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|  Year 1 Unit 1 – How can we make friends when we sing together? |
| **Links made with other subjects** | Counting, Days of the week, Parts of the body, Counting backwards from 10, Animals from around the world, Insects, Our planets, PSHE, Stories, Shapes |
| **The BIG Question** |  Year 1 Unit 1 – How can we make friends when we sing together? |
| **Music objectives**(link to NC)  | * Use their voice expressively and creatively by singing songs and speaking chants and rhymes
* Play tuned and untuned instruments musically
* Listen with concentration and understanding to a range of high quality live and recorded music
* Experiment with, create, select and combine sounds using the interrelated dimensions of music
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| **Prior knowledge**What prior knowledge is needed for children to be successful in this unit?   | *Children already know:** Listen and respond to different styles of music
* Listen to, learn to sing or sing along with nursery rhymes and action songs
* Play classroom instruments
* Share and perform the learning that has taken place.
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| **Future learning**Consider the conceptual knowledge within a subject that pupils need for future learning not just the recall of facts but the importance of concepts | This unit gives prior knowledge to:Pulse/Beat/Metre, Rhythm, Pitch: Melody, Tempo, Dynamics, Timbre, Texture, Structure (Form) |
| **Music strands from MMC** | * Singing

Demonstrate good singing posture Sing as part of a choir Sing songs from memory and/or from notation Sing to communicate the meaning of the words Sing in unison and sometimes in parts Understand and follow the leader or conductor * Listening

Move and dance with the music confidently Talk about how the song makes you feel Find different steady beats Describe tempo as fast or slow Describe dynamics as loud and quiet Join in sections of the song eg. call and response Start to talk about the style of a song Recognise some band and orchestral instruments Start to talk about where music might fit into the world* Composing

Create a simple melody using crotchets and minims eg Start and ending on the note C (C major) Start and ending on the note G (Pentatonic on G) Start and ending on the note F (Pentatonic on F)* Performing/ Instrumental performance

Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation and with confidence Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance Talk about what the song means and why it was chosen to share Talk about the difference between rehearsing a song and performing it |
| **Vocabulary/ Glossary** | Rhythm, pitch, question and answer phrases, sequences, call and response, pentatonic songs, pitch, chants |
| **SEND expectations** | * Differentiated lessons
* SEND Charanga scheme – Anyone can play. 5 activity sequence
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