

Medium Term Plan – Music – Year 1 – Autumn 1: **Use my voice to speak, sing and chant**

Unit Title: Number

	Disciplinary and Substantive Knowledge	Vocabulary	Learning Sequence
Pre-learning	- Children know how to listen attentively. - Children know how to engage in group music making/ singing.	Listening Singing Speaking Chanting Performing Pulse Beat Composer Dance Chorus	Session 1 – Listening is our most important skill in music making. Pre-learning check - Ask children their names and explore the musical uniqueness of each name. - Discuss what children have done in reception in their music making. - Introduce ‘Let’s all sing a Travelling song’. Explain about how listening is the most important skill in music making. Listen to the song and have a go at joining in. Learn some actions together for the first part of the song.
Learning in this unit NC PoS Mu1: 1.1, 1.3	Know that: - Listening is our most important skill in music making. - There are different ways in which we can use our voice. - Much music has a steady pulse. - Peter Tchaikovsky was a Russian composer who lived in the 19th C and that he wrote ballet dance music. - We can use music to help us celebrate (Harvest). Know how to: - Listen to music by remaining quiet whilst music is playing. - Use their voices to speak, sing and chant. - Tap their body ‘in time’ to a steady musical pulse.		Session 2 – There are different ways in which we can use our voice. What did we learn last week? Revisit - Travelling song. Can we remember the actions? Learn some new actions for the Travelling song. Introduce a new ME song – Mr Macarella. Can we sing and chant ? - Listen to the song and identify the different ways in which the voice is used. (singing, chanting). Remember to listen quietly. Highlight the difference between singing and chanting - Learn the song together and tap out the regular musical count of 8 on different parts of the body. Concentrate on the difference between singing and chanting.
			Session 3 – Much music has a steady pulse. Revisit - Travelling song and Mr Macarella. What did we learn about these songs last time? What is our most important skill in music making? - Listen to ‘Chinese Dance’ by Peter Tchaikovsky. Talk about what the job of a composer is. Point out that he was a Russian composer who lived a long time ago (1840 – 93) 19th C. Explain how this music is from a ballet called ‘The Nutcracker’ and talk about how all dance music needs a regular pulse/ beat. - Children tap along to the music using their knees to feel the regular pulse/ beat of the music.
Resources	- Music Express audio tracks (and smart board materials). - Jump and Shout CD – Ralph Ward. - Harvest Festival songs (e.g. Cauliflowers Fluffy)		Session 4 - We can use music to help us celebrate. Revisit learning from the previous week. Who was Peter Tchaikovsky? What do we know? Why do we think most music has a steady pulse? Why is a steady pulse especially important in dance music? - Introduce – ME track - What’s the hour? Can children copy an action keeping a regular pulse? - Introduce Harvest festival songs and explain that we can use music to help us celebrate special occasions. Listen to songs and tap a regular pulse in time to them.
			Session 5 – Recap - Why is listening our most important skill in music making? (It helps us to, hear what is happening in the music and stay in time with others when we are performing) - Cauliflowers Fluffy – can we identify the part that has the same words each time? CHORUS - Practise performing Harvest Festival songs.
			Session 6 – Explain that we will be performing to an audience of parents and other relatives in the hall. Explain that we need to sing clearly and confidently to communicate the song to others - Children prepare for Harvest performance. - Revisit and VIDEO - ME songs.

Unit Title: Christmas Play Songs

	Disciplinary and Substantive Knowledge	Vocabulary	Learning Sequence
Pre-learning	Children are beginning to know how to use their voices to sing and chant.	Melody Verse Chorus	Sessions 1 – 2 <i>Establishing</i> - Introduce all of the songs to the children. Carefully listen to each one and then try out the words of each song. - Model the melodic parts of the songs to the children vocally and get the children to sing back what they hear phrase by phrase. - Work towards singing full songs.
Learning in this unit NC PoS Mu1: 1.1, 1.3, 1.4	Know that: - The nativity is traditional to Christmas time and can be celebrated through music. Know how to: - Repeat short melodic patterns.		Sessions 3 – 4 <i>Developing</i> - As children become more familiar with the songs encourage them to sing unsupported. - Make a key distinction between singing and chanting (or speaking) in songs that require this.
Resources	Out of the Ark (publishers) – song models and backing tracks for selected nativity production.		Sessions 5 – 6 <i>Deepening</i> - Prepare for performance on stage. - Practise with other children from other classes in the venue. - Use only backing tracks to support performance. - PERFORM to live audience.

Unit Title: Our Bodies

	Disciplinary and Substantive Knowledge	Vocabulary	Learning Sequence
Pre-learning	- Children know that most music is underpinned by a steady pulse or beat. - Children know how to listen attentively. - Children know how to use their voices to sing and chant.	Duration Rhythm Listening Singing Speaking Chanting Performing Pulse Beat Fast/ Slow Body Percussion Compose	Session 1 – Musicians use the term duration to describe sound length. Pre-learning check. - Begin by explaining that we are going to practise a steady beat and develop our musical coordination skills. Listen to the ME song – Do as I’m doing. Children copy actions which alternate tapping different sides of the body. - Individual children are invited to invent their own tapping ideas and lead others to copy. - Play ME song – Scared of the dark. What can children hear on the song? Is the pulse of this song slow or fast? Explain that this song uses some long sounds and some short sounds – the length of a sound is known as its duration. Identify sounds of different duration in the song. Children sing and practise the first part of the song.
Learning in this unit NC PoS Mu1: 1.1, 1.4	Know that: - Music can be sung/ played at different speeds (slow/fast) - A rhythm can be made by combining long and short sounds. - Musicians use the term ‘duration’ to describe the length of a sound. Know how to: - Sing at different speeds. - Clap a rhythm to a steady pulse. - Compose a short rhythm by creating a sequence of body percussion sounds.		Session 2 – Music can be played and sung at different speeds. - Revisit ME song – Scared of the dark - focus on the faster section of the song. Why do we think that the pulse of the song suddenly speeds up? Children join in with some body percussion to mark the pulse. Select different body percussion for the slow section and the fast section of the song. - Introduce new ME song – The toe tap – can we keep a steady beat by tapping on toes for 1st verse, knees for 2nd verse and clapping for 3rd verse.
			Session 3 – Explain that we are going to think about rhythm in this session. Explain that rhythms are made by combining long and short sounds to create a pattern. Read the first verse of the toe tap as a poem and ask children to identify each time ‘the toe tap is said. - Look together at The toe tap rhythm (* _ *) and see how this fits with the pulse of the song. Children work in two groups – one keeps a steady beat – the other claps the toe tap rhythm in time to the music. Swap groups over. Can you describe what a rhythm is? - Children explore making/ clapping their own rhythms individually – share as a group.
Resources	Music Express videos, audio backing tracks and smart board materials.		Session 4 - Consolidation (Building repertoire) – Revisit some or all of the songs that we have learned so far. Encourage all children to keep a steady beat and to use body percussion to help them do this. Video Record – capture performances of the songs. - Revisit terms – duration, rhythm, body percussion. Session 5 – Explain that today we will be using our listening skills to identify and copy a pattern of body percussion sounds made to word rhythms . - Children learn the ME song – What’s your beat? Children clap the rhythm of each phrase of the song. Practise making different rhythm patterns in the song. Rehearse/ perform. Session 6 - What is a composer? Explain that today we are going to compose our own short rhythm by using the body percussion sounds – click, clap, flippety flap and stamp. - Revisit the song – What’s your beat? Then ask children to compose their own rhythm using any combination of the four sounds that have been highlighted in the song. - Children sit round in a circle - each takes a turn to stand up and perform their rhythm. Video capture the class at work.

Unit Title: Pattern

	Disciplinary and Substantive Knowledge	Vocabulary	Learning Sequence
Pre-learning	- Children know that musicians use the term duration to describe the length of a sound. - Children know how to listen with concentration. - Children know how to use their voices to sing.	Duration Rhythm Pitch Dynamic Listening Singing Performing Pulse Beat Vocal Score	Session 1 – Pre-learning check. Sounds can be represented by pictures - Listen to ME song – Creature beat. Children move freely in response to the pulse or beat. What animal sounds can we hear in this song? Children listen again and mark every animal sound by tapping alternate knees. Children learn the song. - Display and look at Creature beat patterns. Children connect animal picture with its sound in the song. Children think about how the animal sounds are grouped, twos-threes and fours. How many times is each group repeated? - Count out beats in groups of twos, threes and fours using - Creature beat counting.
Learning in this unit NC PoS Mu1: 1.1, 1.3, 1.4	Know that: (Vocal) sounds can be represented by pictures. - Sounds have dimensions of pitch and dynamic as well as duration. - Some beats are stronger than others in music. - Beats can be grouped together. Know how to: - Follow a simple graphic score. - Emphasise a strong beat. - Match sounds to beat patterns. - Create and compose a simple vocal score using pictures/ images.		Session 2 – Beats can be grouped together. What did we learn last time about counting the beat? (beat can be grouped in patterns of 2, 3, and 4) - Children use Creature beat tapping patterns and perform a number pattern using knee taps and claps. - Children listen to the sounds around quiz in which they match sounds to beat patterns. - Listen carefully to match pictures to sounds and decide which pictures have sounds that are grouped in twos, threes and fours.
Resources	- Music Express videos, audio backing tracks and smart board materials. - Pictures/ vocal score materials		Session 3 – Some beats are stronger than others. Listening for the strong beat. - Display and listen to - Beat number one – and discuss how the first beat of each group is made different (given emphasis). Point out that... High sounds and low sounds are known by the term pitch. Loud sounds/ quieter sounds are known by the term dynamic. - Children look at Number Snake patterns and listen to audio tracks. Which snake uses changes in pitch? Which snake uses changes in dynamic? Children join in with audio.
			Session 4 - Creating music with vocal sounds. - Revisit some songs, musical ideas from the previous weeks. Can we remember what the words pitch, dynamic and duration mean/ Quickly revisit and perform Number Snake. - Children then create their own two, three and four beat groups with snake hissing sounds. Can they find ways to differentiate the hisses – pitch, duration, dynamic? - Work in pairs and perform in front of the class. Discuss how effective these are.
			Session 5 – Composing a vocal score - Children are given some images and asked to think... What sounds would they make with their voices to represent the pictures? Explain that when musicians want to write down their music they create a score. We are going to create a score today - Children work in small groups to experiment with ordering the pictures and making a vocal composition. Fix pictures to create a simple score. Practise and then perform.
			Session 6 - Consolidate and Record - Children are given time to revisit their vocal scores from last week and rehearse. - Video capture some of the compositions.

Unit Title: Travel

	Disciplinary and Substantive Knowledge	Vocabulary	Learning Sequence
Pre-learning	• Know how to use their voices to sing and chant. • Children know how to clap a rhythm to a steady pulse. • Know that dynamic means loud or quiet.	Maraca Woodblock Guiro Egg Shaker Tambour Tambourine Triangle Sing Chant Perform Fast/ Slow Dynamic Rhythmic Pitch Cumulative Duration	Session 1 – Pre-learning check. Some music can just be chanted rather than sung. • Children listen to ME chant – Shoes a-go-go. Can they identify how the music is being performed? Is it sung? Children join in with the chant. Point out how important it is to make the chant rhythmic by emphasising different parts of each phrase. • Children join in with stepping on the spot in the different types of footwear. Discuss the differences between the sounds that the different types of footwear might make. • Children suggest other types of footwear that could be used – choose three pairs and invent lyrics and actions for them. Practise and perform with backing.
Learning in this unit NC PoS Mu1: 1.1, 1.2, 1.3, 1.4	Know that: • Some music can just be chanted rather than sung. • A cumulative song gets longer as it progresses. • There are different types of percussion instruments. • Some percussion has naturally short duration and some has long duration. Know how to: • Chant rhythmically. • Perform a cumulative song with invented actions. • Perform a steady beat using untuned instruments. • Perform rhythm patterns on untuned instruments. • Accurately name some percussion instruments.		Session 2 – A cumulative song gets longer as it progresses. Revisit shoes a-go-go from last time. Can we remember how to perform it? • Children listen to new ME song – We all go travelling by. What do they notice about the song? Discuss the different types of transport used in the song. What sounds do they make? Explain that this is cumulative song - ideas get added each time we sing it. • Children learn the song and add actions. Rehearse and perform.
Resources	• Music Express videos, audio backing tracks and smart board materials. • A variety of untuned percussion instruments Maraca Woodblock Guiro Egg Shaker Tambour Tambourine Triangle		Session 3 – What is percussion? There are different types of percussion instruments. Children explore Maraca, Woodblock, Guiro, Egg Shaker, Tambour, Tambourine, Triangle. • Discuss the different amounts of duration that each instrument can manage. Children come to the front and select an instrument to try out in front of the class. Can they invent a rhythm to perform on the instrument of their choice? • Revisit songs.
			Session 4 - Perform a steady beat using untuned percussion. • Children play Tuk-tuk game that practises keeping steady beat. • Children learn to sing the Tuk-tuk song which requires rhythmic words and actions. • Add in percussion instruments.
			Session 5 – Learn a new cumulative song - I'm driving in a car. • Revisit - What is a cumulative song? What is special about a cumulative song? • Children listen to the song. Why is listening our most important skill in music making? What forms of transport are mentioned in the song? Learn the song and add actions • Add some untuned percussion (where appropriate)
			Session 6 - Can we accurately name some of the percussion instruments? • Children attempt to name a small selection of percussion instruments that they have encountered during this unit. • Revisit and record some of the songs together

Unit Title: Water

	Disciplinary and Substantive Knowledge	Vocabulary	Learning Sequence
Pre-learning	- Children know that pitch means how high or how low a sound is. - Children know that rhythm can be made by combining long and short sounds. - Children know that a composer is someone who writes music.	Pitch Dynamic Volume Tempo Rhythm Pulse	Session 1 – Melody is created by combining rhythm and pitch. Pre-learning check. - Begin by listening to the ME song – Splash. Can children sing the melody back? Clap the rhythm of the melody and think about long and short sounds. Sing the pitch pattern and notice high and low. When we put rhythm and pitch together we create melody. - Learn the song and add actions. Move to using the backing audio only. How does this song make you feel? Why do you think that? - Watch waves crashing on a beach and look at the picture of - The great wave off Kanagawa. Discuss how the dynamic of the sound changes.
Learning in this unit NC PoS Mu1: 1.1, 1.2, 1.3, 1.4	Know that: - Music can affect the way we feel. - Melody is created by combining rhythm and pitch. - A glissando is created by rapidly sliding pitch on a tuned instrument. - A conductor directs the music. - Music can be composed in different sections. - Charles Camille Saint Saens (1835 -1921) was a French composer who wrote Aquarium (from Carnival of the animals). Know how to: - Play a glissando on tuned percussion. - Identify different sections of music in a piece. - Identify a glissando in a piece of music. - Play a descending melody on tuned percussion.	Beat Section Melody Conductor Composer Glockenspiel Glissando Descending	Session 2 – A glissando is created by rapidly sliding pitch. Revisit the song - Splash - Look again at the Great wave off Kanagawa and listen to ME sound track – Crash. Discuss how the pitch and dynamic/ volume changes. - Introduce tuned percussion – glockenspiel – and demonstrate a glissando. How does that make you feel? Connect with the wave and invite children to experiment with making a wave effect on glockenspiels. Move on to wave composition. Explain and demonstrate the role of the conductor - some children have a go at conducting. Session 3 – Saint Saens was a French composer who wrote Aquarium - Recap what a composer is. Which composer do we already know about? - Explain who Saint Saens was and how he wrote a famous collection of pieces called Carnival of the Animals. - Listen to and discuss Aquarium. What do we notice about it – focus on pitch aspects of melody. Children play ‘air’ instruments along with melody to think about pitch pattern. - Where appropriate move to using real chime bars and explore the melody.
Resources	- Music Express videos, audio backing tracks and smart board materials. - Untuned percussion - Glockenspiels - Chimes GFEDC		Session 4 – Music can be composed in different sections. Revisit learning from last lesson. - Children watch Aquarium storyboard and listen to the music. Discuss how the music is split up into different sections. Children identify where each new section begins by raising their hands. Discuss the differences between each section. How does each section of the music make you feel? - Revisit the song – Splash – Video capture, if appropriate. Session 5 – Identify a glissando in a piece of music. - Introduce - Rippling rhythm – listen to it and ask the children about how the music makes them feel. Explain that the music is about a river. Children identify how many glissandi there are in the music. - Learn the ME song – Row your Boat. How does this song make you feel? Session 6 - Play a descending melody on tuned percussion. - Revisit the ME song – Row your boat. Children learn to join in with backing and play the descending melody at the end of each verse. Video capture, where appropriate.