

Russell Lower School Music MTP

Year 1 Autumn 1 - Introducing the Beat

Session/Unit	Key Learning (Knowledge learnt – Composite)	Key knowledge (Components)	Teaching sequence overview
Week 1 - Find the beat	<p>Understanding Music</p> <ul style="list-style-type: none"> - To find and try to keep a steady beat. - To find very simple rhythm patterns using long and short. - To find very simple melodic patterns using high and low. <p>Listen and Respond</p> <ul style="list-style-type: none"> - To listen together. - To feel free move in any way suitable to the beat of the music. - To talk about the song together and explore feelings, thoughts and emotions towards the song. - To explore the concepts of a steady beat, high and low, fast and slow, loud and quiet, related to the song. <p>Learn to sing the song</p> <ul style="list-style-type: none"> - To sing together as a group and have fun. - To stand up straight and breathe from deep within. - To move to the music. - To describe what the song is about - is there a story? - To follow a leader 	<p>Understanding Music</p> <ul style="list-style-type: none"> - To move in time with a steady beat. - To copy back simple long and short rhythms with clapping. - To warm up your face, body and voice. - To copy back singing simple high and low patterns. - To copy back the rhythmic words - you can say them and clap them. <p>Listen and Respond</p> <ul style="list-style-type: none"> - To listen and focus on the music together - To walk, move and clap a steady beat with others. - To find the beat, perhaps use body percussion. - To change with the beat if the tempo changes - To begin to share your thoughts and feelings about the music. - To explore and discover the songs/pieces simple musical concepts - To learn about the purpose or style of the song/piece and some instruments used in it. <p>Learn to sing the song</p> <ul style="list-style-type: none"> - To try to understand what the song is about. - To know what the words mean. - To begin to understand why we warm up our voices and bodies. - To listen carefully to each other. - To enjoy singing a solo. 	See Charanga lesson plans
Week 2 - 1-2-3-4-5			
Week 3 - Head, shoulders, knees and toes			
Week 4 - Shapes			
Week 5 - We talk to animals			
Week 6			

**- Assessment
Checkpoint**

- To incorporate any actions from the song
- To sing and recognise high and low sounds
- To sing songs in both low and high voices and talk about the difference in sound

Playing

- To play and perform an instrumental part by ear.
- To play and perform an instrumental part from notation.

Improvisation

- To improvise using notes with the backing track of the song provided.

Playing

- To play a part on a tuned or untuned instrument by ear or from notation.
- To rehearse and perform their part within the context of the Unit song.
- To Play together and keep the beat.
- To learn to treat instruments carefully and with respect.
- To perform short repeating rhythm patterns (ostinati or riffs) whilst keeping in time with a steady beat.

Improvisation

- To create personal musical ideas using the given notes.
- To know that improvisation is about making up your own tunes on the spot.
- To know that when someone improvises, they make up their own tune that has never been heard before.
- To know that it is not written down and belongs to them.
- To improvise simple riffs using question and answer phrases.
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	<p>Composition</p> <ul style="list-style-type: none">- To help create a simple melody using 2, 3, 4 or 5 notes- To keep a record of your composition- To start your tune on note 1 and end it on note 1 <p>Performance</p> <ul style="list-style-type: none">- To share a performance of the learning that has taken place in the lesson.	<p>Composition</p> <ul style="list-style-type: none">- To create your own simple tune that you can write down any way you want and play again later- To know that composing is like writing a story with music- To create a simple melody using one, two or three notes- To learn how the notes of the composition can be written down and changed if necessary- To understand the difference between creating a rhythmic pattern and a pitched pattern- To invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns <p>Performance</p> <ul style="list-style-type: none">- To create and present a holistic performance with some understanding of the songs you are singing and how the activities fit with the songs.- To know that a performance is sharing music with other people, called an 'audience'.- To present what has been learnt in the lesson.- To introduce the performance with an understanding of what the song is about and anything else connected to it and you.	
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