

Our School Values

Love	We show love by enjoying a range of music and experiences
Unity	We show unity by singing as a group and working together to create music
Courage	We show courage by being brave and performing in front of others
Inspiration	We show inspiration by encouraging others and by being inspired to try new things by another's talents.



Year 1

Music

Rhythm in the Way We Walk



NC Objective

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 inter-related dimensions of music.

Key Listening in this topic

The Planets, Mars by Gustav Holst, Tubular Bells by Mike Oldfield.

Key Vocabulary

Word	Definition
chants	A simple song with lots of the words sang on the same note
rhymes	When sounds at the end of a line are repeated with similar sounds. E.g. bed, head.
chorus	A part of a song which is repeated after each verse.
verse	The part of the song that tells the story. Each verse is usually different.
high/low	Top end of the pitch/low end of the pitch
loud/quiet	When something makes a lot of noise/when something makes little or no noise
tuned/untuned	The correct pitch/incorrect pitch.
percussion	Musical instruments played by striking with the hand or with a stick or beater, or by shaking.

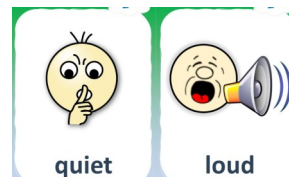
Knowledge I already know

Knowledge I will learn

Performing	To sing simple songs To experiment performing songs and music together with body movements to a steady beat. To use a percussion instrument to keep a steady beat To begin to know how to play simple percussion instruments to a steady beat To know how to sing echo songs and perform movements to a steady beat
Listening	To know that music can create different feelings To know how to recall different sounds that I hear (animal noise, water etc.) and know how to respond with voice and movement.

To know that within a song the chorus keeps repeating.
To know that the voice can be used in different ways such as singing, speaking and chanting.
To say when a sound is high/low or loud/quiet.
To understand how to play an instrument with care and attention.
To know how to repeat simple beats and rhythms.
To know how to play simple beats and rhythms.

To recognise and respond to a pulse (duration)
To understand loud and quiet sounds (dynamics)



LI: To listen to a short, simple piece of music and discuss.	LI: To know when a sound is high/low or loud/quiet. To understand loud and quiet sounds. To know that within a song, the chorus keeps repeating.	LI: To recognise and respond to a pulse (duration).	LI: To understand how to play an instrument with care and attention. To know how to repeat simple beats and rhythms.	LI: To use percussion instruments to play different beats and rhythms.	LI: To know that the voice can be used in different ways such as singing, speaking and chanting.
Begin by playing hidden instruments—can the children identify them? Then listen to: The Planets, Mars by Gustav Holst and Tubular Bells by Mike Oldfield. Children to discuss what they can hear.	Listen to Rhythm in the Way We Walk. Discuss the style of the song (verses, chorus) and what the children can hear. Is the music loud, quiet or in-between? Is it the same throughout or does it vary? Is it a high/low pitch? Sing the song.	Play some 'pulse' warm-up games as a class—can we keep the pulse? Then find and move to the pulse of Rhythm in the Way We Walk and Banana Rap.	Listen to songs themed on space. Create space sounds using voices and a variety of instruments. Teacher to model simple beats and rhythms and children to play/sing them back.	Use a selection of instruments to play along with the pulse of Rhythm in the Way We Walk/ Banana Rap. Boom-whackers, glockenspiels, triangles, scrapers, shakers etc. Children instructed on how to play different beats and rhythms.	Children sing and perform 'Rhythm in the Way we Walk' song, using clear voices and instruments.