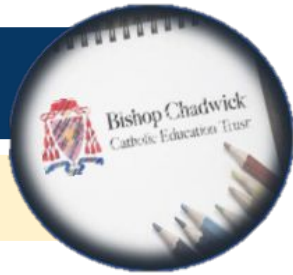




Music @



Year One - Term One



Rationale/Curriculum links...

Pulse - Keep a steady pulse in a group and be able to pick out two different tempos in music

Rhythm - 1 bar repetition using crotchets and quavers.

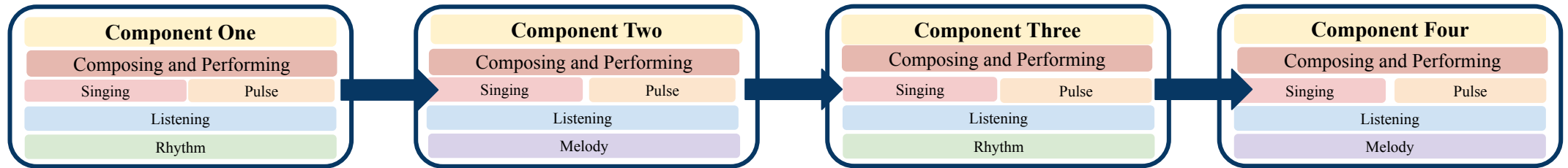
Melody - Sing back short melodies that use 2 pitched notes and develop the concept of pattern work in music using rhythm grids

Listening- Identify features of a range of high quality and recorded music
Replicate basic rhythms heard.

Performing - Play basic rhythms on untuned percussion instruments and using body percussion.
Introduce repetition.

Singing - Sing simple folk tunes in unison both with and without accompaniment or backing tracks

Composition - Improvise Simple rhythms based on given stimuli (e.g. rhythm grids)



Component One

Singing:

Learn to sing **Cobbler, Cobbler. (MUSICTRAX)** Find and try to keep a steady beat moving your body to the pulse e.g. clapping, stamping etc. Explore the concepts of high and low, andante and allegro, forte and piano, related to the song. Clap the rhythm. 'Ti ti, ti-ti, ti ti, ta', as exemplifies in the music track examples. Discuss the tempo of the song.

Pulse:



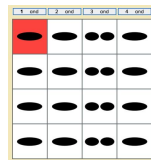
Listening:

Active listening to **Mozart: Rondo alla Turca**. Move, in any way suitable, to the beat of the music. Can you march in time? Identify the instrument (Piano) and the tempo (Allegro). How does the music make you feel?



Rhythm:

Introduce the crotchet and quaver rhythms using 'Ta and Ti ti' with rhythm grids.



Composing:

Call and response - Teacher claps a rhythm, children clap back a similar rhythm. Use different parts of the body and untuned percussion. Pupils to improvise different responses and record 1 bar repetition on rhythm grids. Play with class whilst singing 'Cobbler'.

Performing:

Component Two

Singing:

Learn to sing **Here I come, (MUSICTRAX)** and **Boom, chicka boom**. Clap rhythms heard in song. Identify the beat - moving body to the pulse e.g. clapping, stamping etc. Identify tempo - introducing musical vocabulary - 'Andante'.



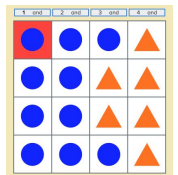
Pulse:

Vivaldi: **Winter (The Four Seasons) 1st Mvt**. Identify instruments (string ensemble, Violin). Identify tempo (Andante). Listen to the different ways Vivaldi brilliantly conveys the biting cold, gusting wind, trembling bodies, and chattering teeth on his beloved violin. (see **further resources** for more information)



Melody:

Introduce the pitched notes 'So and Mi'. Play call and response games using two pitched notes. Use the a grid to create a pitch pattern using symbols to represent So and Mi. Sing their pitch patterns to the class.



Composing:

Performing:

Component Three

Singing:

Learn to sing **Magic Fingers (MUSICTRAX)** and **Skip to my Lou**. Find and try to keep a steady beat moving your body to the pulse, e.g. clapping, stamping, while singing the song. Use body percussion and skipping as suggested in the link. On which word do we sing the highest note? (Lou)



Pulse:

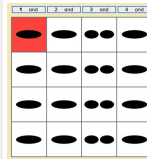
In the hall of the mountain king, Grieg. Peer Gynt's adventure in the underground Kingdom of the Trolls. Can you hear the trolls creeping up on Peer? They are coming faster and faster! How did he make it sound as if the trolls were chasing Peer? What did he do to the speed of the music? (Andante/Allegro). Think about the instruments used to create the scene. (Pizzicato strings)



Listening:

Rhythm:

As in component 1, develop crotchet and quaver rhythms with 'Ta and Ti ti' rhythm grids. Call and response rhythm games.



Composing

Pupils to improvise different responses and record 1 bar repetition on rhythm grids. Play with class whilst singing 'Skip to my Lou' Experiment with different tempi.

Performing:

Component Four

Singing:

Learn to sing **Mary Anne** and **Rad Llama**. Repeating rhythms: • Pick out the word Ila-ma and clap it every time it occurs in the rap (exactly on the word llama) • play it on an un-tuned instrument (an old pot, pan or empty container!) Animal word rhythms riff: Say / clap / tap on body: repeat as a sequence using cool rap voice (maybe put sunglasses on) Ila-ma ** ca-mel **



Pulse:

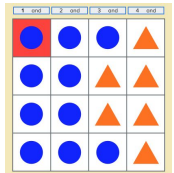
Listening:

Listen to a collection of music with allegro and andante tempi. Play games to spot the tempo - children stand or sit according to fast or slow tempo.

Your choice

Melody:

Call and response games using two pitched notes. 'So and Mi'. Use the rhythm grids to create a pitch pattern using symbols to represent the notes So and mi. Perform - Children play back their melodic patterns whilst others sing Mary Anne.



Composing

Performing:


Key Vocabulary


Beat/Pulse - A basic unit of time marking out the speed at which the music is played.

Tempo - The speed at which a passage of music should be played.

Andante - The word andante is a musical tempo meaning relatively slow (100 bpm).

Allegro - The word allegro is a musical tempo meaning a brisk, lively tempo (120 bpm)

Crotchet - Is worth one beat. (Ta). 

Quaver - Is worth half a beat. (Ti-ti). 

forte - loud (f)

piano - soft (p)

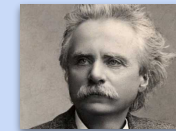
Rap - A type of popular music of US black origin in which words are recited rapidly and rhythmically over an instrumental backing.

[MUSICTRAX SING 1 \(so, mi\)](#)

Click here to access

- Cobbler, cobbler
- Here I come
- Magic Fingers
- Mary Anne

Click on the links to access teaching resources for The Hall of the Mountain King



[In the hall of the mountain king - activity sheets](#)

[In the hall of the mountain King, Grieg.](#) (BBC ten pieces)

Further Resources:

[Winter from the Four](#)

[Seasons, Vivaldi](#)

(BBC ten pieces)



The first notes describe with a smooth and persistent rhythm the slow fall of the snowflakes and the fast trill of the violins describe the teeth chattering caused by the intense cold. We now listen to a gust of wind that shakes the fall of the snowflakes in the first violin solo. Little by little it increases the force of music to end with a great theme. Watch and listen [Winter - Film and music](#)