
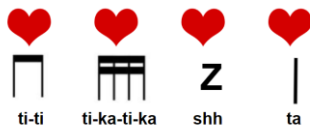
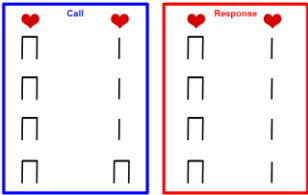


Thurcroft Infant School
Year 1 Music Spring 2 – To infinity and beyond

Listening and appraising: (whole school listening – singers) <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	Sally go round the sun - Recapping from EYFS (see FS2 Sp2 plan) - When children remember the song and can sing it confidently, introduce a drum and play it to the pulse of the song. Ask the children what part of the song you are performing (the pulse). - In a circle, ask the children to walk on the spot to the pulse of the music as you sing and tap the pulse on the drum. Encourage the children to sing the song as they do this. They can do a big jump on the BOOM at the end. - Get everyone turned to walk the same direction around the circle. Practise walking to the pulse around the circle as they sing and you play the pulse on the drum. You may need to put out something to mark the circle so that the children don't bunch together	Mars (based on BBC Ten Pieces) - Mars+EYFS+and+KS1.pdf (bbci.co.uk) - Introduce the music to the children, that it is about the planet Mars but also that some people in the past (the Romans) thought of Mars as a god - Play the orchestral performance video from 10 pieces - After they have watched it, discuss what they think Mars was like, how he felt, what might be happening in the story told by the music. Encourage them to talk about tempo and dynamics - Listen to 2.30-2.44. Then, ask the children to move around in the space to the music. Encourage the children to really listen. Play the music a couple of times. Listen to 1.19-1.44. Again, then ask the children to move around the space to the music. Do this a couple of times. - Encourage the children to think about how the two extracts were different. Explain that the first one had more smooth music in it and the second one had more spikey/ jumpy music in it. Listen again and move around the space with the children, really exaggerate your movement. - Using a drum, play something in a really spikey/ jumpy way. Encourage the children to move in this way. Then play the drum in a really smooth way. Then mix and match your spikey and smooth playing. Encourage the children to move to what they hear. Pick a child to lead the group.	Keep the pulse while singing Follow the directions of a leader/conductor Recognise and be able to talk about the interrelated dimensions of music	Pulse Rhythm Tempo Dynamics
2	Sally go round the sun	Mars	Keep the pulse while singing	Pulse Rhythm

	<ul style="list-style-type: none"> - Get into a circle and practise walking to the pulse around the circle again - This time, get children to tap the pulse on the drum to move to. Start with more able children to demonstrate how to keep the pulse steady. - Children will naturally play the pulse at different speeds. Discuss whether the pulse was faster or slower than the previous time. - Introduce the word “tempo” to describe the speed of the pulse 	<ul style="list-style-type: none"> - Listen to and learn the short “Rocket” song from 10 pieces, including the actions at the end of the lines - Sing the song in some different styles and voices. Again using the words tempo and dynamics, but also mix in some silly alien voices and so on. - Remind the class about their work with graphic scores last half term. Use some instruments to come up with a sound made by their rocket and create a symbol for it - Draw a rocket with their sound effect symbol on it or around it 	<p>Follow the directions of a leader/conductor</p> <p>Recognise and be able to talk about the interrelated dimensions of music</p> <p>Create musical sound effects</p>	Tempo Dynamics
3	<p>Sally go round the sun</p> <ul style="list-style-type: none"> - Play the circle game from last time, with teacher playing the pulse at first. This time, when the children jump on the word “boom” they have to spin 180 degrees so that the next time they sing the song they are walking around the circle in the opposite direction - Again, get volunteers to play the pulse on the drum. Remind the children of “tempo” and ask the children to play at different tempos 	<p>Mars</p> <ul style="list-style-type: none"> - Listen to the piece again, watching out for the percussion, as there is a lot of loud percussion in the piece - Explain that they are going to compose a “mars rhythm” for their journey to Mars but, because their rockets move so fast, they will need to learn a new rhythm to make it sound faster - For this, they will learn the song Rocket Ship and its actions (see resources) - Repeat the song a few times, first with teacher singing and the class following the actions, then the children singing too - Explain that one line of the song contains the new rhythm, they will be rhythm detectives to help you work out which one - Do the finger rhythms activity and help the children identify where the new rhythm is (“zooming-zooming” (see resources) 	<p>Keep the pulse while singing</p> <p>Follow the directions of a leader/conductor</p> <p>Recognise and be able to talk about the interrelated dimensions of music</p> <p>Create musical sound effects</p>	Pulse Rhythm Tempo Dynamics
4	<p>Lemon lime</p> <ul style="list-style-type: none"> - Teach the children the rhyme, one line at a time (see resources) - Get the children to say the whole rhyme through, tapping the pulse on their knees - Explain that this is a call and response song, line one two three four from last half term. Divide the class into two teams who say alternating lines. They should then say their alternating lines while tapping the pulse. Swap the teams so 	<p>Mars</p> <ul style="list-style-type: none"> - Recap the Rocket Ship song and where the new rhythm was (“zooming zooming”). Sing the song but don’t sing on the new rhythm. - Do the finger rhythm activity again to remind how many sounds this rhythm has on one beat (4). - Demonstrate how the rhythm is written and tell them its rhythm name (ti-ka-ti-ka). 	<p>Keep the pulse while singing</p> <p>Follow the directions of a leader/conductor</p> <p>Recognise and be able to talk about the interrelated dimensions of music</p> <p>Create musical sound effects</p>	Pulse Rhythm Tempo Dynamics

	<p>that they are familiar with both the call and response parts</p> <ul style="list-style-type: none"> - Get into a circle with both teams, a team on each side. Introduce a ball that the children have to pass around the circle to the pulse, while saying the rhyme, remembering to say either the call or response part! 	<ul style="list-style-type: none"> - The sounds in ti-ka-ti-ka are shorter, to fit 4 into one beat, so they sound faster, like our rockets! - Practise playing some 4 beat rhythms using the rhythms learnt so far (ta, ti-ti, shh and ti-ka-ti-ka) on body percussion or instruments e.g.  <p>ti-ti ti-ka-ti-ka shh ta</p>		
5	<p>Lemon lime</p> <ul style="list-style-type: none"> - Recap the rhyme, this time clapping the rhythm (the way the words go) - Then perform as a call and response in two teams again, clapping the rhythm of their respective parts - Ask the children what rhythm they are mostly clapping (ti-ti ta). With the class' help, write the rhythm out, pointing out that the last line has a slightly different rhythm: 	<p>Mars</p> <ul style="list-style-type: none"> - Show the class the “blast off” score (see resources). Discuss what is happening on each line (more sounds per beat) - Say each line using rhythm names - Play the blast off sequence using percussion instruments - Discuss dynamics and how they think they should change as they go through the blast off sequence (probably getting louder as the rhythms change and the rocket gets closer to blast off) - After blast off, children can add their sound effects of their rockets from lesson 2, either one at a time around the circle or altogether 	<p>Keep the pulse while singing</p> <p>Follow the directions of a leader/conductor</p> <p>Recognise and be able to talk about the interrelated dimensions of music</p> <p>Follow pictures and symbols to guide singing</p> <p>Read and respond to chanted rhythm patterns</p> <p>Create musical sound effects</p>	<p>Pulse</p> <p>Rhythm</p> <p>Tempo</p> <p>Dynamics</p> <p>Percussion</p>
6	<p>Lemon lime</p> <ul style="list-style-type: none"> - Get into a circle. Tap every other child on the shoulder, they should then form a circle inside the main circle, turning to face the person who was next to them so that everyone is partnered with one person in the outside circle and one on the inside. - The outside circle will say the “call” parts of the rhyme, the inside circle will say the “response” parts. While saying the rhyme, they will clap the rhythm of their parts when chanting them. On the phrase “go go go” the inside circle will all move round one person clockwise and continue the rhyme with their new partner – they need to be there in time for their partner saying “Lemon lime”! 	<p>Mars</p> <ul style="list-style-type: none"> - Perform the blast off sequence and rocket sound effects again, reminding them about the dynamics they used last lesson - In groups, the children take their instruments and, on whiteboards/scrap paper draw a circle for Mars and make a simple map of things they might encounter e.g. grumpy alien, volcano, stars in the sky. Each child can, in turn, add a sound effect for their addition to the map with their instrument. Remind the children about dynamics and showing this with how they draw their sound's symbols on their map. Share these Mars journeys with the class 	<p>Keep the pulse while singing</p> <p>Follow the directions of a leader/conductor</p> <p>Recognise and be able to talk about the interrelated dimensions of music</p> <p>Create musical sound effects</p> <p>Combine sounds to make a story</p> <p>Compose using graphic notation</p>	<p>Pulse</p> <p>Rhythm</p> <p>Tempo</p> <p>Dynamics</p> <p>Percussion</p>

			Use graphic notation to keep a record of composed sounds	
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Assessment

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

Demonstrate the pulse and rhythm of a song they are singing

Differentiate between the pulse and rhythm of a song independently

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

Record composition ideas using graphic notation independently

Demonstrate their understanding of dynamics using graphic notation