

Year 1&2 Music Unit Planning

Summer Term 2: Lets perform together (Charanga planning, Yr1 Unit 6)

Prior Learning:	Learning from Unit 4						
<p>Y1s</p> <ul style="list-style-type: none">• In FS children participated in singing sessions focussing on pitch, rhythm and group singing• In FS children used musical instruments and explored their different sounds• Children have already explored the idea of rhythm and beat in Autumn Term• They have started to use glockenspiels in Spring 1 year 1 <p>Y2s (previous exploration of these initial ideas)</p> <ul style="list-style-type: none">• Children have explored a range of musical vocabulary and developed understanding of rhythm and pitch• They have used non-pitched percussion instruments in year 1 to accompany music <p>They have started to use glockenspiels</p>	<p>For key learning in Unit 5 matched to NC see Charanga Key learning</p> <p>Possible assessment opportunities in unit shown below</p> <table><tr><td><p>Musicianship</p><ul style="list-style-type: none"><input type="checkbox"/> I can move in time with a steady beat.<input type="checkbox"/> I can listen to, copy and repeat a simple rhythm.<input type="checkbox"/> I can sing and play simple patterns.<input type="checkbox"/> I understand the meaning of pulse and beat.</td><td><p>Singing</p><ul style="list-style-type: none"><input type="checkbox"/> I can sing or rap with my classmates.<input type="checkbox"/> I can stand or sit nicely when I sing.<input type="checkbox"/> I can sing a song all by myself.<input type="checkbox"/> I can explain what the song is about.<input type="checkbox"/> I can add actions to the songs I sing.</td><td><p>Improvisation</p><ul style="list-style-type: none"><input type="checkbox"/> I know that when I improvise, I make up my own tune.<input type="checkbox"/> I can improvise using rhythm and/or one or two notes.<input type="checkbox"/> I can improvise over a steady beat.<input type="checkbox"/> I can use my voice to sing simple patterns.</td></tr><tr><td><p>Listening</p><ul style="list-style-type: none"><input type="checkbox"/> I can say what I like or don't like about a piece of music.<input type="checkbox"/> I can recognise some musical instruments and name them.<input type="checkbox"/> I know if the music is fast/slow and loud/quiet.<input type="checkbox"/> I can talk about the style of music my song fits into.</td><td><p>Playing Instruments</p><ul style="list-style-type: none"><input type="checkbox"/> I can play a tuned and/or untuned percussion instrument.<input type="checkbox"/> I treat instruments carefully and with respect.<input type="checkbox"/> I can practise my instrumental part.<input type="checkbox"/> I can play my instruments with my classmates.<input type="checkbox"/> I can play simple rhythms over a steady beat.</td><td><p>Composition</p><ul style="list-style-type: none"><input type="checkbox"/> I can compose a simple melody using blocks.<input type="checkbox"/> I explore pitch and rhythm when I compose.<input type="checkbox"/> I can create a simple melody using up to five notes/blocks.<input type="checkbox"/> I can recognise one and two-beat 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Summary of unit for teacher reference

Knowledge Organiser - Year 1 Unit 6

Musical Spotlight: Let's Perform Together!

Social Question: How Does Music Teach Us About Looking After Our Planet?

Name: _____

Class: _____

Understanding Music	Improvise Together	Listen and Respond
Let's find and keep a steady beat.	Keep a steady beat when improvising.	Listen carefully and copy back the actions.
Play or clap simple rhythmic patterns using long and short sounds.	Clap three-beat rhythms, creating long and short sounds.	Respond to the questions, thinking about the music.
Respond to different high and low pitches.	Improvise using one, two or three notes, using C, D and E.	Enjoy some 'Did You Know?' facts about the song.

How many notes did you improvise with?

SONG 1 The Bear Went Over The Mountain Style: Pop	SONG 2 In The Sea Style: 20th and 21st Century Orchestral	SONG 3 Alice The Camel Style: Jazz	SONG 4 Ten Green Bottles Style: Country	SONG 5 Zootime Style: Reggae	SONG 6 She'll Be Coming 'Round The Mountain Style: Gospel
<p>Vocal Sing a melody that has long and short rhythms, and high and low sounds.</p> <p>Did you think of some actions to go with the song? What were they?</p> <p>Instrumental Which part did you play?</p> <p>Part 1: C, D, E, F Part 2: C, D</p> <p>Improvise/Compose Which notes or symbols did you improvise and/or compose with?</p>	<p>Vocal Sing clearly and rhythmically with the Orchestral backing track.</p> <p>What did the lyrics mean to you? What was your favourite line in the song?</p> <p>Instrumental Which part did you play?</p> <p>Part 1: C, D, E, G Part 2: C, D</p> <p>Improvise/Compose Which notes or symbols did you improvise and/or compose with?</p>	<p>Vocal Sing a melody that travels up and down (ascending and descending).</p> <p>How loud did you sing "BOOM"?</p> <p>Instrumental Which part did you play?</p> <p>Part 1: C, D, E, G Part 2: C, D, E</p> <p>Improvise/Compose Which notes or symbols did you improvise and/or compose with?</p>	<p>Vocal Sing clearly and rhythmically with the Country backing track.</p> <p>Did you think of some actions to go with the song? What were they?</p> <p>Instrumental Which part did you play?</p> <p>Part 1: D, E, F, G Part 2: D, E</p> <p>Improvise/Compose Which notes or symbols did you improvise and/or compose with?</p>	<p>Vocal Sing a melody that travels up and down (ascending and descending) in steps, repeating each note accurately.</p> <p>Did you think of some actions to go with the song? What were they?</p> <p>Instrumental Which part did you play?</p> <p>Part 1: C, D Part 2: C, D</p> <p>Improvise/Compose Which notes or symbols did you improvise and/or compose with?</p>	<p>Vocal Sing a melody that travels up and down (ascending and descending) and moves in leaps and steps. Sing with energy and enthusiasm.</p> <p>What did the words mean to you?</p> <p>Did you think of some actions to go with the song? What were they?</p> <p>Perform Which songs did you perform? Which was your favourite?</p>

Statutory Requirement in National Curriculum

Key stage 1

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.

<p>Step 1</p> <p>The near went over the mountain</p> <p>Pop</p>	<p>Step 2</p> <p>In the sea</p> <p>Orchestral</p>	<p>Step 3</p> <p>Alice the camel</p> <p>Jazz</p>
<p>Step 4</p> <p>The green bottles</p> <p>Country</p>	<p>Step 5</p> <p>Zootime</p> <p>Reggae</p>	<p>Step 6</p> <p>Shell be coming round the mountain</p> <p>Gospel</p>