

Year 1 Pentecost 1: “Imagination”

Prior Knowledge	Pupils can: 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. Walk, move, and clap a steady beat. Follow pictures/symbols to guide playing. Begin to understand basic rhythm notation. Perform short, repeated patterns, keeping in time with a steady beat. Perform together, following instructions that combine the musical elements.					
New Knowledge	Pupils will: Compose music as a class and then perform that music (basic rhythms – not necessarily with notation).					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Medium term knowledge	Pupils will know the style “Musical theatre” through <u>listening</u> . Pupils will know how to sing the new song through <u>listening</u> . Pupils will know how to <u>perform</u> in time to the beat on tuned percussion instruments reading from letter notation.	Pupils will know how to <u>perform</u> the extension parts, in time to the beat on tuned percussion through reading from letter notation.	Pupils will know how to <u>improvise</u> within the piece, in time to the beat, on tuned percussion.	Pupils will know how to <u>compose</u> an 8 beat melody and <u>perform</u> that in the Coda section of the piece.	Pupils will know how to <u>sing</u> and <u>perform</u> all sections of the piece through <u>listening</u> and reading simple stave notation.	Pupils will know how to rehearse and <u>perform</u> the piece, implementing their <u>compositions</u> and <u>improvisation</u> . Pupils will perform with <u>musicianship</u> .
Vocabulary	Musical Theatre	Notation	Improvise	Compose	Perform	Assess
Individual Lesson Plan	<ul style="list-style-type: none"> Listen to the song “Supercalifragilisticexpialidocious”. (STEP 2) Q and A how does this song make you feel? Listen and appraise the song “Imagination”. Pupils to find the pulse, move to the music and copy back actions to the beat. Learn the lyrics. Listening to the music again, pupils to clap the rhythms, reading from the video score. (SHOWN IN STEP 2) 	<ul style="list-style-type: none"> Listen to the song “Pure Imagination” (STEP 3). Q and A how does this song make you feel? Pupils to move to the music and copy back actions to the beat. Recap singing the song “Imagination” with backing. Listen to the music again, clapping the rhythms along to the “medium” part from the video score. Transfer the rhythms onto tuned percussion, playing from the medium video score. 	<ul style="list-style-type: none"> Listen to the song “Daydream Believer”. Q and A how does this song make you feel? Pupils to move to the music and copy back actions to the beat. Recall singing the song “imagination” with backing. Using the improvisation tracks, start by improvising clapping rhythms, working to using C and D on glockenspiels. Plenary: Perform the song, improvising on glockenspiels when shown. 	<ul style="list-style-type: none"> Listen to the song “Rainbow connection”. Q and A how does this song make you feel? Pupils to move to the music and copy back actions to the beat. Recall singing the song with backing. Using “Compose with your song” (Saved in “My lessons”) create a class composition (Graphic) together with the pupils. This 	<ul style="list-style-type: none"> Listen to the song “A Whole new World”. Q and A how does this song make you feel? Pupils to move to the beat and copy back actions to the beat. Recall musical vocabulary. Recall all sections of the song: singing, medium glockenspiel part, improvisation, and composition. Decide with pupils on the structure ahead of a performance/ recording 	<ul style="list-style-type: none"> Listen to the song “A whole new world” Q and A how does this song make you feel? Pupils to move to the beat and copy back actions to the beat. Rehearse the structure decided last lesson. Plenary: Perform/ video completed arrangement of “Imagination”

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	<ul style="list-style-type: none"> Transfer the rhythms onto tuned percussion, reading from the easy video score. Plenary: Perform the song "Imagination" reading from the video score. 	<ul style="list-style-type: none"> Plenary: Perform the song "Imagination" playing the medium glockenspiel part when shown. 		<p>can be downloaded and saved for evidence/ performance use.</p> <ul style="list-style-type: none"> Plenary: Perform the song, adding the composition at coda. 	<p>next lesson. (Maybe split into groups)</p> <ul style="list-style-type: none"> Plenary: Perform the newly structured song. 	
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Year 1 Pentecost 2: "Hands, feet, heart"

Prior Knowledge	Pupils can: 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. Walk, move, and clap a steady beat. Follow pictures/symbols to guide playing. Begin to understand basic rhythm notation. Perform short, repeated patterns, keeping in time with a steady beat. Perform together, following instructions that combine the musical elements. Compose music as a class and then perform that music (basic rhythms – not necessarily with notation).					
New Knowledge	Pupils will: Begin to compose and play their own music.					
	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Medium term knowledge	Pupils will know the sounds of South African music through <u>listening</u> . Pupils will know how to sing the new through <u>listening</u> . Pupils will know how to <u>perform</u> in time to the beat on tuned percussion instruments reading from letter notation.	Pupils will know how to <u>perform</u> the extension parts to the piece, in time to the beat on tuned percussion through reading from letter notation.	Pupils will know how to <u>perform</u> their part to the piece, in time to the beat, on tuned percussion instruments. Pupils will know how to <u>improvise</u> on tuned instruments through <u>listening</u> .	Pupils will know how to <u>compose</u> an 8 beat melody and <u>perform</u> that in the middle section of the piece.	Pupils will know how to <u>sing</u> and <u>perform</u> all sections of the piece through <u>listening</u> and reading simple stave notation.	Pupils will know how to rehearse and <u>perform</u> the piece, implementing their <u>compositions</u> and reading from simple stave notation. Pupils will perform with <u>musicianship</u> .
Vocabulary	South African music	Notation	Improvisation	Composition	Perform	Assess

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Individual Lesson Plan	<ul style="list-style-type: none"> Listen to the song (Step 2) "Click song". Q and A how does this song make you feel? Is the music loud or quiet? Listen and appraise the song "Hands, feet, heart". Pupils to find the pulse, move to the music and copy back actions to the beat. Learn the lyrics. Listening to the music again, pupils to clap the rhythms, reading from the video score. Transfer the rhythms onto tuned percussion, reading from the video score. (Easy part) Plenary: Perform the song "Hands, feet, heart" 	<ul style="list-style-type: none"> Listen to the song (Step 3) "Mbube". Q and A how does this song make you feel? Is the music loud or quiet? Recap musical knowledge Revise the song "Hands, feet, heart" through singing. Watch the video play along (Medium) pupils to read out the letter names of the notes to the music. Plenary: Perform the song, singing and playing their part. 	<ul style="list-style-type: none"> Listen to the song (Step 4) "Bring him back home". Q and A how does this song make you feel? Is the music loud or quiet? Recap musical knowledge. Can pupils remember the notes they used last lesson? Play part from last lessons using video play along. Using "Improvise with the song" demonstrate to pupils. Pupils to take it in turns to using C and D to improvise. Plenary: Perform the song, singing and using improvisation. GIVE SCHOOL COMPOSITION SHEET FOR NEXT WEEK TO PRINT. 	<ul style="list-style-type: none"> Listen to the song "The lion sleeps tonight" (Resources) Q and A how does this song make you feel? Is the music loud or quiet? Recap musical knowledge and sing the song. Using the composition cut out crotchets/ paired quavers and crotchet rests, first as a class work together to compose a row of 4 (4 beat) then in pairs, pupils to compose their own rows of 4, sticking them onto a sheet of paper. Plenary: Each pair to clap their composed rhythms to the music or a steady drum beat. 	<ul style="list-style-type: none"> Listen to the song "Holokololza". Q and A how does this song make you feel? Is the music loud or quiet? Recap musical knowledge and sing the song. Using the compositions from last lesson, choose 8 bars of composition to put together into a whole class composition. Draw this on a large sheet or whiteboard for pupils to follow. Use one note per 4 beat rhythm. (C or D) extend if pupils are exceeding. Plenary: Perform the song, implementing the composition into the middle section as shown. 	<ul style="list-style-type: none"> Recap all musical vocabulary from this unit. Rehearse all sections of the song (Singing, Improvisation and composition) Perform and video the piece. Plenary: watch and appraise performance recording.
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