

# Brough Primary School – Curriculum Intention

## Plan Music Year 1 2025



<b>Subject:</b> Music <b>Year Group:</b> Year 1		<b>Area of learning:</b> Notation & Composition
Links to previous work/Remember when	Pupils should be taught to: <ul style="list-style-type: none"> <li>• Use instruments to tap a regular beat</li> <li>• Begin to look at simple graphic notation</li> <li>• Play tuned and untuned instruments musically</li> </ul> <p><b>Musical Knowledge</b></p> <ul style="list-style-type: none"> <li>• Experiment with, create, select and combine sounds using the interrelated dimensions of music.</li> <li>• Y1: Children can name simple musical symbols and words with some degree of meaning.</li> </ul> <p><b>The aim is to develop a child's musicianship so that they may grow into confident, creative performers and discerning, critical listeners.</b></p>	
<b>Term</b>	<b>Key Skills to be taught:</b> graphic notation writing, basic notational writing on a single musical line.	
<b>Summer 2025</b>  What the children should know at the end of this series of lessons	<ul style="list-style-type: none"> <li>• playing in time, to a beat</li> <li>• Being aware of pitch of each note played</li> <li>• Using instruments to play a simple graphic notation</li> <li>• Understanding how sound is represented by symbols</li> <li>• Children can name musical symbols and words and start to associate meanings to them</li> </ul> <p>Taken from the NC for Music KS1.</p>	

### Vocabulary

Ocarina, beat, pulse, pitch, graphic notation, symbols, strong beats, instruments, note, finger rest, finger holes, lip guard, whistle hole

Sequence of learning	Learning Objectives/Outcomes	suggested Lesson Outline
1  <b>Resources:</b> <i>shakers, triangles drums, guiro</i> <b>Year 1 Summer Music</b>	<b>Learning Objective:</b> To experiment with, create, select and combine sounds using the inter-related dimensions of music.  5yh	<b>Recap</b> – Can they name the notes that they learned when they were playing the ocarinas?  Children to have a hand-held musical instrument and accompany this song. <a href="https://www.youtube.com/watch?v=x-6D5bxhZsg">https://www.youtube.com/watch?v=x-6D5bxhZsg</a> I Can Play on the Beat - Instrument Song

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<p><b>Lesson 1</b> <b>Graphic</b> <b>Notation</b></p>	<p><b>Key Knowledge:</b> To understand that the sound of a particular instrument can be shown as a graphic.</p>	<p>Explain to the children that they are going to be listening and watching a video that will show them how to write graphic notation - a picture for a sound.</p> <p>This week the children are going to be listening to sounds made by instruments and are going to match the instrument to a graphic notation.</p> <p><a href="https://www.youtube.com/watch?v=0m81YolBVI">https://www.youtube.com/watch?v=0m81YolBVI</a> Graphic Score - A Quick How To guide (up to 1:54)</p> <p>Children to have the graphic score grid. Sue, you will play one of the instruments that were in the video and the children have to draw the graphic on the first square, then repeat this for all four instruments.</p>
<p>2</p> <p><b>Resources:</b> <b>shakers,</b> <b>triangles</b> <b>drums,</b> <b>guiro</b></p>	<p><b>Learning Objective:</b> To experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p><b>Key Knowledge:</b> Play tuned and untuned instruments musically.</p> <p><b>Resources:</b> Year 1 Summer Music Lesson 2 Graphic Notation</p>	<p><b>Recap</b> – being able to use and play (shake, hit etc.) a hand-held musical instrument through accompanying a song.</p> <p><a href="https://www.youtube.com/watch?v=x-6D5bxhZsg">https://www.youtube.com/watch?v=x-6D5bxhZsg</a> I Can Play on the Beat - Instrument Song</p> <p>All children to have a graphic notation sheet with a 2 b y 4 grid.</p> <p>Recap last lesson's graphic notation for the guiro, maracas, triangle and drum.</p> <p>Draw the four graphics on the whiteboard.</p> <p>You will be writing a whole-class 8-sound graphic notation.</p> <p>Recap the graphics for the 4 instruments from last week and choose 4 more instruments. Then choose, as a class, what graphics could go with these sounds.</p> <p>Write an 8-sound graphic notation score!</p>
<p>3</p>	<p><b>Learning Objective:</b></p>	<p><b>Recap</b> – the sounds and instruments used in the last couple of lessons.</p>

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	<p>To experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p><b>Key Knowledge: How to create a simple graphic notation on a grid.</b></p> <p><b>Resources:</b> Year 1 Summer Music Lesson 2 Graphic Notation (from last week)</p>	<p>This week, you are going to be introducing some dynamics to the 8-box grids from last week.</p> <p>Watch <a href="https://www.youtube.com/watch?v=99kHBXw0UM&amp;t=34s">https://www.youtube.com/watch?v=99kHBXw0UM&amp;t=34s</a> For kids - Dynamics - Mr. Greg's Musical Madness. This should explain soft (piano/<i>p</i>) and loud (forte/<i>f</i>).</p> <p>The children are to then think about where they could draw a '<i>p</i>' and/or and '<i>f</i>'.</p> <p>Practise with the instruments, using the dynamics that the children have used.</p>
4	<p><b>Learning Objective:</b> To experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p><b>Key Knowledge:</b> Children can compose a basic 4 - 8-bar rhythm using a single-line stave.</p> <p><b>Resources:</b> Year 1 Summer Music Lesson 2 Graphic Notation; Year 1 Single Line Graphic Notation L4;</p>	<p>Recap: graphic notation from previous lessons.</p> <p>Explain that this week, they are going to be using the graphics that they drew in the box grid, onto a single musical line.</p> <p>Children to have the Year 1 Single Line Graphic Notation L4 worksheet and to draw the graphics onto the lines, from the graphic notation box grid.</p> <p><b>YOU WILL NEED TO BOOK THE CHROMEBOOKS FOR THE NEXT LESSON.</b></p>
5	<p><b>Learning Objective:</b> To experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p><b>Resources:</b> <a href="https://musiclab.chromeexperiments.com/Song-Maker/">https://musiclab.chromeexperiments.com/Song-Maker/</a></p>	<p>This week is all about having some fun on a pre-programmed song maker!</p> <p>Children to have a chromebook each and to have the <a href="https://musiclab.chromeexperiments.com/Song-Maker/">https://musiclab.chromeexperiments.com/Song-Maker/</a> made available to them.</p> <p>Then show them how to create sounds n the grid by clicking on the boxes, then play them. This is the next step of composition.</p>

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6 onwards		<p>The remaining lessons/time will be used to learn the song 'You're Welcome!' from Moana, to be sung at the Summer Soiree as part of an EYFS/KS1 choir - this will also fulfil the performance objectives from the NC.</p> <p><a href="https://www.youtube.com/watch?v=r4KTqce-9Z0">https://www.youtube.com/watch?v=r4KTqce-9Z0</a> Dwayne Johnson - You're Welcome (From "Moana"/Sing-Along)</p> <p><a href="https://www.youtube.com/watch?v=0gnrlQu0_k4">https://www.youtube.com/watch?v=0gnrlQu0_k4</a> Dwayne Johnson - You're Welcome (Lyrics)</p> <p>😊</p>
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### Learning Outcome/product

Children should have an understanding of how to create a graphic notation on a box grid. Children should be able to play the basic hand-held instruments and create both a graphic notation in a box and also on a musical line.

Children should be able to attempt an electronic song on

<https://musiclab.chromeexperiments.com/Song-Maker/> .

The children should learn the song 'You're Welcome' to sing as an ensemble.

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