

Y1 Music – Mexborough St John the Baptist C of E Primary School

Showing a rationale for sequencing content: how progress happens. Year 1 Music planning placed in context of long-term knowledge and skill growth.

<p>Rationale: Children entering Y1 will have a secure knowledge of the work of a range of familiar songs including nursery rhymes, them tunes, carols and some pop songs. They will be beginning to express an opinion about their style. During Y1 children will see how some musical artists focus on a particular style and use a range of instruments through their style of music. They will explore Rap, Reggae, blues, baroque, Latin, Irish folk and funk music. Children will develop an understanding of musical notation in composition, improvisation and performance. We continue to develop learning from Y1; appraising a range of music styles and finding the pulse of the music in a variety of different ways. Knowing the importance of showing respect to others through performance, children will develop a resilient approach when learning a range of musical genres and playing a musical instrument.</p>	
<p>Y1: Listen and appraise</p>	
<p>Key Knowledge, building on previously taught skills:</p> <ul style="list-style-type: none"> To know 5 songs off by heart. To know what the songs are about. To know and recognise the sound and names of some of the instruments they use. 	<p>Key Discussion Points:</p> <ul style="list-style-type: none"> How do you find the pulse? Do you like the song? What can you here? What is the style of this music? How is the song put together?
<p>Y1: Musical activities</p>	
<p>Key Knowledge, building on previously taught skills:</p> <ul style="list-style-type: none"> To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. 	<p>Key Discussion Points: There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song:</p> <p>Game 1 – Have Fun Finding The Pulse! Find the pulse. Choose an animal and find the pulse</p> <p>Game 2 – Rhythm Copy Back Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat.</p> <p>Game 3 – Rhythm Copy Back, Your Turn Create rhythms for others to copy</p> <p>Game 4 – Pitch Copy Back and Vocal Warm-up 1 Listen and sing back. Use your voices to copy back using ‘la’, whilst marching to the steady beat</p> <p>Game 4a – Pitch Copy Back and Vocal Warm-up 2 Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using ‘la’.</p>
<p>Y1: Singing</p>	
<p>Key Knowledge, building on previously taught skills:</p> <ul style="list-style-type: none"> To confidently sing or rap five songs from memory and sing them in unison. 	<p>Key Discussion Points: Why should we sing in unison? What does it mean? Why is important to warm our voices before performing? Show me good posture for singing. Why do we need to find the pulse of the song before singing?</p>

Y1: Playing instruments.	
Key Knowledge, building on previously taught skills: <ul style="list-style-type: none"> • Learn the names of the notes in their instrumental part from memory or when written down. • Learn the names of the instruments they are playing. 	Key Discussion Points: What instruments can you here? How do you play your instrument? What note are we learning? Describe the pitch.
Y1: Improvisation	
Key Knowledge, building on previously taught skills: <ul style="list-style-type: none"> • Improvisation is about making up your own tunes on the spot. • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • Everyone can improvise! 	Key Discussion Points: Use the improvisation tracks provided. Improvise using the three challenges: <ol style="list-style-type: none"> 1. Clap and improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes.
Y1: Composition	
Key Knowledge, building on previously taught skills: <ul style="list-style-type: none"> • Composing is like writing a story with music. • Everyone can compose. 	Key Discussion Points: What is a melody? Can you use the notes we have learnt to create your own melody? Use the pulse to complete
Y1: Performance	
Key Knowledge, building on previously taught skills: <ul style="list-style-type: none"> • A performance is sharing music with other people, called an audience. 	Key Discussion Points: How can