

Subject: Music	Year group: Year 1	Topic: Spring 2 Combining Pulse, Rhythm and Pitch How Does Music Help us to understand our Neighbours?	Initiation & activation activities:
Prior knowledge required: Children sing songs, make music and dance, and experiment with ways of changing them. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.		Vocabulary: pulse beat steady beat rhythm pitch melody high low tempo slow fast dynamics loud quiet timbre texture structure verse chorus improvise improvisation compose composing composition performance audience	Listening Centre- listening calendar choose some Music to listen and respond to Think about the overarching question for the whole Unit - Note some of children's initial answers to the question.
<p>Intent - Programme of Study</p> <p>The Model Music Curriculum supports pupils to</p> <ul style="list-style-type: none"> • Build their musical knowledge • Develop their musicianship through these areas of Music: <ul style="list-style-type: none"> Singing Listening Composing Performing / instrumental performance 		<p>Implementation</p> <p>Denotes greater depth learning opportunities</p> <p>Children can</p> <ul style="list-style-type: none"> • Demonstrate an understanding and appropriate use of musical language (including basic musical elements), from both prior and new learning. • Demonstrate a basic understanding of how feelings can connect with / relate to music. • Demonstrate some basic understanding of musical style <p>Listen and Respond</p> <ul style="list-style-type: none"> • Finding and keeping a steady beat. • Inventing different actions to move in time with the music. • Moving, dancing and responding with their bodies in any way they can. • Describing their thoughts and feelings when hearing the music. 	

- **Describing what they see in their individual imaginations when listening to the piece of music.**

- Talking about why they like or don't like the music.
- Identifying some of the instruments they can hear.
- Identifying a fast or slow tempo.
- Identifying loud and quiet sounds as an introduction to understanding dynamics.

- **Beginning to understand where the music fits in the world.**

- Beginning to understand the concept of there being different styles of music.

- **Discussing the style of the music.**

- Discussing together what the song or piece of music might be about.

- **Talking about any other music they have heard that is similar.**

Developing Performance Awareness and Skills

- Demonstrate an awareness of pulse/beat when listening, moving to and performing music.
- Demonstrate an understanding and use of basic differences in pitch (high and low) and note duration (long and short).
- Demonstrate a basic understanding of the importance of posture and technique when performing.
- Demonstrate an understanding of the basic concepts of improvisation and composition.
- Introduce the performance (any connection to the Social Theme is an added bonus).

Singing as part of a performance

- Singing, rapping or rhyming as part of a choir/group.
- Beginning to demonstrate good singing posture – standing up straight with relaxed shoulders.
- Singing unit songs from memory.

- Listening out for when a piece of music is 'in time' or 'out of time'.
- **Having a go at singing a solo.**
- **Trying to understand the meaning of the song.**
- **Understanding and following the leader or conductor.**
- Adding actions to a song.

Playing an instrument as part of the performance

- Playing a part on a tuned or untuned instrument by ear.
- Rehearsing and performing their part within the context of the unit song.
- Learning to treat instruments carefully and with respect.
- Playing together with everybody **while keeping in time with a steady beat.**
- Performing short, repeating rhythm patterns (ostinati or riffs) **while keeping in time with a steady beat.**

Improvising as part of the performance

- Beginning to create personal musical ideas using the given notes for this unit.
- **Following a steady beat and staying 'in time'.**
- Understanding that improvisation is about making up your own very simple tunes on the spot.

Composing as part of the performance

- Performing their simple composition/s using two, three, four or **five** notes.
- Starting their tune/s on note one and ending it on note one.
- Beginning to understand that composing is like writing a story with music.

Presenting a performance

- Rehearsing a song and then performing it to an audience, explaining why the song was chosen.
- Adding actions to the song.
- Showing their understanding of the Musical Spotlight and Social Theme, and how they have influenced their performance.
- Performing the song from memory.
- Following the leader or conductor.
- Talking about the performance afterwards; saying what they enjoyed **and what they think could have been better.**