RECEPTION/ YEAR 1 MUSIC LEARNING JOURNEY — SPRING TERM

TERM OVERVIEW	PROJECT OUTCOMES
In Term 1 the children will be learning a repertoire of songs and rhymes which build their confidence in performing and using their voices in different ways. They will be using listening skills to be able to recognise songs from this repertoire from their melody only, and to hear recorded music with a specific focus. They will also learn about some of the other inter-related dimensions of music: dynamics, tempo and pitch.	Children will be able to sing and chant a range of songs and rhymes, and will be able to perform these, mostly together but some children as a soloist. They will also keep the pulse by performing a range of pulse actions along to the music.

BUILDING ON PRIOR LEARNING	PREPARING FOR FUTURE LEARNING	KEY VOCABULARY
The work in Y1 builds on skills that children have learnt in Reception, using the Jolly Music Scheme. Children will continue to develop their skills and understanding of pulse, rhythm, pitch, tempo and dynamics, beginning to use vocabulary to understand their learning building on the experiences they have had so far.	Children will continue to use the Jolly Music Scheme throughout the year, cementing their key skills of using their voices, as well as understanding how to feel and move to the pulse and exploring pitch, tempo and dynamics.	Song/ Sing Rhyme/ Speak Pulse – Fast/ Slow Pitch - High/ Low Loud/ Soft Speaking, Singing, Louder and Whispering voices

NC COVERAGE

KS1 Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music

SKILLS FOCUS	SUGGESTED SEQUENCE OF LEARNING
By the end of this unit the children should know (knowledge): ● *The difference between high and low pitch and fast and slow tempo.* ● *The lyrics to the songs and rhymes performed in class.*	**Lesson 1:** ***written, practical exploration, fieldwork skills, group work, play based learning, oracy, outdoor learning, active learning, photographs, maps*** ***Key Driver: Collaboration, Determination, Risk-Taking, Curiosity, Independence and Respect*** Sing Hello - teach them the answer. Teach them I say/ you say signals – practise with the "Hello" song. "Yes we can" rhyme (p.102) - 4 different voices (speaking, whispering, louder and singing), teach children the answer "Yes we can", then ask the questions for each voice. "See-Saw", sing song and do pitch actions. Teach song to children, encourage them to follow my actions (don't explain)

• *What a pulse action is* **By the end of this unit the children should be able to do (skills):** • *follow the teacher and copy words and actions* • *use their singing, whispering and speaking voices to perform songs and rhymes.* • *Use their hands to signal high and low pitch as they sing.*	"Teddy Bear" Rhyme. "Goodbye everyone." – teach them and practise the signals **Lesson 2:** ***written, practical exploration, fieldwork skills, group work, play based learning, oracy, outdoor learning, active learning, photographs, maps*** ***Key Driver: Collaboration, Determination, Risk-Taking, Curiosity, Independence and Respect*** Hello song - do pitch with them - sing it in low voice, and high voice - how different? "Yes we can" rhyme recap, "See-saw" recap - volunteers to perform - Chant Teddy Bear again – volunteers/ actions - Chant "Soft Kitten, and then teach it - do pulse - stroking the cat - say the rhyme - get them to copy - big focus on holding ears for listening, and pointing at me/ them for speaking - talk about how QUIET it is. - New song - much LOUDER - sing cobbler to them - practise hammering in time. - Sing "Goodbye everyone" – which pitch? **Lesson 3:** ***written, practical exploration, fieldwork skills, group work, play based learning, oracy, outdoor learning, active learning, photographs, maps*** ***Key Driver: Collaboration, Determination, Risk-Taking, Curiosity, Independence and Respect*** - Sing hello - intro Eddie and Poppy and high/low words - match voices - invite volunteer to sing hello to the class (we respond). Use hand signals for high and low pitch (ask which was which) - Songs with high/low pitches - sing "See-Saw" with actions. Then sing "Up and Down" to them (p132). Get them to copy. - Soft Kitten - anyone remember words - ask for volunteers - do it QUIETLY. - how do we show the pulse? - Which song is much LOUDER? - sing cobbler - practise hammering in time. - Sing "Goodbye everyone" - Lesson 5 - JM - Feeling the Beat activity **Lesson 4:** ***written, practical exploration, fieldwork skills, group work, play based learning, oracy, outdoor learning, active learning, photographs, maps*** ***Key Driver: Collaboration, Determination, Risk-Taking, Curiosity, Independence and Respect*** Sing hello - use animal puppets - one for high, one for low - ask children which is which - Do "Yes we can" - different voices (p102) - Which pieces do we use our speaking voice for? Soft Kitten (rhymes) - - What do the actions represent? - The pulse - explain. - What song did we learn last week with a beat action? "Cobbler Cobbler" - sing it. (try fast and slow) - film - Up and Down - which voice do we use? (singing) - all sing. Teach actions. What do the actions represent? - The pulse and the pitch - Sing "Goodbye everyone" - with Poppy and Eddie **Lesson 5:**

	written, practical exploration, fieldwork skills, group work, play based learning, oracy, outdoor learning, active learning, photographs, maps ***Key Driver: Collaboration, Determination, Risk-Taking, Curiosity, Independence and Respect*** REVIEW WEEK – REVISIT ALL SONGS – FILM CLASS - Sing hello - use animal puppets - one for high, one for low - ask children which is singing - sing to individuals to respond - Play "Yes we can", with speaking, whispering and singing - Remember a rhyme with our speaking voice - SOFT KITTEN. What do the actions represent? - The pulse. Try it at a fast and slow pulse. - Cobbler Cobbler - which voice? Ask for volunteers to sing - Now, which voice do I use? - do Slowly slowly (speaking) – children listen (learn next lesson) - Finish with Up and Down and See- saw - Sing goodbye

End Points

- **Can you sing See saw and show me the actions for the song?**
- **Can you tell me 3 different voices that we use in music?**

  Speaking, singing, whispering
- **Can you show me the pitch signals for HIGH and LOW?**