

Autumn - Music Expectations KS1



- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the interrelated dimensions of music

Key Skills at KS1

Listening	Performing	Composing
<p><i>Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music.</i></p> <p>Children can:</p> <ul style="list-style-type: none"> • begin to recognise different genres of music • begin to recognise instruments being played in a piece of music • express their opinion about pieces of music 	<p><i>Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes.</i></p> <p>Children can:</p> <ul style="list-style-type: none"> • sing with good diction • begin to be able to sing songs in tune with a limited range • sing in time to a steady beat <p><i>Pupils should be taught to play tuned and untuned instruments musically.</i></p> <p>Children can:</p> <ul style="list-style-type: none"> • name a variety of instruments • perform with a good sense of beat and rhythm • perform together in an ensemble • change tempo while playing an instrument 	<p><i>Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music.</i></p> <p>Children can:</p> <ul style="list-style-type: none"> • compose a simple tune using three or four notes • create sound effects for a picture or story, thinking about how music can create a mood • write down their compositions using symbols, pictures or patterns.

Autumn Focus

Using Voice		Rhythm and Pulse	
Intent	Implementation	Intent	Implementation
<p>I can use my voice expressively by singing songs and speaking chants and rhymes</p>	<p>Sing songs (nursery rhymes, learning songs, call and response) together</p> <p>Use chants during transitions – call and response chants as attention grabbers</p> <p>Learn some rhymes and songs by heart – could add actions or BSL</p> <p>Vocal warm-ups – what sounds can we make with our voices? Boom chicka boom etc.</p> <p>Watch story videos with no sound (eg. clips of Snail and the Whale) – use your voice to make sound effects for what you can see.</p> <p>Perform in small groups – rhymes, songs or chants learnt as a</p>	<p>I can play tuned and untuned instruments musically</p> <p>I can experiment with, create, select and combine sounds using the interrelated dimensions of music</p>	<p>Explain pulse – the ‘beat’ ie. the main rhythmic pattern throughout a piece of music. Alike to a heartbeat – get children to find their pulse or listen to a pulse sound / metronome on screen.</p> <p>Clap pulse of simple pieces of music – ie nursery rhymes. (Grand Old Duke of York)</p> <p>Play metronome at different tempos and highlight it as the pulse (‘heartbeat’) of the song. Demonstrate that it can be fast or slow but it always stays steady.</p> <p>Use untuned instruments to play along to the pulse of various songs.</p> <p>Compose a piece of music using tuned and untuned instruments with at least one person focussing on the pulse. Keep in time to the pulse.</p> <p>Listen to music and find the rhythm of short phrases. Click / clap /</p>

	<p>class.</p> <p>Make up a rhyme / chant / song and perform in a group or individually</p>		<p>move to the rhythm (each syllable). Compare rhythm to pulse – what is different? Is there still a pulse in the song? The rhythm fits in with the pulse of the song.</p> <p>Clap different short rhythms and have children copy. Rita Rhythm on Charanga – Che Che Kule.</p> <p>Use animal rhythm cards to compose short pieces of music to clap / play along to.</p> <p>Compose and perform a short piece of music using tuned and untuned instruments following the animal cards.</p>
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Terminology to be used:				Terminology to be used:			
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voice	vocal	warmups	chant	rhythm	beat	pulse	steady
call and response	perform			tempo	compose	syllable	

Recommended Resources / Websites / Apps / CP Suggestions				Recommended Resources / Websites / Apps / CP Suggestions			
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<p>Active Music Digital – Roundee-doobop</p> <p>Boom chicka boom</p> <p>Charanga morning music – questions for appraising and responding</p> <p>Assembly songs – signing and singing along</p>				<p>Charanga – pulse / rhythm builder (select challenge level, drag rhythms in place, double click on ‘hear’ to lock rhythm in place and play). Different genres to play around with, can be used as teaching tool or CP activity on board.</p> <p>https://www.essexmusicclub.org.uk/search?search%5Bterm%5D=rhythm</p> <p>Animal cards – physical resource to use for teaching or CP. Children can build rhythms using animals and their names. Also can be used on Smart Board document in CP. Clap rhythms and/or use instruments.</p>			
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