

AMBERLEY PRIMARY SCHOOL
MTP PLANNING WEB
YEAR 1 – Summer 1
MAIN SUBJECT: Music – Sing Up

INTENT

What do we want the children to remember/ be able to do?

- Create musical phrases from new word rhythms that children invent.
- Sing either part of a call-and-response song.
- Play the response sections on tuned percussion using the correct beater hold.
- Echo sing a line independently with teacher leading, then move on to pair singing in echo format.
- Copy call-and-response patterns with voices and instruments.

IMPLEMENTATION/ IMPACT

Sequence of lessons

- **Lesson 1:** Find the beat and learn to sing the 'response' lines.
- **Lesson 2:** Practise finding the beat, join in singing the chorus, and play call-and-response rhythms.
- **Lesson 3:** Progression snapshot 3. Make a video recording of children singing.
- **Lesson 4:** Sing the song confidently and play the response phrase on tuned percussion.
- **Lesson 5:** Sing and play in call-and-response.
- **Lesson 6:** Sing the song in call-and-response, invent new song lyrics, and turn new lyrics into musical phrases.
- **Lesson 7:** Appraisal activity

LEARNING HOOK

**Come Dance
With Me**

How do we develop SMSC?

Mental health benefits of singing,
team work and working
collaboratively

Vocabulary

Duration: beat, rhythm.

Pitch: stepping notes A-G-F, tuned and untuned percussion.

Structure: call-and-response, verse, chorus.

Texture: solo.

Visits/ Visitors

Whole School Rocksteady Assembly

MEASURING IMPACT

Assessment

Pupils will be able to sing this lively warm-up song with movement and compose new lyrics and actions. Pupils will create their own percussive responses and play simple rhythm patterns on tuned instruments. This unit also contains the final of three progression snapshots.

National Curriculum for Music KS1 coverage:

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 inter-related dimensions of music.

Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes.

Model Music Curriculum YEAR 1 coverage:

Listen to recorded performances.

Sing a wide range of call-and-response songs to control vocal pitch and to match the pitch they hear with accuracy.

Sing songs with a very small range, mi-so, then slightly wider. Include pentatonic songs

Understand the difference between creating a rhythm pattern and a pitch pattern.

Invent, retain and recall rhythm and pitch patterns and perform these for other, taking turns.

Use body percussion and classroom percussion, playing repeated patterns and short patterns on tuned instruments to maintain a steady beat.

Perform short copycat rhythm patterns accurately, led by the teacher.