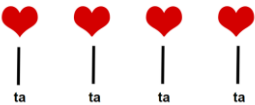
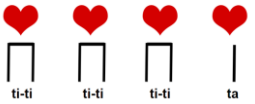
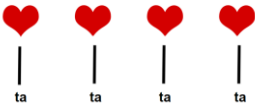
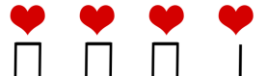


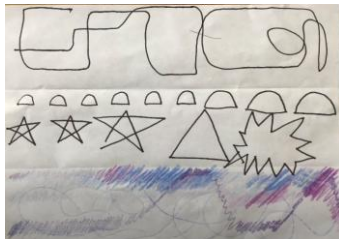
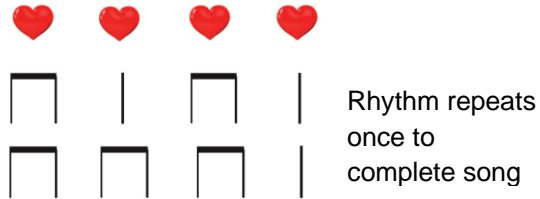
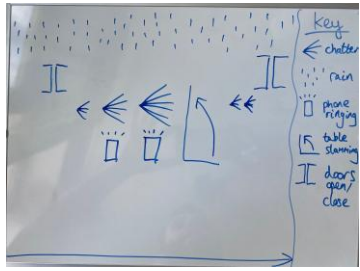



**Thurcroft Infant School**  
**Year 1 Music Spring 1 – Planes, trains and automobiles**

| <b>Listening and appraising: (whole school listening – singers)</b><br><i>To recognise and be able to talk about the interrelated dimensions of music that they have been taught in a piece of music that they listen to</i> |   |  |  |   |
|--|---|--|--|---|
| Week   | Singing and musicianship  | Topic-based project  | Objectives / learning outcomes   | Vocabulary  |
| 1  | <p><b>One two three four</b><br/> <a href="#">8. One Two Three Four (Rhyme) – First Thing Music</a></p> <ul style="list-style-type: none"> <li>- Recapping from EYFS (see FS2 Su1 plan)</li> <li>- Recap the rhyme as a call and response - As the teacher says “1, 2, 3, 4” encourage the children to respond “someone’s at the kitchen door”, then “5, 6, 7, 8” and the children respond “someone’s at the garden gate”.</li> <li>- Ask the children to help work out the way the words go for the response lines. Say the first line using rhythm names:</li> </ul> <div style="text-align: center;">  </div> <p>Clap the way the words go along with the response and work together to find the rhythm:</p> <div style="text-align: center;">  </div> <p><b>Explain that “the way the words go” is the Rhythm of the song</b></p> | <p><b>Engine Engine Number 9 – (see resources)</b></p> <ul style="list-style-type: none"> <li>- Teach the rhyme using train pulse actions e.g. moving arms in circles to be wheels</li> <li>- Play around with the tempo, giving 4 “chuffs” as the count in to the rhyme with the children having to follow the tempo you’ve set. Discuss whether the train was faster/slower each time</li> <li>- Arrange the children into lines (as many as you need so that the line fits in the space you have!). Each line is a separate train. The children say the rhyme, showing the pulse with their arms and marching it with their feet. At the end of the rhyme, the teacher should count “1,2,3,4”, while the child at the front of each line (the driver) runs to the back and all children move up one space. Repeat until all the drivers are back at the front of their trains.</li> </ul> | <p>Read and respond to chanted rhythm patterns</p> <p>Follow pictures and symbols to guide singing and playing</p> <p>Keep the pulse while singing</p> | <p>Pulse</p> <p>Tempo</p>                               |
| 2  | <p><b>One two three four</b></p> <ul style="list-style-type: none"> <li>- Clap the rhythm of the rhyme without the words (as below), can the children guess which rhyme it is?</li> </ul> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div>   | <ul style="list-style-type: none"> <li>- Recap the rhyme from last time, using the same pulse actions. What are we showing with out actions? (the pulse)</li> <li>- Then ask the children to show you the rhythm, remind them it is “the way the words go”. Do they notice anything? (They repeat the same rhythm 4 times)</li> </ul>  | <p>Read and respond to chanted rhythm patterns</p> <p>Follow pictures and symbols to guide singing and playing</p> <p>Keep the pulse while singing</p> | <p>Pulse</p> <p>Rhythm</p> <p>Tempo</p> <p>Dynamics</p> |

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|   | <p>- Play the guessing game, as shown in the video and on the song card linked above</p>  | <p>- Display the rhythm of the rhyme:</p>  <p>- Explain that they will perform “ti-ti” on their knees, and clap “ta”. Practise this at different tempos and with different dynamics – confident children could lead this</p> <p>- Then pair up the children to perform the rhythm as before, except on “ta” the children pat their hands together. At the end of the rhyme count “1,2,3,4” for children to find a new partner before repeating the rhyme.</p>  | <p>Recognise and be able to talk about the interrelated dimensions of music</p>  |  |
| 3 | <p><b>Engine Engine</b></p> <p>- In a circle, perform the rhythm with “ti-ti” tapped on knees and “ta” clapped, as last week</p> <p>- Change the “ta” clap so it is on the hands of the two people next to you in the circle (see resources)</p> <p>- Have one person in the middle of the circle who is the “passenger”. They have to move in and out of the circle as many times as they can while the class is chanting the rhyme once, but they can’t let the “doors” touch them (the children’s arms when they clap on the “ta”). A few volunteers can compete to see who can enter and exit the circle the most times without getting caught by the doors</p> | <p><b>Composition – Sound effects</b></p> <p>- Display the rhythm notation for engine engine:</p>  <p>- Explain that music, when written down to show you how to play it, is called a “score”</p> <p>- The stick notation we have used is one way to write a score, but there are many others</p> <p>- Give each child a large sheet of paper e.g. A3. Play Imaginary Landscape No 1 by John Cage (Youtube) and encourage the children to draw a shape for each sound they hear e.g.</p>  <p>- Share some and explain that this is a “graphic” score, we will use this idea next lesson to make a sound effect score</p> | <p>Read and respond to chanted rhythm patterns</p> <p>Follow pictures and symbols to guide singing and playing</p> <p>Keep the pulse while singing</p> <p>Combine sounds to make a story, choosing and playing untuned instruments</p> <p>Create musical sound effects and sequences of sounds</p> <p>Recognise how graphic notation can represent created sounds and explore and invent own symbols</p> <p>Explore, use and combine sounds to enhance a story</p> | <p>Pulse</p> <p>Rhythm</p> <p>Score</p> <p>Graphic score</p> |

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|   |   |   | Use graphic notation/symbols to keep a record of composed sounds<br>Recognise and be able to talk about the interrelated dimensions of music  |  |
| 4 | <b>Engine engine</b><br>- Switch between performing the pulse and the rhythm while chanting the rhyme. You could use a sign with pulse and rhythm on opposite sides to signal when to change. Remind that rhythm is “the way the words go” if necessary – some children will struggle to differentiate them still, so will need plenty of practise of this skill!<br>- Split into two teams – a pulse and rhythm team. Each team perform the rhyme separately showing either pulse or rhythm. Then try both at the same time. You could use confident children to help lead their team<br>- If time, repeat the game from last time, with multiple passengers this time | <b>Composition – Sound effects</b><br>- Explain that you will be creating a class piece of music, as you did in the Robot topic from earlier in the year<br>- Introduce the term composing – when composing you record your musical ideas so that you, and others, can repeat them. Today we will record your ideas as a graphic score<br>- Discuss some events that may happen on a train journey, both good and bad e.g. rain on the windows, chatter of passengers, phone ring tones etc.<br>- Volunteers to demonstrate how these sounds might be represented using voice, body percussion or classroom percussion (recap meaning of percussion)<br>- As a class, decide on an image to represent the sound<br>- Build a bank of 4 or 5 sounds to use next time | Read and respond to chanted rhythm patterns<br><br>Follow pictures and symbols to guide singing and playing<br><br>Keep the pulse while singing<br><br>Combine sounds to make a story, choosing and playing untuned instruments<br><br>Create musical sound effects and sequences of sounds<br><br>Recognise how graphic notation can represent created sounds and explore and invent own symbols<br><br>Explore, use and combine sounds to enhance a story<br><br>Use graphic notation/symbols to keep a record of composed sounds<br><br>Recognise and be able to talk about the interrelated dimensions of music | Pulse<br>Rhythm<br>Score<br>Graphic score<br>Composing<br>Percussion |
| 5 | <b>Mary Ann</b><br>- Teach the song while tapping the pulse in different places on the body (see resources)   | <b>Composition – Sound effects</b><br>- Display and remind the class of the sound effects and their graphic notation from the last lesson   | Read and respond to chanted rhythm patterns   | Pulse<br>Rhythm<br>Score   |

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|   | <ul style="list-style-type: none"> <li>- Then teach how to perform the rhythm (the way the words go) – see resources</li> <li>- Display the rhythm as stick notation and sing while tapping the rhythm on the notation, singing the words and/or the rhythm names</li> </ul>  <p>Rhythm repeats once to complete song</p> <ul style="list-style-type: none"> <li>- Have two teams with one performing the pulse and one performing the rhythm</li> <li>- Try both at the same time, if ready</li> </ul> | <ul style="list-style-type: none"> <li>- Discuss how you could order the sounds to tell the story of the train journey. Write this out as a graphic score. Sounds can overlap if happening simultaneously, you can also change dynamics with the size of the symbols (see below)</li> </ul>  <ul style="list-style-type: none"> <li>- Perform this in groups, with a conductor pointing to the score to move the piece along (could be teacher or children)</li> </ul>  | <p>Follow pictures and symbols to guide singing and playing</p> <p>Keep the pulse while singing</p> <p>Combine sounds to make a story, choosing and playing untuned instruments</p> <p>Create musical sound effects and sequences of sounds</p> <p>Recognise how graphic notation can represent created sounds and explore and invent own symbols</p> <p>Explore, use and combine sounds to enhance a story</p> <p>Use graphic notation/symbols to keep a record of composed sounds</p> <p>Recognise and be able to talk about the interrelated dimensions of music</p> | <p>Graphic score</p> <p>Composing</p> <p>Percussion</p>   |
| 6 | <p><b>Mary Ann</b></p> <ul style="list-style-type: none"> <li>- Recap the song performing the pulse and the rhythm, displaying the rhythm as in previous lesson</li> <li>- Get into a circle with partners. On the first line, perform the rhythm facing a partner, on the second line, step to the rhythm past your partner to find a new partner behind. Sing the third line with that partner then step the rhythm of the fourth line past that partner to a new one (see resources)</li> </ul>   | <p><b>Composition – sound effects</b></p> <ul style="list-style-type: none"> <li>- Remind the class of the rhythm of Engine Engine</li> </ul>  <ul style="list-style-type: none"> <li>- This rhythm can mimic the noise of the train wheels along the track. Perform the rhyme with some children performing the rhythm, either on instruments or with body percussion/voices</li> <li>- Combine with the sound effects from previous lesson. You can perform the rhyme first and then the sound effect section, finishing again with the rhyme at the end.</li> </ul> | <p>Read and respond to chanted rhythm patterns</p> <p>Follow pictures and symbols to guide singing and playing</p> <p>Keep the pulse while singing</p> <p>Combine sounds to make a story, choosing and playing untuned instruments</p> <p>Create musical sound effects and sequences of sounds</p>  | <p>Pulse</p> <p>Rhythm</p> <p>Score</p> <p>Graphic score</p> <p>Composing</p> <p>Percussion</p> |

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|--|--|--|---|--|
|  |  |  | <p>Recognise how graphic notation can represent created sounds and explore and invent own symbols</p> <p>Explore, use and combine sounds to enhance a story</p> <p>Use graphic notation/symbols to keep a record of composed sounds</p> <p>Recognise and be able to talk about the interrelated dimensions of music</p> |  |
|--|--|--|---|--|

#### Assessment

By the end of the unit the children will be able to:

Demonstrate the pulse and rhythm of a song they are singing

Begin differentiating between the pulse and rhythm of a song independently

Recognise and play rhythms from stick notation (ta, ti-ti and shh) as part of a whole class composition

Begin recording their composition ideas using graphic notation

Begin demonstrating their understanding of duration and dynamics using graphic notation