

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

<p>- <b>Assessment Checkpoint</b></p>	<ul style="list-style-type: none"> <li>- To incorporate any actions from the song</li> <li>- To sing and recognise high and low sounds</li> <li>- To sing songs in both low and high voices and talk about the difference in sound</li> </ul> <p><b>Playing</b></p> <ul style="list-style-type: none"> <li>- To play and perform an instrumental part by ear.</li> <li>- To play and perform an instrumental part from notation.</li> </ul> <p><b>Improvisation</b></p> <ul style="list-style-type: none"> <li>- To improvise using notes with the backing track of the song provided.</li> </ul>	<p><b>Playing</b></p> <ul style="list-style-type: none"> <li>- To play a part on a tuned or untuned instrument by ear or from notation.</li> <li>- To rehearse and perform their part within the context of the Unit song.</li> <li>- To Play together and keep the beat.</li> <li>- To learn to treat instruments carefully and with respect.</li> <li>- To perform short repeating rhythm patterns (ostinati or riffs) whilst keeping in time with a steady beat.</li> </ul> <p><b>Improvisation</b></p> <ul style="list-style-type: none"> <li>- To create personal musical ideas using the given notes.</li> <li>- To know that improvisation is about making up your own tunes on the spot.</li> <li>- To know that when someone improvises, they make up their own tune that has never been heard before.</li> <li>- To know that it is not written down and belongs to them.</li> <li>- To improvise simple riffs using question and answer phrases.</li> <li>-</li> </ul>	
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	<p><b>Composition</b></p> <ul style="list-style-type: none"> <li>- To help create a simple melody using 2, 3, 4 or 5 notes</li> <li>- To keep a record of your composition</li> <li>- To start your tune on note 1 and end it on note 1</li> </ul> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>- To share a performance of the learning that has taken place in the lesson.</li> </ul>	<p><b>Composition</b></p> <ul style="list-style-type: none"> <li>- To create your own simple tune that you can write down any way you want and play again later</li> <li>- To know that composing is like writing a story with music</li> <li>- To create a simple melody using one, two or three notes</li> <li>- To learn how the notes of the composition can be written down and changed if necessary</li> <li>- To understand the difference between creating a rhythmic pattern and a pitched pattern</li> <li>- To invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns</li> </ul> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>- To create and present a holistic performance with some understanding of the songs you are singing and how the activities fit with the songs.</li> <li>- To know that a performance is sharing music with other people, called an 'audience'.</li> <li>- To present what has been learnt in the lesson.</li> <li>- To introduce the performance with an understanding of what the song is about and anything else connected to it and you.</li> </ul>	
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