing it to the next person, while making sure to still pass to the pulse</li> </ul>	<p><b>Glockenspiel</b></p> <ul style="list-style-type: none"> <li>- Play see saw on a glockenspiel for the class, they should sing the words and move up and down with the higher and lower pitch. Repeat with the class singing the singing names (so and mi).</li> <li>- Give the class chance to practise see saw in practise mode as last time</li> <li>- Hear the class perform in two/three groups. Explain that you will be watching for: readiness to play (beater poised near the first note), togetherness (are they playing at the same time as others on their table?) and quality of sound (are they bouncing their beaters?)</li> <li>- Give each group feedback and give them another go</li> <li>- Try performing as a whole class and give feedback</li> </ul>	<p>Use body percussion and tuned percussion to keep a steady beat</p> <p>Recognise dot notation and match it to 2-note tines played on tune percussion</p> <p>Recap repeating rhythms and play on the glockenspiel</p> <p>Follow symbols to guide playing and repeated pitch patterns on the glockenspiel</p> <p>Pitch match singing low and high (mi and so) and begin singing pentatonic songs</p>	<p>Pulse</p> <p>Rhythm</p> <p>Line/Phrase</p> <p>Dynamics</p> <p>Singing names (so and mi)</p> <p>Pitch</p> <p>Tuned percussion</p> <p>Beater</p> <p>Keys</p> <p>Practise and performance mode</p>

			<p>Understand the difference between a rhythm pattern and a pitch pattern</p> <p>Retain and recall pitch patterns using dot notation</p>	
4	<p><b>Bobby Shafto</b></p> <ul style="list-style-type: none"> <li>- Recap the song and play the game from last time again</li> <li>- Tell the class that the first three phrases of the song have the same rhythm. Ask the children in pairs to work out what it is (ti-ti ti-ti ti-ti ta). Write this up on the board. Ask the same pairs to work out the rhythm of the fourth phrase (ti-ti ti-ti ta ta) and write that up too</li> </ul>  <ul style="list-style-type: none"> <li>- Sing the song using rhythm names</li> </ul>	<p><b>Glockenspiel</b></p> <ul style="list-style-type: none"> <li>- Explain that the class will play see-saw one last time this lesson. This time, half the class will sing it while the other half play it, then they will swap.</li> <li>- Have everyone poised ready to play and play the song twice in a row, swapping singers/players in the middle</li> <li>- This is an opportunity to record the performance</li> </ul>	<p>Use body percussion and tuned percussion to keep a steady beat</p> <p>Recognise dot notation and match it to 2-note tines played on tune percussion</p> <p>Recap repeating rhythms and play on the glockenspiel</p> <p>Follow symbols to guide playing and repeated pitch patterns on the glockenspiel</p> <p>Pitch match singing low and high (mi and so) and begin singing pentatonic songs</p> <p>Understand the difference between a rhythm pattern and a pitch pattern</p> <p>Retain and recall pitch patterns using dot notation</p>	<p>Pulse</p> <p>Rhythm</p> <p>Line/Phrase</p> <p>Dynamics</p> <p>Singing names (so and mi)</p> <p>Pitch</p> <p>Tuned percussion</p> <p>Beater</p> <p>Keys</p> <p>Practise and performance mode</p>
5	<p><b>Bobby Shafto</b></p> <ul style="list-style-type: none"> <li>- Display the rhythm of the song again</li> <li>- Sing the song with the rhythm names, and the words</li> <li>- Tell the class that this song includes another singing name that we haven't met before</li> <li>- Demonstrate this by singing the song and pointing out the higher and lower pitches (see resources)</li> </ul>	<p><b>Glockenspiel</b></p> <ul style="list-style-type: none"> <li>- Show how the score for Bobby Shafto matches the colours on their glockenspiel keys (again, you may need to add a dark blue sticker on the A key nearest the the G and E in the middle of the glockenspiel keyboard).</li> <li>- Sing the song using the colours e.g. "light blue, dark blue, light blue, yellow"</li> <li>- Give all children a print out of the score to play from</li> </ul>	<p>Use body percussion and tuned percussion to keep a steady beat</p> <p>Recognise dot notation and match it to 2-note tines played on tune percussion</p> <p>Recap repeating rhythms and play on the glockenspiel</p>	<p>Pulse</p> <p>Rhythm</p> <p>Line/Phrase</p> <p>Dynamics</p> <p>Singing names (so, mi and la)</p> <p>Pitch</p> <p>Tuned percussion</p> <p>Beater</p>

	<p>- Introduce this new, higher pitch as having the singing name “La”. Sing the song using singing names (see the glockenspiel score)</p> 	<p>- Give the children time to practise playing the song in practise mode</p> <p>- Hear some more able children demonstrate playing the song</p>	<p>Follow symbols to guide playing and repeated pitch patterns on the glockenspiel</p> <p>Pitch match singing low and high (mi and so) and begin singing pentatonic songs</p> <p>Understand the difference between a rhythm pattern and a pitch pattern</p> <p>Retain and recall pitch patterns using dot notation</p>	<p>Keys</p> <p>Practise and performance mode</p>
6	<p><b>Bobby Shafto (optional game)</b></p> <p>- Pass the ball around the circle to the pulse, while singing the song</p> <p>- Have “Bobby” in the middle of the circle. While the song is sung, Bobby tries to stay as far away from the ball as possible. At the end of the song Bobby has to freeze. Whoever has the ball rolls the ball trying to hit their feet. If they succeed, the two swap. If not, the same Bobby stays in the middle.</p>	<p><b>Glockenspiel</b></p> <p>- Play the Bobby Shafto backing track (see resources) and demonstrate playing along three times</p> <p>- Give the class a few minutes to practise the song in practise mode</p> <p>- In teams, play along with the backing track three times</p> <p>- To turn this into a performance, you could sing the song the first time, play it the second time and sing and play it the third time</p>	<p>Use body percussion and tuned percussion to keep a steady beat</p> <p>Recognise dot notation and match it to 2-note tunes played on tune percussion</p> <p>Recap repeating rhythms and play on the glockenspiel</p> <p>Follow symbols to guide playing and repeated pitch patterns on the glockenspiel</p> <p>Pitch match singing low and high (mi and so) and begin singing pentatonic songs</p> <p>Understand the difference between a rhythm pattern and a pitch pattern</p> <p>Retain and recall pitch patterns using dot notation</p>	<p>Pulse</p> <p>Rhythm</p> <p>Line/Phrase</p> <p>Dynamics</p> <p>Singing names (so, mi and la)</p> <p>Pitch</p> <p>Tuned percussion</p> <p>Beater</p> <p>Keys</p> <p>Practise and performance mode</p>

<b>Assessment</b>
By the end of the unit the children will be able to: Pitch match songs with three pitches (mi, so, la) Demonstrate the pulse, rhythm and pitch of a song they are singing Produce a good quality sound on a glockenspiel with correct beater technique Recognise and play pitch and rhythm patterns from stick and dot notation (ta, ti-ti, ti-ka-ti-ka and shh) on glockenspiels Play glockenspiel pieces accurately from a score as part of a large group