

Newquay Primary Academy –Autumn Term 1 Sequence– Music



RECEPTION

Prior knowledge...
In EYFS children will remember and sing songs.

YEAR 1 Introducing beat

Prior knowledge...
Children have used their voices expressively and creatively by singing songs and speaking chants and rhymes.

YEAR 2

Exploring simple patterns
Prior knowledge...
Pulse, beat, rhythm, pitch, long, short, high, low

INTENT

To understand that every piece of music has a beat.

To understand that every piece of music has a pulse or beat – it is the heartbeat of music.

To play and create simple patterns in music using songs and pieces we have played, sung or heard.

VOCABULARY / STICKY KNOWLEDGE

Beat, fast, slow

Pulse, beat, rhythm, pitch, long, short, high, low

Rhythm, musical patterns, melody, tempo, dynamics

SEQUENCE OF LESSONS

1. To sing 'Count to 20'
2. To sing 'Days of the Week'
3. To rap 'All teen numbers start with a 1'
4. To sing 'Tricky Words'
5. To sing nursery rhymes.
6. To listen and respond to music at Diwali describing how it makes us feel.
7. Play Boom Whackers in time to Nursery Rhymes.
8. Explore and describe percussive sounds – fast slow, loud quiet, high low, slow quick.

1. To rap a hip hop song - Find the beat
 - Move in time with a steady beat
 - Copy back simple long and short rhythms with clapping
 - Have fun warming up your face, body and voice
 - Copy back singing simple high and low patterns
 - Copy back the rhythmic words - you can say them and clap them
2. To sing '1-2-3-4-5'
 - Begin to create personal musical ideas using the given notes
 - 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!
 - Improvise simple riffs using question and answer phrases
3. To rap and sing 'Head, shoulders, knees and toes'
 - Listen and focus on the music together
 - Walk, move and clap a steady beat with others.
 - Find the beat, perhaps use body percussion.
 - Change with the beat if the tempo changes
 - Begin to share your thoughts and feelings about the music
4. To sing 'Shapes'
 - Try to understand what the song is about, what the words mean
 - Begin to understand why we warm up our voices and bodies
 - Singing together is fun, but you must learn to listen to each other
5. To sing 'We talk to animals'

1. To sing a fast, loud and uplifting song - Music is my soul (part 1)
 - Understand that the speed of the beat can change, creating a faster or slower pace (tempo)
 - Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo
 - Walk in time to the beat of a piece of music or song
 - Know the difference between left and right to support coordination and shared movement with others
 - Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats
 - Internalise, keep and move in time with a steady beat in 4/4 time
 - Copy back rhythms from memory or with notation
 - Listen to the rhythms provided and create a simple rhythmic answer.
 - Create and/or identify rhythm patterns using minims, crotchets, quavers and their rests
 - Listen to and copy back two-note melodic patterns using the notes C and G (doh and soh) from memory and with notation
 - Listen to melodic patterns using C and G and create a simple melodic answer, using rhythmic combinations of minims, crotchets, quavers and their rests
 - Begin to understand the importance of warming up your face, body and voice
 - Copy back simple melodic patterns using voices.
2. To improvise and compose using simple patterns - Music is my soul (part 2)
 - Begin to create personal musical ideas using the given notes
 - Improvisation is about making up your own tunes on the spot

- Create and present a holistic performance with some understanding of the songs you are singing and how the activities fit with the songs
 - A performance is sharing music with other people, called an 'audience'
 - Present what has been learnt in the lesson
6. To listen and respond to a piano piece.
- To check understanding of knowledge and skills from this unit.

- 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!
 - Improvise simple riffs using question and answer phrases
3. To sing a jazzy song with a smooth melody - Hey friends (part 1)
- Find the beat or groove of the music
 - Understand that the speed of the beat can change, creating a faster or slower pace (tempo)
 - Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo
 - Walk in time to the beat of a piece of music or song
 - Know the difference between left and right to support coordination and shared movement with others
 - Begin to group beats in twos and threes, by tapping knees on the first (strongest) beat and clapping the remaining beats
 - Identify the beat groupings in familiar music that they sing regularly and listen to
 - Learn about, explore and discover the song/piece's musical concepts and style
 - Understand and describe the meaning of the song/piece and any lyrics, try to use some musical words
 - Explore where the song/piece fits in the world
4. To practice singing collectively as a group - Hey friends (part 2)
- Understand the meaning of the song and what it was intended for
 - Understand the importance of vocal warm-ups
 - Singing as part of an ensemble or large group is fun, but you must listen to each other
 - Know that the song has a steady beat
 - Learn the design/structure of the song
 - Enjoy singing a solo
 - Know the meaning of dynamics (loud/quiet) and tempo (fast/slow)
5. To play along with a pop song with a Bolero -Hello
- Play a part on a tuned instrument by ear or from notation
 - To rehearse and perform their part within the context of the Unit song
 - Playing together and everybody keeping the beat
 - To listen to and follow musical instructions from a leader
 - Learn to treat instruments carefully and with respect
6. To rehearse and perform one or more of the songs and assess knowledge from this unit.
- Create and present a holistic performance with an understanding of the song you are singing and where it fits in the world

OUTCOME / COMPOSITE

To use their voices expressively and creatively by singing songs and speaking chants and rhymes.

To use their voices expressively and creatively by singing songs and speaking chants and rhymes. To play tuned and untuned instruments musically with an increased understanding of pulse and beat.

- Present what has been learnt in the lesson with confidence
- Introduce the performance with an understanding of what the song is about and anything else connected to it and you

To play and sing a range of songs with increased understanding of rhythm, tempo and dynamics.