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	Touch your shoulders	Cuckoo, where are you?	Sing familiar songs in both	Pulse
	- Recapping from EYFS (see FS2 Au2 plan)	- Discuss the cuckoo, and the sound it makes	low and high voices	The way the
	- Remind them that they have been showing the	(lots of imitating a cuckoo here!)		words go
	pulse with the actions in the song.	- Sing the cuckoo sound while moving up and	Copy back simple melodic	(rhythm)
	- Now they're going to show "the way the words go".	down, standing for the first note "cuck" and	patterns using high and low	Ta and ti-ti
	Sing the song again but tap the body parts along	crouching for the second "oo"		Higher/lower
	with the rhythm of the words (see resources)	- Ask the children whether the cuckoo's song	Pitch match singing low and	Pitch
	- Write 4 hearts on the board to be the pulse.	starts off higher or lower	high (mi-so) and begin to	So and mi
	Encourage children to help you write the rhythm of	- Write it on the board as below:	sing pentatonic songs	(singing
	each line by noticing when a beat has two taps on it	00 00 00		names)
	or one. You should end up with this:		Follow hand signals when	
	n n i	Cuck so	singing mi-so songs	
	пппі	00 mi		
	ППП		Call and response, mi-so,	
	пппі	- Tell the children the song has two pitches, a	Christmas songs	
	- You can discuss how all the lines have the same	higher one and a lower one		
	rhythm	- Name the higher one so and the lower one mi	Follow the directions of a	
	- Sing the song while clapping the rhythm and	(these are their "singing names"), sing the	leader/conductor	
	saying the rhythm names ta and ti-ti, then sing it	cuckoo song as so and mi.		
	with the words while still clapping the rhythm,	- Introduce the hand signals for so and mi (so	Recognise and be able to	
	following the stick notation from the board	should be held higher than mi):	talk about the interrelated	
	3. Touch your Shoulders (Song) – First Thing	SO SO	dimensions of music that	
	Music		they have been taught	
		mi mi		
		Christmas songs		
2	Touch your shoulders	Cuckoo, where are you?	Sing familiar songs in both	Pulse
	- Challenge to not sing some lines, while continuing	- Recap cuckoo song and replacing cuckoo with	low and high voices	The way the
	to do the actions. Recap the idea of the thinking	so and mi. Discuss again which is higher and		words go
	voice from the end of FS2 (see FS2 resources for	lower	Copy back simple melodic	(rhythm)
	an example video) You can keep taking away until	- Teach the call and response of "cuckoo where	patterns using high and low	Ta and ti-ti
		are you" "here I am, I see you" (see resources)		Pitch

	the whole song is in thinking voice – clap the pulse	- Change the animal to one matching the frozen	Pitch match singing low and	So and mi
	and mouth the words to help them keep in time	planet topic	high (mi-so) and begin to	(singing
	- Sing the song again then go straight to the whole	- Play the game, as shown in the video	sing pentatonic songs	names)
	song in thinking voice. Clap the pulse for them at	Christmas songs		
	first then just count them in (ready steady off you		Follow hand signals when	
	go) and see whether they can all move to the pulse		singing mi-so songs	
	together			
	- Sing the song while clapping the way the words go		Call and response, mi-so,	
	again (display as in previous lesson on the board).		Christmas songs	
	Model doing this while moving side to side with the			
	pulse and get the children to do this too (see		Follow the directions of a	
	resources)		leader/conductor	
			Recognise and be able to	
			talk about the interrelated	
			dimensions of music that	
2	Jakia Oakia	Cycles where are you?	they have been taught	Dulas
	Ickle Ockle	Cuckoo, where are you? - Show the children the cuckoo song written as	Sing familiar songs in both	Pulse
	Recapping from EYFS (see FS2 Sp1 plan)Children pretend to be the teacher's partner and	rhythm stick notation with so and mi pitches	low and high voices	Tempo The way the
	practise the pulse actions while singing the song	written underneath, as here:	Copy back simple melodic	words go
	(pat knees then pat partner's hands). Then do the	writteri uriderrieatri, as riere.	patterns using high and low	(rhythm)
	same with a partner. Experiment with faster and		patterns using high and low	Ta and ti-ti
	slower pulse – introduce the word tempo to		Pitch match singing low and	Pitch
	describe the speed of the pulse	ППП	high (mi-so) and begin to	So and mi
	4. Ickle Ockle (Song) – First Thing Music	® 90	sing pentatonic songs	(singing
	Trong Gone (Gong) Triot Triing Madie	- Sing the song while clapping the way the		names)
		words go	Follow hand signals when	Glockenspiel
		- Sing the song with singing names (so and mi)	singing mi-so songs	Improvise
		- Sing the song with the words, clapping the way		Percussion
		the words go	Call and response, mi-so,	
		- Introduce the glockenspiel. It is a percussion	Christmas songs	
		instrument, why? (It needs to be hit to make a		
		sound)	Follow the directions of a	
		- Use glockenspiel to demonstrate how so and	leader/conductor	
		mi can match the notes G and E (if the keys are		
		coloured, they should match the light blue and	Recognise and be able to	
		yellow above). Get some volunteers to play the	talk about the interrelated	
		melody of cuckoo.	dimensions of music that	
		- Improvise some so-mi patterns as a response	they have been taught	
		to "cuckoo where are you" – one partner plays		

		the first line as above, the other plays their own	Compose, retain and recall	
		4 beat response	pitch patterns	
			Copy then improvise in a call	
		Christmas songs	and response	
			Understand the different	
			between a rhythm pattern	
			(just the way the words go)	
			and a pitch pattern (with	
			higher and lower sounds)	
	Ickle Ockle	Christmas songs	Sing familiar songs in both	Pulse
4	- Sing the song in a circle in partners, turning to the		low and high voices	The way the
	person behind at the end of the song to be a new			words go
	partner.		Copy back simple melodic	(rhythm)
	- Display the way the words go for Ickle Ockle on		patterns using high and low	Ta and ti-ti
	the board, as here:			Pitch
			Pitch match singing low and	So and mi
			high (mi-so) and begin to	(singing
	ППІΖ		sing pentatonic songs	names)
	ППІ			Percussion
	Z		Follow hand signals when	
			singing mi-so songs	
	- Model singing the song while clapping the way the			
	words go, saying "sh" when getting to a Z. Ask the		Call and response, mi-so,	
	children if there was anything different they haven't		Christmas songs	
	seen before. Ask them why there's a shh there and			
	lead them to the fact that there's no words on that		Follow the directions of a	
	beat Control to the state that a second it is to		leader/conductor	
	- Say the rhythms using the rhythm names ti-ti, ta		December and he able to	
	and sh. Now the children have to tap their knees for		Recognise and be able to	
	ti-ti (one then the other), pat their partner's hands		talk about the interrelated dimensions of music that	
	for ta and say sh at the end of line 2 and 4. Do this			
	while saying the rhythm names, then while singing		they have been taught	
5	the song Early in the morning	Christmas songs	Sing familiar songs in both	Pulse
	- Recapping from EYFS (see FS2 Sp2 plan)	Omisulas songs	low and high voices	The way the
	- Get singing the song confidently, tapping the		low and mgn voices	words go
	pulse on alternate knees then giving out letters on		Copy back simple melodic	(rhythm)
	"1 letter, 2 letter" (see the video below).		patterns using high and low	Ta and ti-ti
			patterne dellig riigh and low	Pitch
				. 1.011

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