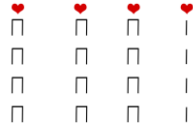

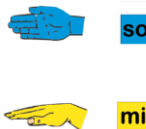
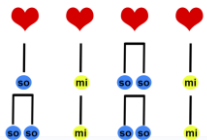


Thurcroft Infant School
Year 1 Music Autumn 2 – Frozen Planet/Christmas

Listening and appraising: (whole school listening – singers)

Know that there are different styles of music

Week	Singing and musicianship	Topic-based project	Objectives / learning outcomes	Vocabulary
1	<p>Touch your shoulders</p> <ul style="list-style-type: none"> - Recapping from EYFS (see FS2 Au2 plan) - Remind them that they have been showing the pulse with the actions in the song. - Now they're going to show "the way the words go". Sing the song again but tap the body parts along with the rhythm of the words (see resources) - Write 4 hearts on the board to be the pulse. <p>Encourage children to help you write the rhythm of each line by noticing when a beat has two taps on it or one. You should end up with this:</p>  <ul style="list-style-type: none"> - You can discuss how all the lines have the same rhythm - Sing the song while clapping the rhythm and saying the rhythm names ta and ti-ti, then sing it with the words while still clapping the rhythm, following the stick notation from the board <p>3. Touch your Shoulders (Song) – First Thing Music</p>	<p>Cuckoo, where are you?</p> <ul style="list-style-type: none"> - Discuss the cuckoo, and the sound it makes (lots of imitating a cuckoo here!) - Sing the cuckoo sound while moving up and down, standing for the first note "cuck" and crouching for the second "oo" - Ask the children whether the cuckoo's song starts off higher or lower - Write it on the board as below:  <ul style="list-style-type: none"> - Tell the children the song has two pitches, a higher one and a lower one - Name the higher one so and the lower one mi (these are their "singing names"), sing the cuckoo song as so and mi. - Introduce the hand signals for so and mi (so should be held higher than mi):  <p>Christmas songs</p>	<p>Sing familiar songs in both low and high voices</p> <p>Copy back simple melodic patterns using high and low</p> <p>Pitch match singing low and high (mi-so) and begin to sing pentatonic songs</p> <p>Follow hand signals when singing mi-so songs</p> <p>Call and response, mi-so, Christmas songs</p> <p>Follow the directions of a leader/conductor</p> <p>Recognise and be able to talk about the interrelated dimensions of music that they have been taught</p>	<p>Pulse</p> <p>The way the words go (rhythm)</p> <p>Ta and ti-ti</p> <p>Higher/lower</p> <p>Pitch</p> <p>So and mi (singing names)</p>
2	<p>Touch your shoulders</p> <ul style="list-style-type: none"> - Challenge to not sing some lines, while continuing to do the actions. Recap the idea of the thinking voice from the end of FS2 (see FS2 resources for an example video) You can keep taking away until 	<p>Cuckoo, where are you?</p> <ul style="list-style-type: none"> - Recap cuckoo song and replacing cuckoo with so and mi. Discuss again which is higher and lower - Teach the call and response of "cuckoo where are you" "here I am, I see you" (see resources) 	<p>Sing familiar songs in both low and high voices</p> <p>Copy back simple melodic patterns using high and low</p>	<p>Pulse</p> <p>The way the words go (rhythm)</p> <p>Ta and ti-ti</p> <p>Pitch</p>

	<p>the whole song is in thinking voice – clap the pulse and mouth the words to help them keep in time</p> <ul style="list-style-type: none"> - Sing the song again then go straight to the whole song in thinking voice. Clap the pulse for them at first then just count them in (ready steady off you go) and see whether they can all move to the pulse together - Sing the song while clapping the way the words go again (display as in previous lesson on the board). Model doing this while moving side to side with the pulse and get the children to do this too (see resources) 	<ul style="list-style-type: none"> - Change the animal to one matching the frozen planet topic - Play the game, as shown in the video <p>Christmas songs</p>	<p>Pitch match singing low and high (mi-so) and begin to sing pentatonic songs</p> <p>Follow hand signals when singing mi-so songs</p> <p>Call and response, mi-so, Christmas songs</p> <p>Follow the directions of a leader/conductor</p> <p>Recognise and be able to talk about the interrelated dimensions of music that they have been taught</p>	<p>So and mi (singing names)</p>
3	<p>Ickle Ockle</p> <ul style="list-style-type: none"> - Recapping from EYFS (see FS2 Sp1 plan) - Children pretend to be the teacher's partner and practise the pulse actions while singing the song (pat knees then pat partner's hands). Then do the same with a partner. Experiment with faster and slower pulse – introduce the word tempo to describe the speed of the pulse <p>4. Ickle Ockle (Song) – First Thing Music</p>	<p>Cuckoo, where are you?</p> <ul style="list-style-type: none"> - Show the children the cuckoo song written as rhythm stick notation with so and mi pitches written underneath, as here:  <ul style="list-style-type: none"> - Sing the song while clapping the way the words go - Sing the song with singing names (so and mi) - Sing the song with the words, clapping the way the words go - Introduce the glockenspiel. It is a percussion instrument, why? (It needs to be hit to make a sound) - Use glockenspiel to demonstrate how so and mi can match the notes G and E (if the keys are coloured, they should match the light blue and yellow above). Get some volunteers to play the melody of cuckoo. - Improvise some so-mi patterns as a response to “cuckoo where are you” – one partner plays 	<p>Sing familiar songs in both low and high voices</p> <p>Copy back simple melodic patterns using high and low</p> <p>Pitch match singing low and high (mi-so) and begin to sing pentatonic songs</p> <p>Follow hand signals when singing mi-so songs</p> <p>Call and response, mi-so, Christmas songs</p> <p>Follow the directions of a leader/conductor</p> <p>Recognise and be able to talk about the interrelated dimensions of music that they have been taught</p>	<p>Pulse</p> <p>Tempo</p> <p>The way the words go (rhythm)</p> <p>Ta and ti-ti</p> <p>Pitch</p> <p>So and mi (singing names)</p> <p>Glockenspiel</p> <p>Improvise</p> <p>Percussion</p>

		<p>the first line as above, the other plays their own 4 beat response</p> <p>Christmas songs</p>	<p>Compose, retain and recall pitch patterns</p> <p>Copy then improvise in a call and response</p> <p>Understand the different between a rhythm pattern (just the way the words go) and a pitch pattern (with higher and lower sounds)</p>	
4	<p>Ickle Ockle</p> <ul style="list-style-type: none"> - Sing the song in a circle in partners, turning to the person behind at the end of the song to be a new partner. - Display the way the words go for Ickle Ockle on the board, as here: <div style="text-align: center;"> <pre> ♥ ♥ ♥ ♥ □ □ □ □ □ Z □ □ Z </pre> </div> <ul style="list-style-type: none"> - Model singing the song while clapping the way the words go, saying “sh” when getting to a Z. Ask the children if there was anything different they haven’t seen before. Ask them why there’s a shh there and lead them to the fact that there’s no words on that beat - Say the rhythms using the rhythm names ti-ti, ta and sh. Now the children have to tap their knees for ti-ti (one then the other), pat their partner’s hands for ta and say sh at the end of line 2 and 4. Do this while saying the rhythm names, then while singing the song 	Christmas songs	<p>Sing familiar songs in both low and high voices</p> <p>Copy back simple melodic patterns using high and low</p> <p>Pitch match singing low and high (mi-so) and begin to sing pentatonic songs</p> <p>Follow hand signals when singing mi-so songs</p> <p>Call and response, mi-so, Christmas songs</p> <p>Follow the directions of a leader/conductor</p> <p>Recognise and be able to talk about the interrelated dimensions of music that they have been taught</p>	<p>Pulse</p> <p>The way the words go (rhythm)</p> <p>Ta and ti-ti</p> <p>Pitch</p> <p>So and mi (singing names)</p> <p>Percussion</p>
5	<p>Early in the morning</p> <ul style="list-style-type: none"> - Recapping from EYFS (see FS2 Sp2 plan) - Get singing the song confidently, tapping the pulse on alternate knees then giving out letters on “1 letter, 2 letter...” (see the video below). 	Christmas songs	<p>Sing familiar songs in both low and high voices</p> <p>Copy back simple melodic patterns using high and low</p>	<p>Pulse</p> <p>The way the words go (rhythm)</p> <p>Ta and ti-ti</p> <p>Pitch</p>

	<p>- Play the game with postie walking around the circle, as in the video. Encourage slow, steady walking this time.</p> <p>6. Early in the Morning (Song) – First Thing Music</p>		<p>Pitch match singing low and high (mi-so) and begin to sing pentatonic songs</p> <p>Follow hand signals when singing mi-so songs</p> <p>Call and response, mi-so, Christmas songs</p> <p>Follow the directions of a leader/conductor</p> <p>Recognise and be able to talk about the interrelated dimensions of music that they have been taught</p>	<p>So and mi (singing names)</p> <p>Glockenspiel</p> <p>Percussion</p>
6	<p>Early in the morning</p> <p>- Play game is in previous lesson</p> <p>- Discuss tempo – in this game it is determined by the steps of the postie. Try a slow postie then a fast postie to see effect on the pulse.</p>	Christmas songs	<p>Sing familiar songs in both low and high voices</p> <p>Copy back simple melodic patterns using high and low</p> <p>Pitch match singing low and high (mi-so) and begin to sing pentatonic songs</p> <p>Follow hand signals when singing mi-so songs</p> <p>Call and response, mi-so, Christmas songs</p> <p>Follow the directions of a leader/conductor</p> <p>Recognise and be able to talk about the interrelated dimensions of music that they have been taught</p>	<p>Pulse</p> <p>Tempo</p> <p>The way the words go (rhythm)</p> <p>Ta and ti-ti</p> <p>Pitch</p> <p>So and mi (singing names)</p> <p>Glockenspiel</p> <p>Percussion</p>

Assessment
By the end of the unit the children will be able to: Demonstrate the pulse in a variety of ways with movement and body percussion sounds Find and join in with pulse demonstrated by someone else Recognise and play rhythms from stick notation (ta, ti-ti and shh) Sing so-mi songs accurately from stick notation Improvise pitch patterns using so and mi