

**Bullion Lane Primary School
Medium Term Plan for Music**

Year: 1/2

Cycle: A

Term: Autumn 1

Topic: Sounds interesting Music express unit / Australian traditional music

Knowledge

To sing simple songs from memory.
Discuss songs that the children know. Sing any that we can already from memory. Learn song ~
We are _____ and we all go to Bullion Lane School. We are _____, we go to Bullion Lane.
(Tune Lambton worm.) Discuss how we sing it loudly, sadly, proudly etc. What does this do to the song? Record several & play back to class. Discuss how we sang the song.
Q & A short rhythms:
Eg, We are Riverside, with then without words.
Learn & sing action songs without words displayed.
Jumping up and down p.1
Sounds together p.2
Captain Crocker p.3

To identify sounds

Sounds interesting Music Express

Lesson 1 page 52

1. To identify sounds in the environment

Play track **65**, identify early morning sounds and match them to the pictures of sounds. (p. 53 ME)

Put them in order

2. Listen and move to Sun arise track **67**
3. Make a variety of sounds to accompany post calypso track **68**

Lesson 2 page 54 (adapted to untuned percussion instruments)

1. To identify and then sort instruments into shake, tap or scrape.
2. To follow a class composition to play instruments in the correct order.

Skills

Singing songs with control and using the voice expressively.

- *To find their singing voice and use their voices confidently.
- *Sing a melody accurately at their own pitch.
- *Sing with a sense of awareness of pulse and control of rhythm.
- *Recognise phrase lengths and know when to breathe.
- *To sing songs expressively.
- *Follow pitch movements with their hands and use high, low and middle voices.
- *Begin to sing with control of pitch (e.g. following the shape of the melody).
- *Sing with an awareness of other performers.

Listening, memory and movement.

- *Recall and remember short songs and sequences and patterns of sounds.
- *Respond physically when performing, composing and appraising music.
- *Identify different sound sources.
- *Identify well-defined musical features.

Controlling pulse and rhythm.

- *Identify the pulse in different pieces of music.
- *Identify the pulse and join in getting faster and slower together.
- Identify long and short sounds in music.
- *Perform a rhythm to a given pulse.
- *Begin to internalise and create rhythmic patterns.
- *Accompany a chant or song by clapping or playing the pulse or rhythm.

Exploring sounds, melody and accompaniment.

- *To explore different sound sources.
- *Make sounds and recognise how they can give a message.
- *Identify and name classroom instruments.
- *Create and chose sounds in response to a given stimulus.
- *Identify how sounds can be changed.
- *Change sounds to reflect different stimuli.

Control of instruments.

Vocabulary

- Loud
- Quiet
- Soft
- Melody
- Voice
- Pitch
- Actions
- Sounds
- Listening
- Pulse
- Rhythm
- Long
- Short
- Patterns
- Chant
- Song
- Clapping
- Instruments
- Control
- Composition
- Score

Establish class rules for playing instruments. Place a mix of instruments in the middle, children choose. When instructed, test to see if their instrument can be shaken, tapped or scraped. Ask children to sort themselves into groups. Listen and as a class decide if everyone was right or if some children need to change groups.
Model reading a chart to play your sound (as p.55) As a class compose a slip and then play.

Lesson 3 page 56

To sing 'Sally go round the sun' and tap the beat and the rhythm on body percussion.

To rehearse different arrangements on 'Sally go round the sun.'

Sing and use instruments for the beat and rhythm for 'Sally go round the sun.'

Lesson 4 Lesson 5 page 58

1. Listen to 'When I go to bed' track 72, sounds in the environment.

Discuss what kinds of sounds children are used to hearing outdoors and in their home, as they wait to go to sleep.

Discuss sounds in the song, learn the song.

2. Rehearse sounds to accompany song.
3. Perform song with accompaniments.

Link to PE dance unit and creative week next week.

Listen to and learn song of Sambelele Youtube clip of 'Barbatuques' singing and using body percussion to perform the song.

Practice the song, create our own actions and perform in front of the school in creative week assembly in week 6.

Listen to and sing rhythms and songs from Brazil. (Our chosen country for Creative week and where the story of Sambelele is from.)

*Play instruments in different ways and create sound effects.

*Handle and play instruments with control.

*Identify different groups of instruments.

Composition.

*Contribute to the creation of a class composition.

*Basic skills developments for composition in KS1 are to be found within 'Exploring Sounds'.

Reading and writing notation.

*Perform long and short sounds in response to symbols.

*Create long and short sounds on instruments.

*Play and sing phrase from dot notation.

*Record their ideas.

*make their own symbols as part of a class score.

Performance skills.

*Perform together and follow instructions that combine the musical elements.

Evaluating and appraising.

*Choose sounds and instruments carefully and make improvements to their own and others' work.