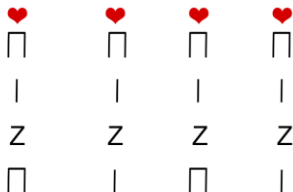



Thurcroft Infant School
Year 1 Music Summer 2 – Australian/African animals


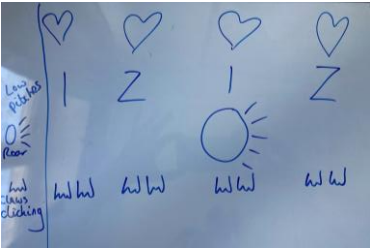
Listening and appraising: (whole school listening – singers)

To recognise and name some of the instruments that they can hear.

| Week | Singing and musicianship | Topic-based project | Objectives / learning outcomes | Vocabulary |
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| 1 | <p>Jack be nimble 10. Jack be Nimble (Song) – First Thing Music - Recapping from EYFS (see FS2 Su2 plan) - Recap and sing the song (from video linked above) - Remind the children about the “thinking voice” and model this, singing the numbers section of the song in your thinking voice, while silently mouthing the words - Clap on one of the numbers as you sing them in thinking voice at the end of the song for the class to guess which number you clapped on - Get some children to lead the game, choosing their own numbers to clap on</p> | <p>Carnival of the Animals - Introduce the suite “Carnival of the Animals” by Camille Saint-Saens. Explain that Saint-Saens wanted each part of the suite to describe an animal, some of which you could find in Australia or Africa - Listen to “Kangaroos” (from YouTube or similar) without showing the children the title. Tell the class it is an Australian animal and they have to guess which one. Discuss the features of the music – what is the tempo like? How about the dynamics? Can you hear high or low pitched noises? Does this give you any clues about the animal? - When they have guessed correctly, move around the space like a kangaroo. Can they hear when the Kangaroo is jumping or resting and match their movements to the music? - Display the 4 beat rhythms below, which one do they think best matches the kangaroo jumping? Why? Which one is best for resting? Why?</p> <div style="text-align: center;">  <p> ♥ ♥ ♥ ♥ □ □ □ □ Z Z Z Z □ □ </p> </div> <p>- Using untuned percussion instruments, half the class play the jumping and resting rhythms alternately (I'd suggest the first line for jumping and third line for resting) while the rest of the class jump or rest, then swap</p> | <p>Use body percussion to keep a steady beat (pulse)</p> <p>Sing collectively a range of songs (including so-mi songs)</p> <p>Follow the directions of a leader/conductor</p> <p>Follow hand signals</p> <p>Create musical sound effects to enhance story telling</p> <p>Compose, retain and recall rhythm patterns, using stick notation</p> <p>Recognise and be able to talk about the interrelated elements of music</p> <p>Compose and perform musical sound effects</p> | <p>Pulse</p> <p>Rhythm (the way the words go)</p> <p>Rhythm names (ta, ti-ti, shh)</p> <p>Singing names (so, mi, la)</p> <p>Pitch</p> <p>Dynamics</p> <p>Tempo</p> <p>Compose</p> <p>Percussion</p> |

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| 2 | <p>Jack be nimble</p> <ul style="list-style-type: none"> - If needed, repeat the game from last week. Help the children keep the pulse internally by prompting them to move to the pulse while saying the number section of the song in their heads - Introduce the other game with this song (see the linked video, from 2.30) | <p>Carnival of the Animals</p> <ul style="list-style-type: none"> - Listen to “The Elephant” (from YouTube or similar) without showing the children the title. Tell the class it is an African animal and they have to guess which one. Discuss the features of the music – what is the tempo like? How about the dynamics? Can you hear high or low pitched noises? Does this give you any clues about the animal? - When they have guessed correctly, move around your space like an elephant to the music. Can the children hear how fast the elephant is moving and match it with their steps? - Show the rhythm below, meant to represent the slow footsteps of an elephant: <div style="text-align: center;">  </div> <ul style="list-style-type: none"> - Using a glockenspiel, play notes from either end of the glockenspiel keyboard – which end has high/low sounds? Which suit the elephant best? - Have some children play the rhythm using low sounds on the glockenspiel, with untuned percussion, while the class move as elephants, and swap | <ul style="list-style-type: none"> Use body percussion to keep a steady beat (pulse) Sing collectively a range of songs (including so-mi songs) Follow the directions of a leader/conductor Follow hand signals Create musical sound effects to enhance story telling Compose, retain and recall rhythm patterns, using stick notation Recognise and be able to talk about the interrelated elements of music Compose and perform musical sound effects | <ul style="list-style-type: none"> Pulse Rhythm (the way the words go) Rhythm names (ta, ti-ti, shh) Singing names (so, mi, la) Pitch Dynamics Tempo Compose Percussion |
| 3 | <p>Jack be nimble</p> <ul style="list-style-type: none"> - Play both the Jack be nimble games again | <p>A Bao A Qu (ten pieces KS2: Mason Bates - Anthology of Fantastic Zoology – Sprite; A Bao A Qu - BBC Teach)</p> <ul style="list-style-type: none"> - Explain that this music is describing a mythical creature. Watch the orchestral performance video and discuss what you think the creature is like - Watch the introduction video with Lemn Sissay to see if they were right/wrong about the A Bao A Qu - Explain that they will be creating their own mythical creature, inspired by the Australian and African animals they are studying - Children draw their creature, labelling it with key features, particularly ones that might make sounds | <ul style="list-style-type: none"> Use body percussion to keep a steady beat (pulse) Sing collectively a range of songs (including so-mi songs) Follow the directions of a leader/conductor Follow hand signals Create musical sound effects to enhance story telling | <ul style="list-style-type: none"> Pulse Rhythm (the way the words go) Rhythm names (ta, ti-ti, shh) Singing names (so, mi, la) Pitch Dynamics Tempo Compose Percussion |

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| | | | <p>Compose, retain and recall rhythm patterns, using stick notation</p> <p>Recognise and be able to talk about the interrelated elements of music</p> <p>Compose and perform musical sound effects</p> | |
| 4 | <p>Apple tree</p> <ul style="list-style-type: none"> - Teach the apple tree song (see resources) - Get into a circle and demonstrate how to tap the rhythm (the way the words go) in this song: Everyone stands in a circle with right hand held palm facing down and left hand held out palm facing up. On the rhyming words tree/me/shout/out, tap partner's left hand with RH (see resources) - Practise this with the children choosing different dynamics and tempos to sing the song | <p>A Bao A Qu</p> <ul style="list-style-type: none"> - Give out/finish the creature drawings from last time - Show a range of rhythms on the board as below, the children should decide which one would best match their creature's movements. They can copy the chosen rhythm on to their picture <pre> ♥ ♥ ♥ ♥ □ z □ z □ □ □ □ □ □ □ □ z z □ □ </pre> <ul style="list-style-type: none"> - Next, ask the children whether higher or lower pitched sounds would best suit their creature. On glockenspiels, children play the rhythm of their creature's movement using either low or high pitches | <p>Use body percussion to keep a steady beat (pulse)</p> <p>Sing collectively a range of songs (including so-mi songs)</p> <p>Follow the directions of a leader/conductor</p> <p>Follow hand signals</p> <p>Create musical sound effects to enhance story telling</p> <p>Compose, retain and recall rhythm patterns, using stick notation</p> <p>Recognise and be able to talk about the interrelated elements of music</p> <p>Compose and perform musical sound effects</p> | <p>Pulse</p> <p>Rhythm (the way the words go)</p> <p>Rhythm names (ta, ti-ti, shh)</p> <p>Singing names (so, mi, la)</p> <p>Pitch</p> <p>Dynamics</p> <p>Tempo</p> <p>Compose</p> <p>Percussion</p> |
| 5 | <p>Apple tree</p> <ul style="list-style-type: none"> - Explain that this song has three pitches, like Bobby Shafto from last half term - Demonstrate where the new pitch (la) is using the same technique as Bobby Shafto. Is the new pitch higher or lower than so? On which word do we sing this higher pitch? ("Apples" both times). | <p>A Bao A Qu</p> <ul style="list-style-type: none"> - Put together groups of 3 or 4 children. They should choose one of their creatures to compose for (teacher to choose if they can't decide). - The group work together to decide 2 or 3 sounds that the creature would make, on top of its movement rhythm from the previous lesson | <p>Use body percussion to keep a steady beat (pulse)</p> <p>Sing collectively a range of songs (including so-mi songs)</p> | <p>Pulse</p> <p>Rhythm (the way the words go)</p> <p>Rhythm names (ta, ti-ti, shh)</p> |

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| | <p>- Sing the song using singing names and hand signs (see resources)</p>  <p>Play the clapping circle game again as in the last lesson</p> | <p>- Each group should create a score, using the rhythm from the previous lesson and adding graphic notation to show when the other sounds happen, and the dynamics of these sounds. For example:</p>  <p>- The group choose untuned percussion for their other sounds and rehearse together, with one person leading in “ready steady off we go” (This may need modelling)</p> | <p>Follow the directions of a leader/conductor</p> <p>Follow hand signals</p> <p>Create musical sound effects to enhance story telling</p> <p>Compose, retain and recall rhythm patterns, using stick notation</p> <p>Recognise and be able to talk about the interrelated elements of music</p> <p>Compose and perform musical sound effects</p> | <p>Singing names (so, mi, la)</p> <p>Pitch</p> <p>Dynamics</p> <p>Tempo</p> <p>Compose</p> <p>Percussion</p> |
| 6 | <p>Apple tree</p> <p>- Sing the song with the words, then clapping the rhythm, then singing with singing names and hand signs</p> <p>- Play the circle game but with an added element. Have some beanbags (or similar) in the middle of the circle to be “apples”. Have two children compete to collect as many apples and bring them outside the circle as possible before the end of the song. They can only pass through the circle when children are tapping their own hands, not when they tap the person next to them, as then the circle is closed. The child that collects the most apples is the winner</p> | <p>A Bao A Qu</p> <p>- Give time for groups to rehearse</p> <p>- Each group performs to the class, without showing the creature picture</p> <p>- The class give feedback to the group, saying what they enjoyed about the performance and guessing a description of the creature. Encourage use of musical vocabulary (dynamics, tempo, pitch, rhythm)</p> | <p>Use body percussion to keep a steady beat (pulse)</p> <p>Sing collectively a range of songs (including so-mi songs)</p> <p>Follow the directions of a leader/conductor</p> <p>Follow hand signals</p> <p>Create musical sound effects to enhance story telling</p> <p>Compose, retain and recall rhythm patterns, using stick notation</p> <p>Recognise and be able to talk about the interrelated elements of music</p> | <p>Pulse</p> <p>Rhythm (the way the words go)</p> <p>Rhythm names (ta, ti-ti, shh)</p> <p>Singing names (so, mi, la)</p> <p>Pitch</p> <p>Dynamics</p> <p>Tempo</p> <p>Compose</p> <p>Percussion</p> |

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| | | | Compose and perform musical sound effects | |
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Assessment

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

Recognise and play pitch and rhythm patterns from stick and dot notation (ta, ti-ti, ti-ka-ti-ka and shh)

Compose a piece of music using sound effects, graphic notation, and stick notation

Give feedback on a performance, referencing the interrelated dimensions of music