YEAR 1 MUSIC LEARNING JOURNEY | AUTUMN 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 Beat Tempo - Fast/ Slow Rhythm – long and short Pitch - High/ Medium/ Low Loud/ Soft Speaking, Singing, Louder, Thinking 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, medium 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*** Recap session - 1.Song from Classical 100 to enter - Marche Militaire - marching round the room - what do we march in time to? (the beat) – tap on our heart beat. 2.Seesaw – with actions – what do we move in time to? (the beat). 3.Up and Down – with actions – why do we move up and down – what does it show in the music? (the pitch – high and low – demo with

• *What a beat action is* • *The difference between the beat and the rhythm* **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, medium and low pitch as they sing.*	my hands) – then clap the rhythm – what did I do differently? (I clapped the rhythm of the words) 4.Copy me game – clap back rhythms that I clap (use each line of Star Light song) 5.Recap at end – rhythm/ pitch – use the Goodbye Song (sing with pitch hands – was it high or low to start?/ what else did I show with my pitch hands? The rhythm of the words) **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*** 1.Sing hello with pitch hands (did I start high, medium or low pitch?)- add clapping rhythm to copy too (did I clap the rhythm or the beat?) *2. Can you use your* - do the rhyme/ answers *3.Chop, chop* rhyme - teach them line by line - what voice are we using? (speaking). What part of the music are we showing with our chopping action? (the beat) *4. Hey, hey look at me* - copy actions - ask for volunteers to suggest an action - ask if they would like to sing the verse as the leader. What part of the music are we showing with our actions? (the beat) – sing the song using "counting" and do the action on our fingers to count the beats (how many beats in the song? 8) 6.. Good bye song to finish - use hand signals for 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*** 1.Sing hello - using hand signals for pitch – then sing but clapping the rhythm for children to copy – what part of the music did I clap? (the rhythm) 2. Sing "Hey Hey look at me" with "counting" – how many beats? Ask 8 children to hold up the beats and get others to come and tap the beats as we sing the song - volunteers to lead. 3. Teach them Listen/ Listen as a song (which voice are we using?) and with the drum - practise tapping knees in time to it. How many beats? Ask for a volunteer to play the drum – discuss whether they managed to play the beat accurately. 4. Copy me game with clapping Star Light rhythms. Teach them Star Light, line by line singing and children copying. Can anyone spot where the rhythm of the words comes from? (the clapping patterns we just did) 6. Goodbye everyone – sing with clapping rhythms. **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*** 1.Sing hello - copy body percussion actions. - recap pitches. 2."Can you use" – introduce "thinking voice" – can anyone work out what I am doing when I tap the rhythm on my head? Teach them my question and their answer – tapping the words and thinking them, rather than out loud. 3.Listen Listen - do song - ask for volunteers to perform it. How many beats/ marches/ taps? (8)

	Sing the song again - and show pitches with your hand (high and medium) – ask the children to copy you (line by line) 4. Choose more drummers to try the song - who can keep the beat steady? 5. Say "Choppity Chop" in thinking voice, tapping rhythm on my temple - anybody recognise the song?? Was that the beat or the rhythm?? (rhythm) Which helps you work out the song?? (rhythm of the words) – play the rhyme game a few times. 6. Hum "Star bright" – can anyone tell us what song it is? play copy me game to remind them of words - sing it to them whilst tapping rhythm. Add in the final question "What do you wish for", and play the game going round the circle with a drum stick as a magic wand, tapping the children's hands, until you reach the last beat. They have to answer the question. 7. Goodbye song to end – which pitch did I start with? **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*** 1.Sing hello - recap pitches. "Can you Use" – practise thinking voice again, as well as the others. 2.Listen/ Listen – do in thinking voice - tap beat for children to guess the song. Was it the beat or rhythm? (beat) Could they tell the song? (no) Do again, but tap rhythm of song. Then pitch signals to it – who can name the song? 3.Then add drum on the beat - and circle game (drummer has to march round the inner circle, keeping the beat on the drum as we all sing. How many beats? (8) Whoever they get to then steps in and takes a turn as the drummer. 4. Say "Choppity Chop" in thinking voice, tapping rhythm on my temple - anybody recognise the song?? Was that the beat or the rhythm?? (rhythm) Which helps you work out the song?? (rhythm of the words) – play the choppity chop rhyme game 5.Sing Star Light again - play copy me game to remind them of words – add in the circle game, tapping the beat on children's hands with the "magic wand" (drum stick) – let children volunteer to tap round the circle and ask the final question "what do you wish for?". 6. Goodbye song to end – copying pitch signals. **Lesson 6:** ***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*** 1.Sing Hello - but today - tapping head and knees to the rhythm/ pitch. Everyone copy - can anyone think of other actions to show the different pitches? 2.Have rhythm of Listen, Listen on the board - who knows what song this is??? I hum and tap the rhythm sticks inside the heartbeats – explain this is how we write the rhythm down – 2 sticks in the beat for the short words and 1 stick for the longer sounds. Introduce "ta" for the 1 stick and "te-te" for the 2 sticks – try saying the rhythm together whilst tapping on the sticks – then try and clap the rhythm as they say it. get more drummers up to march round the circle tapping the beat on the drum. 3. Hum "Star Light" - anybody recognise? Sing as a class together. Try tapping the rhythm of this one too – can we write it on the board? Do the first line for them, then ask for volunteers to try and add the sticks in the beats for each of the next lines. 4. Tap pulse and march on spot again. Then do in **thinking voice and stop as the song ends - can they do it?!** 5.**Sing Goodbye - someone choose the pitch actions.**

	(film all songs during week 2 or 3, and then again in week 6)

End Points

- **Can you name the 4 voices we use when we perform?**

  Singing, speaking, whispering, louder

- **Can you tell me the words we use to describe the pitch of the music and show me your pitch hands for them?**

  High and Low

- **Can you tell me the two words we use to describe the tempo (speed) of the music?**

  Fast and slow