





Brough Primary School – Curriculum Intention Plan 2023 - 2024



<p>Subject: Music Year Group: Year 1/2</p>	<p>Area of learning: Notation & Composition: Experiment with, create, select and combine sounds using the interrelated dimensions of music. Y2: Children can compose a basic 4 - 8-bar rhythm using a single-line staff and play it on an instrument.</p> <p>Listen, appraise, perform, sing for Summer Soiree: Use their voices expressively and creatively by singing songs. Children to use their singing knowledge from the past year to sing a song.</p>
<p>Links to previous work/Remember when</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● Use instruments to tap a regular beat ● Begin to look at simple graphic notation ● Play tuned and untuned instruments musically <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>The aim is to develop a child's musicianship so that they may grow into confident, creative performers and discerning, critical listeners.</p>
<p>Term</p>	<p>Key Skills to be taught: Notation & Composition Experiment with, create, select and combine sounds using the interrelated dimensions of music. Listen with concentration and understanding to a range of high-quality live and recorded music. Y1: Children can clap and play crotchets, quavers and rests. Graphic notation & recognition of already-learned notes and their values.</p>
<p>Summer Term 2024 What the children should know at the end of this series of lessons</p>	<ul style="list-style-type: none"> ● playing in time, to a beat ● Being aware of pitch of each note played ● Using instruments to play a simple graphic notation ● Understanding how sound is represented by symbols ● Children can name musical symbols and words and start to associate meanings to them <p>Taken from the NC for Music KS1.</p>

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Sequence of learning	Learning Objectives/Outcomes	Suggested Lesson Outline
<p>1</p> <p>09/04/24 JH</p>	<p>Learning Objective: To experiment with, create, select and combine sounds using the interrelated dimensions of music.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Key Knowledge: <i>Children can clap and play crotchets, quavers and rests.</i></p> <p>Resources: mini whiteboards and pens</p>	<p>Recap: Listen to some music and clap along to the beat. https://www.youtube.com/watch?v=Yv2M7-Oe6dU</p> <p>for crotchet (1-beat) notes. </p> <p>Now https://www.youtube.com/watch?v=UN2IWeQ4NiU&t=22s We will rock you</p> <p> quavers - ½ beat 'quick' quavers</p> <p>Children to have a mini whiteboard and to practise drawing crotchets (say they look like straight tadpoles.)</p> <p><i>Challenge: Can the children make a simple music line of crotchets and quavers and clap that simple rhythm?</i></p>
<p>2</p>	<p>Learning Objective: To experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Key Knowledge: understanding how to draw a basic crotchet, quaver and crotchet rest.</p>	<p>Recap: Last lesson's crotchets and quavers for 1 and ½ beats.</p> <p>This week, we are going to look at the equivalent 'rests' in music that rest for 1 and ½ a beat.</p> <p> a crotchet rest (shhhh for one count).</p> <p>Practise drawing this on the mini whiteboards.</p> <p></p> <p>Step 1: Draw a line through line 4 Step 2: Continue back to line 3 Step 3: Go into the middle of space 2 Step 4: Draw a "c" around line 2</p> <p>https://www.youtube.com/watch?v=1GgkTxuHazU Frozen Rhythm Play Along</p>

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	<p>Resources: Mini whiteboards; https://www.youtube.com/watch?v=1GgkTxuHazU Frozen Rhythm Play Along</p> <p>https://www.youtube.com/watch?v=Ut-0q0MWC0o Rhythm Clap Along: Easy [Minecraft Theme]</p>	<p>https://www.youtube.com/watch?v=Ut-0q0MWC0o Rhythm Clap Along: Easy [Minecraft Theme]</p> <p>https://www.youtube.com/watch?v=UN2IWeQ4NiU We will rock you (for quavers and crotchets)</p> <p>https://www.youtube.com/watch?v=0xiZKdhQRsQ Mario Theme Rhythm Video- Level 1 crotchets and quavers</p>
3	<p>To experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Key Knowledge: understanding how to draw a basic crotchet, quaver and crotchet rest.</p> <p>Resources: Large-staff-paper.pdf</p>	<p>Recap – previous length notes - crotchet, quaver + crotchet rest.</p> <p>Today, we are going to be having a go at drawing on music manuscript paper, some crotchets, quavers and crotchet rests.</p> <p>Talk about how a crotchet has the blob either between two lines (as a space note) or has the line running through the middle of it (line note).</p> <p>The crotchet rest 'zigzag' part starts in the top space.</p> <p><i>If you need me to come and show you how to draw these, just ask and I'll happily pop down and show you - they're really easy to do. 😊</i></p>
4	<p>Learning Objectives: To experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Key Knowledge: understanding how to draw a basic crotchet, quaver and crotchet rest.</p> <p>Resources: Ocarinas! Large-staff-paper.pdf</p>	<p>This lesson is all about finding the notes that they have learned on their ocarinas and drawing those notes (B, D, G) on the staff (5 lines and 4 spaces music lines).</p> <ol style="list-style-type: none"> 1. Get the ocarinas out and have a play. Can they remember which holes are covered for those notes? 2. Use the Large-staff-paper.pdf 3. B is the 3rd line up from the bottom 4. D is the 4th line up 5. G is the 2nd line up. <p>The 'blob' of the crotchet note needs to have the line running through the middle of it.</p> <p>The crotchet rest 'zigzag' part starts in the top space.</p> <p>Finish with a clap along song that uses crotchets and quavers rhythms.</p> <p>https://www.youtube.com/watch?v=Zp5dA1FKSGI Hand Clap Rap Jack Hartmann Repeat After Me Listening Skills Clap Back</p>

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<p>Summer 2</p>	<p>Learning Objective: Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Key Knowledge: An understanding of rhythm and pitch - high, middle, low.</p>	<p>This term, the children will be focusing on learning the song 'Zip- A- Dee-Doo-Dah' (From "Song Of The South") to sing at the Summer Soiree.</p> <p>https://www.youtube.com/watch?v=BxzAKnH4unw Zip-A- Dee-Doo-Dah (From "Song Of The South")</p> <p>https://www.youtube.com/watch?v=NrBWggbgozKw Zip A Dee Doo Dah - actions</p> <p>https://www.youtube.com/watch?v=yYUw1NgIL7c Zip-A- Dee-Doo-Dah Rhythm Play Along - clap along with crotchets (and crotchet rest) and quavers.</p> <p>https://www.youtube.com/watch?v=d1CQWmNiInE Zip-A-Dee-Doo-Dah - Aly & Aj with lyrics and backing singer</p> <p>https://www.youtube.com/watch?v=NjOgBrj6Heo Zip a dee doo dah karaoke - lyrics but no backing singer</p>
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<p>Learning Outcome/product</p>
<p>Summer 1 Children should have an understanding of how an ocarina should be played. Children should be able to play the basic B, D, G, using the correct fingering. Children should be able to draw a basic B, D and G crotchet on a stave.</p> <p>Summer 2 Children should be able to sing along to a song, using their voices to sing the correct pitch and rhythm.</p>

<p>Assessment records</p>	<p>List only those children who have not achieved the expected outcomes.</p>