

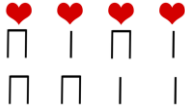


**Thurcroft Infant School**  
**Year 1 Music Autumn 1 – I am a Robot**

<b>Listening and appraising: (whole school listening – singers)</b> <b>To describe how music makes them feel</b>				
Week	Singing and musicianship	Topic-based project	Objectives / learning outcomes	Vocabulary
1	<b>Swing me over the water</b> - Recapping from EYFS (see FS2 Au1 plan) - When confident singing the song and moving with a partner to the pulse, get into a circle and turn to a new partner behind you each time you finish the song, joining hands and swinging with them <a href="#">1. Swing me over the water (Song) – First Thing Music</a>	<b>I am a robot</b> - Watch the video at the link below - Learn the words and the actions, point out the actions match “the way the words go” (the rhythm), rather than the pulse - Sing through the song, including the freestyle dance section <a href="#">I am a Robot sing, sign and dance challenge - BBC Teach</a>	Find and keep a steady beat (pulse) together  Sing collectively a range of songs	Pulse
2	<b>Swing me over the water</b> - Play the circle game from last week. Designate one partner as the quiet partner and the other as louder so that the dynamics change each time they repeat the song	<b>I am a robot</b> - Sing the song again, along with the robot - Make up a new robot sound and action with a partner after “I go” to replace “beep beep beep beep bop” and practise saying the new phrase - Show some ideas from different pairs - Make sure the action matches the rhythm of the sound - Choose a favourite and perform the song with this new action	Improvise vocal chants and rhythm  Compose rhythm patterns  Make changes to a known song  Sing collectively a range of songs	Pulse Rhythm (the way the words go)
3	<b>Copy cat</b> - Recapping from EYFS (see FS2 Au1 plan) - When confident singing the song to a partner who copies their action (as in video below), get into a circle (or a few smaller circles). Designate children 1s and 2s around the circle. 1s sing to their 2 partner with an action and, while the 2s copy their action, then walk past them onto the next 2 (see from 1.34 in the video) <a href="#">2. Copy Cat (Song) – First Thing Music</a>	<b>I am a robot</b> - Sing the song with another new action and robot sound idea - Display beep beep beep bop as here:  - Say the words and clap the rhythm - Introduce the rhythm name for this symbol (ti-ti) - How many beats does this phrase have? (Two) - Show this different option, discuss how it's still two beats but the first beat has one sound (Introduce as ta)  - Children come up with their own sound in pairs, but has to last two beats and us ta and/or ti-ti (you	Improvise vocal chants and rhythm  Compose rhythm patterns  Read and respond to rhythm patterns  Make changes to a known song  Sing collectively a range of songs	Pulse Rhythm (the way the words go) Rhythm names (ta and ti-ti)

		may want to use whiteboards so they can write it out		
4	<b>Copy cat</b> <ul style="list-style-type: none"> <li>- Play the copy cat game again</li> <li>- Display the copy cat rhythm as here: clap “the way the words go” as they sing the song, then sing the rhythm names (ti-ti ta, ti-ti ta, ti-ti ti-ti ta ta)</li> </ul> 	<b>I am a robot</b> <ul style="list-style-type: none"> <li>- Children to come up with own robot sound in pairs using ti-ti/ta as in last lesson</li> <li>- Introduce the “percussion” family of instruments – they need to be hit, shaken, or scraped to make a sound</li> <li>- Choose a percussion instrument to play their sound</li> <li>- Practise saying and playing their short sound</li> <li>- Go round circle singing “I am a robot, I go...” with pairs adding their sound with voice and instrument</li> </ul>	Compose rhythm patterns  Read and respond to rhythm patterns  Compose, retain and perform their own rhythm patterns  Make changes to a known song  Sing collectively a range of songs	Pulse The way the words go (the rhythm) Rhythm names (ta and ti-ti) Percussion
5	<b>Feet feet</b> <ul style="list-style-type: none"> <li>- Recapping from FS2 (See FS2 Sp1 plan)</li> <li>- Make sure all children can accurately walk the pulse while saying the rhyme</li> <li>- If needed, make a path with floor spots across the room (16 spots for the 16 beats of the song) and model how to keep to the pulse while saying the rhyme. Get some other children to demonstrate and discuss if they were accurate</li> </ul> <a href="#">5. Feet Feet (Rhyme) – First Thing Music</a>	<b>I am a robot</b> <ul style="list-style-type: none"> <li>- Give pairs of children an 8 box grid. Each box can have ta, ti-ti or shh (a rest, can be drawn as a Z).</li> <li>- In pairs, write in a rhythm and practise clapping together</li> <li>- Hear some pairs perform theirs and choose one</li> <li>- Give out instruments and play the chosen rhythm together</li> <li>- Play the chosen rhythm in the “this is how I dance” section of the song</li> </ul>	Compose rhythm patterns  Read and respond to rhythm patterns  Compose, retain and perform their own rhythm patterns  Make changes to a known song  Sing collectively a range of songs	Pulse Rhythm (the way the words go) Rhythm names (ta, ti-ti, shh) Percussion
6	<b>Feet feet</b> <ul style="list-style-type: none"> <li>- Say the rhyme and walk to the pulse again</li> <li>- If you can, use a bigger space and play the statues game as described at the link for the song</li> </ul>	<b>I am a robot</b> <ul style="list-style-type: none"> <li>- Work on performance of the song – designate a few pairs to add their own sounds in the beep beep beep bop sections, and all/large group can play the chosen rhythm from last time in the “this is how I dance” sections, while others do robot dancing</li> </ul>	Compose rhythm patterns  Read and respond to rhythm patterns  Compose, retain and perform their own rhythm patterns  Make changes to a known song	Pulse Rhythm (the way the words go) Rhythm names (ta, ti-ti, shh) Percussion

			Sing collectively a range of songs	
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### Assessment

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

Move upper and lower body in time with the pulse while singing

Recognise and play rhythms from stick notation (ta, ti-ti and shh)

Sing so-mi songs accurately

Compose and perform their own rhythms using stick notation