

YEAR 1						
ADVENT 1: "Rhythm in the way we walk"						
<b>Prior knowledge</b>	<p><b>Pupils can:</b>                      Sing a range of well-known nursery rhymes and songs.                      Describe music as happy/sad.                      Match music to visual resources.                      Create a visual representation of sound.                      Make sounds using classroom instruments.                      Choose appropriate instruments to represent specific sounds.                      Repeat patterns of sound.                      Contribute to a class composition.                      Use classroom instruments to create long/short, high/low, fast/slow sounds.                      Perform on classroom instruments with others.                      Create rhythms on classroom instruments.                      Describe changes in music.</p>					
<b>New knowledge.</b>	<p><b>Pupils will:</b>                      Sing collectively at the same pitch.                      Respond to simple visual instructions.                      Listen, review, and evaluate music from a range of historical periods, cultures, and traditions.                      Perform short call and response patterns, keeping in time to the beat.                      Walk, move, and clap a steady beat.                      Compare high and low sounds through listening and singing.                      Follow pictures/symbols to guide playing.</p>					
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<b>Medium term knowledge</b>	Pupils will know how to move and clap to a steady beat through listening and singing. Pupils will know how to play along to a steady beat on classroom percussion.	Pupils will know how to clap rhythms along to a steady beat through listening, singing and repetition.	Pupils will know and understand pitch through listening.	Pupils will know how to apply sound to syllables through listening.	Pupils will know how to compose their own animal rhythms.	Pupils will know how to perform their composition from last lesson on classroom percussion to a steady drum track. Pupils will perform and record their work from this half term.
<b>Vocabulary</b>	<b>Beat</b>	<b>Rhythm</b>	<b>Pitch</b>	<b>Notation</b>	<b>Compose</b>	<b>Assess</b>

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<b>Lesson Plan</b>	<p>Starter: Penguin dance. Can pupils identify the word beat? Listen to Radetsky March, can pupils march and clap along to the beat? Give pupils a classroom percussion instrument. Pupils to play the beat along to the music. Plenary: What is the new musical word?</p>	<p>Starter: Penguin dance. What was our new musical word last lesson? Long and short sounds game video. Can pupils identify the difference between long sounds and short sounds? Call and response clapping rhythms along to a steady drumbeat, extending c and r onto classroom percussion, staff, and pupil lead. Learn the first verse of "Rhythm in the way we walk" (rhythm) Plenary: Q and A the new word "Rhythm"</p>	<p>Starter: Recap moving to the beat and musical vocabulary. Pitch game video. Can pupils identify the high and low sounds? Go through the classroom instruments identifying high and low sounds. Learn the second verse of "Rhythm in the way we walk" (Pitch) Perform the first and second verse to the backing track. Plenary: A and A the new word "Pitch"</p>	<p>Starter: Recap moving to the beat, call and response and musical vocabulary. Using the animal rhythm flash cards, ask pupils which animal names have 1 sound, and which have 2 sounds. On classroom percussion, pupils to demonstrate different 1 or 2 sound animals. Split pupils into animal groups for the Animal rhythm play along video. Plenary: Sing the song rhythm in the way we walk" to recap all musical words.</p>	<p>Starter: Recap musical vocabulary and clap along with the animal rhythm play along. Using the animal rhythm flash cards, compose a rhythm with the pupils on the board. (4 animals in a row to keep in 4/4 time) clap this along to a steady drum track. In pairs, pupils to use the cut-out animal card to compose their own rhythms (4 animals in a row per line) Stick these onto a sheet of A4 for use next week. Plenary: Clap a composed rhythm to drum track.</p>	<p>Starter: Recap all musical words from the half term. Pupils to rehearse, perform and record their animal compositions from last lesson on classroom percussion along to a steady drum track. Pupils to rehearse, perform and record the Toy Story animal rhythm play along on classroom instruments. Plenary: Rehearse and record "Rhythm in the way we walk".</p>
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YEAR 1 ADVENT 2: "Hey you"						
Prior knowledge	<p><b>Pupils can:</b>                      Sing collectively at the same pitch.                      Respond to simple visual instructions.                      Listen, review, and evaluate music from a range of historical periods, cultures, and traditions.                      Perform short call and response patterns, keeping in time to the beat.                      Walk, move, and clap a steady beat.                      Compare high and low sounds through listening and singing.                      Follow pictures/symbols to guide playing.</p>					
New knowledge.	<p><b>Pupils will:</b>                      Begin to understand basic rhythm notation.                      Perform short, repeated patterns, keeping in time with a steady beat.</p>					
	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Medium term knowledge	Pupils will know how to perform a song by ear with their voices and clapping/body percussion through listening and repetition.	Pupils will know how to perform a song using call and response rhythms in the middle section through listening and repetition.	Pupils will know how to perform a song from simple rhythm notation using classroom instruments through listening and reading basic notation.	Pupils will know to improvise on untuned classroom instruments within the song through listening.	Pupils will know how to extend improvisation through listening using tuned classroom percussion. They will know how to create question and answer phrases.	Pupils will know how to rehearse and perform the piece, using call and response, improvisation, and reading simple rhythm notation.
Vocabulary	<b>Beat</b>	<b>Rhythm</b>	<b>Notation</b>	<b>Improvise</b>	<b>Perform</b>	<b>Assess</b>
Lesson Plan	<p>Starter: Listen and appraise the song "Hey you" Q and A how do this song make you feel?                      Play the song again, pupils to find the pulse and move to the beat.                      Learn the lyrics to the song Hey You.</p>	<p>Starter: Listen to the song "Me, Myself, and I! Q and A how does this song make you feel? Is the music loud, or quiet? Discuss basic dynamics.                      Play the song again, pupils to find the pulse and move to the beat.</p>	<p>Starter: Listen to the song "Fresh Prince of Bel Air" Q and A how does this song make you feel? Is the music loud or quiet?                      Play the song again, pupils to find the pulse and move to the beat.</p>	<p>Starter: Listen to the song "Rapper's delight" Q and A how does this song make you feel? Is the music loud or quiet?                      Play the song again, pupils to find the pulse and move to the beat.</p>	<p>Starter: Listen to the song "Can't touch this" Q and A how does this song make you feel? Is the music loud or quiet?                      Play the song again, pupils to find the pulse and move to the beat.</p>	<p>Starter: Listen to the song "It's like that" Q and A how does this song make you feel? Is the music loud or quiet?                      Recap all musical vocabulary learnt this half term.</p>

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	<p>Plenary: Perform the song "Hey you" with the lyrics and moving to the beat.</p>	<p>Using the "Hey you" track, pupils to copy back body percussion rhythms, eventually moving to copying back just clapping rhythms. Using untuned classroom percussion and "Hey you" pupils to lead call and response. Plenary: Perform the song "Hey you", saying the lyrics and incorporating call and response in the middle section.</p>	<p>Recap 1 and 2 sound notes (1 crotchet 2 paired quavers) removing the animal pictures from Advent 1. Using the untuned percussion rhythm notation sheet, play the rhythms on classroom percussion along to the track. Plenary: Perform the song Hey you, saying the lyrics and playing the rhythm notation on untuned percussion.</p>	<p>Discuss improvisation. Pupils to experiment with improvising, making short rhythms using the previous animal rhythms as a starting point. Plenary: Perform the song "Hey you", saying the lyrics and improvising in the middle section.</p>	<p>Using tuned classroom percussion, pupils work in pairs to create improvised question and answer phrases using 2 notes of different pitch. Plenary: Perform the song "Hey you" saying the lyrics and playing the extended question and answer improvisation in the middle section.</p>	<p>Rehearse "Hey you" saying the lyrics, using improvisation/ call and response and question answer extended improvisation. Plenary: Perform and record "Hey you".</p>
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