

Brough Primary School – Curriculum Intention Plan 2023 - 2024



Subject: Music Year Group: 1/2	Area of learning: Revision term Musical Knowledge & Performance: Christingle - Singing.
Links to previous work/Remember when	<ul style="list-style-type: none"> ● Use their voices expressively and creatively by singing songs that are familiar ● Using instruments to tap a regular beat ● Begin to look at simple graphic notation <p>Musical Knowledge</p> <ul style="list-style-type: none"> ● Experiment with, create, select and combine sounds using the interrelated dimensions of music. ● Y1: Children can name simple musical symbols and words with some degree of meaning. <p>Singing:</p> <ul style="list-style-type: none"> ● Use their voices expressively and creatively by singing songs and speaking chants and rhymes. ● Y1: Children can sing in unison and can understand how to incorporate Italian terms for speed (tempo) and soft to loud (dynamics).
Term	Key Skills to be taught
Autumn 2 2023 What the children should know at the end of this series of lessons	<ul style="list-style-type: none"> ● Singing in time, to a beat ● Being aware of pitch when singing ● Using instruments to play a simple graphic notation ● Understanding how sound is represented by symbols ● Physicalising pulse in different ways ● How many beats in a bar ● How pulse, rhythm and pitch work together. ● Children can name musical symbols and words and start to associate meanings to them ● To understand what pulse and metre mean and to maintain a pulse and identifying strong beats <p>Taken from the NC for Music KS1.</p>

Vocabulary

Sing, beat, pulse, pitch, graphic notation, symbols, strong beats, instruments, non-pitched, note, dynamics, piano, forte, loud, soft.

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Sequence of learning	Learning Objectives/Outcomes	suggested Lesson Outline
1	<p>Learning Objective: To listen with concentration and understanding to a range of high-quality live and recorded music. To experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Key Knowledge: To hear instruments played and be able to respond to the sound by drawing a graphic to match the sound.</p> <p>Resources: Hand-held instruments - drum, guiro, triangle, rainstick, tambourine, agogo, maracas, cabassa, sleigh bells, woodblock (these are instruments we have in school also, if you want to show the 'real life' instruments)</p>	<p>Recap – What can you remember about dynamics? What are the Italian names for loud and soft?</p> <p>Explain that we are going to be using the instruments and putting a graphic notation to each instrument.</p> <p>Play each instrument for them, so they know the sound to the instrument. Watch https://www.youtube.com/watch?v=0m81Yol_BVI</p> <p>The children need to draw the four symbols and leave a gap next to them to write the name of the instrument (these can be written up on the WB for them to copy). Then replay from 30 secs to hear the sounds again. Stop at each sound so the children can write next to each graphic, what instrument is being played.</p> <p>Next, from 1.55, the children are to see the instrument and hear its sound, but they have to draw the graphic to the sound. If there's time, give each child a graphic score sheet and carry on the video from 4.35 secs.</p> <p><i>Children record the graphic to the sound.</i></p>
2	<p>Learning Objective: To use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p>	<p>Recap – Look back at the simple graphic notation of the different hand-held instruments from last lesson.</p> <p>Today, we are going to be looking at writing graphic scores for our voices. Watch https://www.youtube.com/watch?v=jK2Xd0uV0NQ</p>

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	<p>Key Knowledge: To draw a graphic notation line, representing high, middle and low pitched singing.</p> <p>Resources: Piece of paper, ruler, pencil, https://www.youtube.com/watch?v=jK2Xd0uV0NQ</p>	<p>Have a go at creating a class graphic score, using the line graphics as seen in the video. Explain to them that the higher on the page the line is, the higher their voices (pitch) must sing, and also lower = lower pitch. The children can then draw these on paper and practise singing it.</p> <p><i>Children record a simple line graphic, showing the pitch (high, middle or low) of a piece of music, such as 'Twinkle Twinkle Little Star'</i></p>
3 - 5	<p>Learning Objective: To use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Key Knowledge: To use my voice to sing in pitch and in a group setting for the Christingle performance.</p>	<p>Recap – Pitch, singing in unison, using dynamics to express their singing.</p> <p>NO RECORDED WORK.</p>
6	<p>Learning Objective: To demonstrate what has been learned prior to the performances.</p>	<p>ASSESSMENT - Performance of the Christingle to both parents and the school.</p>

Learning Outcome/product

Children should have an understanding of pitch, how to show this on a graphic line.
Children should be able to use graphic notation to show different sounds of instruments.
Children should be able to sing and perform, using the skills of singing in time, to a beat and being aware of pitch when singing.

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Assessment records	List only those children who have not achieved the expected outcomes.