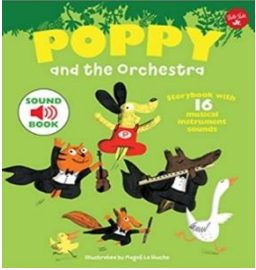


**EYFS links:** Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. Sing a range of well-known nursery rhymes and songs;

## Curriculum Coherence – Year 1 Instrument Tuition - Handbells/Percussion



Term 1	Transport/Changes	
INTENT	IMPLEMENTATION	IMPACT
<p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>- That a percussion instrument is an instrument that is played by scraping, striking with a beater or other or shaken.</li> <li>- The percussion section of an orchestra most commonly contains instruments such as the timpani, snare drum, bass drum, cymbals, triangle and tambourine. However, the section can also contain non-percussive instruments, such as whistles and sirens, or a blown conch shell.</li> <li>- You can use your body as a percussion instrument.</li> <li>- You can have pitched percussion such as the handbells and a glockenspiel or indefinite pitch such as cymbals, rain stick or snare drum.</li> </ul>	<p><b>ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>- Explore a range of tuned and untuned percussion instruments.</li> <li>- Draw a percussion instrument</li> <li>- Create simple compositions based on non-musical stimulus e.g., rocket</li> <li>- Play simple tunes on the handbell</li> <li>- Work in small groups or class ensemble to play a song using the handbells.</li> <li>- Sing songs linked to phonics</li> </ul>	<p><b>OUTCOMES</b></p> <p><b>PUPILS will know</b> What a percussion instrument is and the difference between tuned and untuned.</p> <p><b>will be able to</b> Play the handbells as part of a group. Read musical notation to play simple tunes. Perform in front of an audience of varying sizes.</p> <p><b>will understand</b> That different instruments make different sounds.</p>
<p><b>VOCABULARY</b></p> <p>Percussion - an instrument that is played by scraping, striking with a beater or shaking. Duration – steady beat, short and long sounds Pitch – High and Low Tempo – Fast and Slow Dynamics – Loud and Quiet Timbre – The tone and quality of the sound – rough smooth, spiky etc. Structure – Phrases of a song and the overall plan of a piece – verse/chorus/verse Ostinato – Repeated rhythmic pattern or melodic shape Drone – Pitched note played continuously throughout a piece of music Steady Beat – Regular pulse (in time) Score – A written form of musical composition</p>	<p><b>MUSICAL APPRAISAL/SINGING OPPORTUNITIES</b></p> <p><i>Model Music curriculum suggestions for singing.</i></p> <p>Good repertoire for this age group includes:</p> <ul style="list-style-type: none"> <li>• Sing for Pleasure: <i>Boom Chicka Boom</i></li> <li>• Voices Foundation: <i>Have you Brought your Whispering Voice?</i></li> <li>• Voices Foundation: <i>Hello, How are You</i></li> <li>• Bance: <i>Copy Kitten</i>.</li> <li>• Voicelinks: <i>I'm a Train</i></li> <li>• <i>Bounce High, Bounce Low</i></li> <li>• Singing Sherlock: <i>Dr Knickerbocker</i></li> <li>• <i>Dragon Dance</i></li> <li>• Trad. Bangladesh: <i>Mo matchi (Song of the Bees)</i></li> <li>• Trad. Ghana: <i>Kye Kye Kule</i></li> <li>• Trad. England: <i>An Acre of Land</i></li> </ul>	<p><b>Extra-Curricular Opportunities</b></p> <p>Music lessons</p> 
<p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>• Vary speed, pressure etc. to alter quality of sound</li> <li>• Play instruments by shaking, scraping, rattling, tapping etc.</li> <li>• Play in time to a steady beat, using instruments or body sounds</li> <li>• Play loudly, quietly, fast slow</li> <li>• Imitate a rhythmic pattern on an instrument</li> <li>• Play a repeated rhythmic pattern (rhythmic ostinato) to accompany a song</li> <li>• Play a single pitched note to accompany a song (drone)</li> <li>• Play with help the rhythmic pattern of a spoken sentence, e.g., <i>Hungry caterpillar</i></li> <li>• Follow simple hand signals indicating loud/quiet and start/stop</li> </ul>		
<p><b>LINKS:</b> English, Math's, RE</p>		



Term 2		Fantastic Beasts	
INTENT		IMPLEMENTATION	IMPACT
<p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>- That Hip Hop and Rap are styles of music</li> <li>- The names/songs of well know rappers: Hey You! by Joanna Mangona Me, Myself and I by De La Soul Fresh Prince of Bel Air by Will Smith Rapper's Delight by The Sugarhill Gang U Can't Touch This by MC Hammer It's Like That by Run DMC</li> <li>- It is important to warm up your voice before you sing.</li> <li>- The meaning of the musical terms (louder/quieter, faster/slower, higher/lower)</li> <li>- That music changes in speed, pitch and dynamics and this effects the mood</li> <li>- Music has a pulse.</li> <li>- How to play the glockenspiel</li> <li>-</li> </ul>		<p><b>ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>- Listen to and sing the songs on Charanga</li> <li>- Follow the Charanga weekly lessons.</li> <li>- Create sound effects to accompany creative work.</li> <li>- Link music to English Fairy tale work through ROH Hansel and Gretel Work.</li> <li>- Use music to inspire drawings and link to key artists.</li> <li>- Create a Hip Hop 'Street' Dance</li> <li>- Make up your own rap.</li> <li>- Pupils will use the glockenspiel to accompany the song, and learn how to play the note 'C' and 'G'</li> <li>- Accompany the song with the glockenspiel, keeping in time with the music</li> </ul>	<p><b>OUTCOMES</b></p> <p><b>PUPILS will know</b> How to project their voice when performing and how to take care of their voice. What the genre rap/Hip Hop is. How to play the glockenspiel and how to hold the beater correctly. The value of a crotchet</p> <p><b>will be able to</b> Perform in front of an audience of varying sizes. Sing and compose music to create sound effects.</p> <p><b>will understand</b> That music can be used to create sound effects or create a mood. How to play the glockenspiel successfully.</p>
<p><b>VOCABULARY</b></p> <p>Hip Hop - a style of popular music of US black and Hispanic origin, featuring rap with an electronic backing. Pulse: Steady heartbeat of the music Duration – steady beat, short and long sounds Pitch – High and Low Tempo – Fast and Slow Dynamics – Loud and Quiet Structure – Phrases of a song and the overall plan of a piece – verse/chorus/verse Ostinato – Repeated rhythmic pattern or melodic shape Steady Beat – Regular pulse (in time) Score – A written form of musical composition</p>		<p><b>MUSICAL APPRAISAL OPPORTUNITIES</b></p>	
<p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>• Sing a variety of songs with more accuracy of pitch.</li> <li>• Sing words clearly and breathing at the end of phrases.</li> <li>• Convey the mood or meaning of the song.</li> <li>• Sing with a sense of control of dynamics and tempo.</li> <li>• Echo sings a short melodic phrase.</li> <li>• Identify if the pitch is getting higher or lower, or is staying the same and copy with their voices</li> <li>• Follow a leader (teacher) starting and stopping together.</li> <li>• Begin to use breath to help support singing</li> <li>• Play the 'C' and 'G' note on the glockenspiel</li> <li>• Accompany singing with a tuned percussion instrument</li> </ul>			

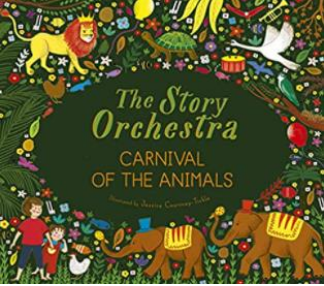

	<p>Model Music Curriculum suggests:</p> <p>Popular Music</p> <table border="1"> <thead> <tr> <th>Style</th> <th>Title</th> <th>Artist(s)</th> </tr> </thead> <tbody> <tr> <td>Art Pop</td> <td>Wild Man</td> <td>Kate Bush</td> </tr> <tr> <td>Blues</td> <td>Runaway Blues</td> <td>Ma Rainey</td> </tr> </tbody> </table> <p>Musical Traditions</p> <table border="1"> <thead> <tr> <th>Country</th> <th>Tradition</th> <th>Title</th> <th>Artist/Composer</th> </tr> </thead> <tbody> <tr> <td>Brazil</td> <td>Samba</td> <td>Fantasia (Cabua-Le-Le)</td> <td>Sergio Mendes/Carlinhos Brown</td> </tr> </tbody> </table>	Style	Title	Artist(s)	Art Pop	Wild Man	Kate Bush	Blues	Runaway Blues	Ma Rainey	Country	Tradition	Title	Artist/Composer	Brazil	Samba	Fantasia (Cabua-Le-Le)	Sergio Mendes/Carlinhos Brown	
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<p><b>LINKS</b>            Geography, Art and Design, History, PSCE, PE (Dance)</p>																			

**This should be complimented by opportunities to hear live music whenever possible.**

**Curriculum Coherence – Year 1 Musical Appreciation Focus  
 Composer - Camille Saint Saens**



Term 3	<b>The Carnival of the Animals</b>	
<b>INTENT</b>	<b>IMPLEMENTATION</b>	<b>IMPACT</b>

<p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>- That Camille Saint Saens (9 October 1835 – 16 December 1921) was a French composer, organist, conductor and pianist of the Romantic era.</li> <li>- He was very talented at a young age and wrote lots of musical pieces.</li> <li>- He wrote <i>The Carnival of the Animals</i> in 1886. It was a lighthearted departure from his normal work.</li> <li>- That the music reflects the animals' nature and movements.</li> <li>- The Romantic era was a period of music.</li> </ul>	<p><b>ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>- Read <i>The Carnival of the Animals</i> and discuss</li> <li>- Paint/create different art pieces based on the music and animals.</li> <li>- Create dances based on stimulus from the music.</li> <li>- Write stories/poems stimulated by the story and music.</li> <li>- Act out the story of the animals.</li> </ul>	<p><b>OUTCOMES</b></p> <p><b>PUPILS will know</b> That Saint Saens is an important composer and the key point of his life. That composers write music</p> <p><b>Will be able to</b> Identify at least one piece by Saint Saens and discuss what I feel about it.</p> <p><b>Will understand</b> The role of a conductor in an orchestra. The characteristics of Saint Saens' work are in line with the Romantic period.</p>						
<p><b>VOCABULARY</b></p> <p>Duration – steady beat, short and long sounds Pitch – High and Low Tempo – Fast and Slow Dynamics – Loud and Quiet Steady Beat – Regular pulse (in time) Repetition – A melodic phrase that is repeated</p> <p>Musical Symbols Score – A written form of musical composition Sequence – one after another Rhythm Pattern – A group of long and short sounds Tuned percussion – percussion that can play different notes/Untuned percussion</p>	<p><b>MUSICAL APPRAISAL OPPORTUNITIES</b></p> <p><a href="http://nicertube.com/r3h6vm">http://nicertube.com/r3h6vm</a></p> <div style="display: flex; justify-content: space-around;">   </div>							
<p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>• Listen carefully to a range of musical pieces.</li> <li>• To describe the differences between the music of Saint Saens and another well-known composer.</li> <li>• To talk about one piece from the <i>Carnival of the Animals</i> in detail using musical vocabulary and expressing personal view.</li> <li>• Identify repeated rhythmic or melodic phrases in live or recorded music</li> <li>• Recognise and respond through movement/dance to the different musical characteristics and moods music</li> <li>• Recognise the sounds of the percussion instruments used in the classroom and identify and name them</li> <li>•</li> </ul>	<table border="1" data-bbox="598 1137 1382 1200"> <tr> <td>Rondo alla Turca</td> <td>Mozart</td> <td>Classical</td> </tr> <tr> <td>Mars from <i>The Planets</i></td> <td>Holst</td> <td>20th Century</td> </tr> </table>	Rondo alla Turca	Mozart	Classical	Mars from <i>The Planets</i>	Holst	20th Century	
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<p><b>Links:</b> Dance, History, Geography, Art, English</p>								