



South Gosforth First School
Music – Year 1 Long Term Plan



Purpose of Study

Through our teaching at South Gosforth we want to encourage our children to experience and enjoy listening to and creating music. We will create opportunities for the children to sing and play music using a variety of instruments. Each lesson will include opportunities to listen to and appraise music from a wide variety of genres, types and different cultures from around the world. Teachers will explain concepts using clear musical vocabulary which will be built upon throughout the children's musical education.

There will be clear communication of musical ideas using this vocabulary and modelling of these ideas – either by the teacher or use of appropriate resources (audio/video). Some music lessons will include freedom and opportunities for the children to compose music and choose appropriate instruments to capture an effect. Co-operation and turn taking will also be encouraged through group work as well as the opportunity to perform within the class. This will lead into the children giving and receiving feedback on their own and others performance to build up confidence in this subject area. We would also look to bring in notation throughout their time at South Gosforth – beginning with simple graphical representations of music but progressing to more formal notation of rhythm and melody.

Aims

In line with the National Curriculum for Music it is our aim to ensure that all pupils:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.



My Musical Heartbeat		
 Character Culture Creativity Challenge	Prior Learning: Children have learned a range of songs and nursery rhymes throughout reception	
	Key Learning Intentions: Children will understand that every piece of music has a “pulse” or “beat”. This is what keeps the music together. Children should be able to find the beat. Children will think about their social question “How They Can Make Friends When They Sing Together?”	
	Overview of Musical Knowledge (Substantive Knowledge) - Understand the musical term “pulse” – being the tempo of the song which doesn’t speed up or slow down Learn 6 songs..... - <i>Find The Beat</i> - <i>1-2-3-4-5</i> - <i>Head, Shoulders, Knees and Toes</i> - <i>Shapes</i> - <i>We Talk To Animals</i> - <i>We Are Together</i>	Key Vocabulary pulse rhythm pop hip-hop soul C, D ,E, F, G
	Overview of Musical Skills (Disciplinary Knowledge) - clearly keep a steady beat - play and clap simple rhythms - respond to high and low pitches - keep a steady beat while improvising using the notes C, D and E start and end on the 1 of the bar. - listen carefully and copy back actions	
	Milestones of Learning	Suggested Tasks to Elicit and Assess Learning
	Find The Beat	Begins with quiz, listen to the track then learn to sing the song.
	1-2-3-4-5	Begins with quiz, listen to the track, sing the song, play glockenspiels and introduce improvising on the notes C, D and E
	Head, Shoulders, Knees and Toes	Begins with quiz, listen to the track then learn to sing the song building to a performance.
	Shapes	Begins with quiz, listen to the track, play glockenspiels, improvise then compose using the graphic score tool
	We Talk To Animals	Begins with quiz or improvisation, listen to the track then learn to sing the song building to a performance.
	We Are Together	Begins with quiz, listen to the track, choose from the songs learnt to sing, play and improvise over.
	Enhancements Other instruments could be used – drum to accompany or boom-whackers C,D and E	



Djembe 1 – Burkina Faso – ton beh		
 Character Culture Creativity Challenge	Prior Learning: Children have explored some percussion already including tuned percussion in the previous unit.	
	Key Learning Intentions: Children will learn to play a new instrument with musicality and understand the tradition of drumming throughout human history. Children will attempt to answer the social question “Why do we need a leader when we play together?”	
	Overview of Musical Knowledge (Substantive Knowledge) - There is a country in Africa called Burkina Faso - They will learn 2 rhythms Ton-beh and Pa-da Ba Pa-da Beh - They will learn that they can be played together.	Key Vocabulary djembe Burkina Faso tone (edge) bass (middle) master drummer drum circle
	Overview of Musical Skills (Disciplinary Knowledge) - clearly keep a steady beat - play simple rhythms - play a short rhythmic phrase back accurately - start from silence and end with silence - count simple rhythmic cycles – e.g. 4x rhythm – stop	
	Milestones of Learning	Suggested Tasks to Elicit and Assess Learning
	Ton-beh	Starter, Establish seating position, Children taught ton is played in the middle (bass) and beh is edge (tone) played in cycles of 4. Discuss the importance of how a leader sets the speed and starts and stops the playing.
	Pa-da ba Pa-da ba	Starter, Remind of seating position, Children learn the rhythm and that it starts on beh
	Building into a larger piece	Starter, Remind of seating position, Recap Ton-Beh and Pa-da ba then change between both rhythms
	Combinations	Starter, Remind of seating position, Recap Ton-Beh and Pa-da ba then play both rhythms at the same time half playing ton-beh and one is pa-da beh
	Improvisation	Starter, Remind of seating position, Recap Ton-Beh and Pa-da ba then start to show how simple rhythmic building blocks – 1 crotchet 2 quavers can be used
	Performance	Starter, Remind of seating position, practise longer piece – suggested structure ton-beh x 4 pa-da ba pa-da-beh x 4 ton-beh x 4
	Enhancements Banana Bell could be used for calls and texture.	



Dance, Sing and Play		
 Character Culture Creativity Challenge	Prior Learning: The children have learnt a variety of songs and played djembe and glockenspiels earlier in the year.	
	Key Learning Intentions: Singing as a group. Children will learn to move in time with a steady beat/pulse. To copy back simple long and short rhythms with clapping. To copy back singing simple high and low patterns. To understand and demonstrate the difference between pulse, rhythm and pitch.	
	Overview of Musical Knowledge (Substantive Knowledge) Children will learn to sing and dance to 5 songs - <i>Twinkle twinkle little star</i> - <i>In the Orchestra</i> - <i>Daisy Bell (A Bicycle Built For Two)</i> - <i>Dancing Dinosaurs</i> - <i>Rock-a-bye Baby</i>	Key Vocabulary Pulse/beat Rhythm Pitch Tempo Dynamics Reggae Orchestra / Orchestral Folk Pop Lullaby
	Overview of Musical Skills (Disciplinary Knowledge) - Sing as a group - Follow a leader/direction to start and stop. - Sing standing strait with relaxed posture. - Start to memorise some sections of a song - Add actions and movement	
	Milestones of Learning	Suggested Tasks to Elicit and Assess Learning
	Twinkle Twinkle Little Star	Introduce that this is a different version of a nursery rhyme that they are familiar with. Learn the song, practise singing it then add instruments to the song.
	In The Orchestra	Lesson focussed on rhythm and clapping. Children will identify the pulse and rhythm of the piece and accompany the piece. Key knowledge that this piece is in 3 not 4.
	Daisy Bell	Introduce this as a folk song about love and marriage. After learning this song allow children the opportunity to improvise on limited range of pitches.
	Dancing Dinosaurs	Lesson about dinosaurs and how different and unusual subject matter can be explored in pop music. Add actions to the song then play glockenspiel part to accompany.
	Rock a bye baby	Introduce the idea of a lullaby and how music can be used for a variety of purposes. Practise singing softly but clearly focussing on the shape of the melody.
	Enhancements: add shakers and untuned percussion like a djembe to keep the rhythm	



Exploring Sounds		
 Character Culture Creativity Challenge	Prior Learning Throughout foundation stage they have sung many songs often adding movement and actions to the music.	
	Key Learning Intentions To understand and demonstrate the difference between pulse, rhythm and pitch. To talk about any instruments they might hear and perhaps identify them. To recognise some band and orchestral instruments. Begin to understand where the music fits in the world. Begin to understand different styles of music. To talk about any other music they have heard that is similar. Begin to understand that composing is like writing a story with music.	
	Overview of Musical Knowledge (Substantive Knowledge) Children will learn 5 new songs and focus on exploring new styles, instruments and genre - If You're Happy And You Know It - Sing Me A Song - Sparkle - Rhythm In The Way We Walk - Big Bear Funk	Key Vocabulary Pulse/beat Rhythm Pitch Tempo Dynamics Pop Waltz Reggae Funk Groove
	Overview of Musical Skills (Disciplinary Knowledge) - Sing as a group - Play and clap simple rhythms - Respond to high and low pitches - Keep a steady beat while improvising	
	Milestones of Learning	Suggested Tasks to Elicit and Assess Learning
	If You're Happy And You Know It	Introduce this song as pop. Sing the song clearly and rhythmically with the backing track. Add actions to the song.
	Sing Me A Song	Introduce this song as a waltz and recap that this song is in 3. Discuss the shape of a melody and sing a melody that travels up and down (ascending and descending) in leaps and steps. Add glockenspiels to the song and progress to improvising over the tune.
	Sparkle	Introduce this song as pop. Discuss the meaning in the song's lyrics and possible favourite lines. Sing the song and sing clearly and rhythmically with the backing track. Add actions to the song. Then move onto composing using a small range of notes.
	Rhythm In The Way We Walk	Introduce this song as Reggae from the Caribbean. Sing the melody pointing out long and short rhythms. Move on to identifying high and low sounds.
	Big Bear Funk	Introduce the genre 'Funk' and the idea of it having a rhythmic feel "groove". Learn the song and add glockenspiels on a limited range of notes



	Baby Elephant	Introduce this lullaby and point out that this is in 5 rather than 4 learn the song, then revisit another song to check the children's instrumental playing from notation.
	Enhancements add shakers and untuned percussion like a djembe to keep the rhythm	