



St. Francis Xavier's RC Primary School

Music Unit Guidance and Formative Assessment

Year Group:	1 Summer	Subject:	Music
Unit:	‘Use Your Imagination’ by Joanna Mangona and Pete Readman: Western Classical Music.	Prerequisite Learning and Curriculum Links	<p>EYFS ELG Being Imaginative and Expressive Sing a range of well-known nursery rhymes and songs; perform songs, rhymes, poems and stories with others, and – when appropriate - try to move in time with music.</p> <p>Year 1 Hip Hop style (Autumn) Ourselves: Blues, Latin, Folk, Funk, Baroque, Bhangra that link to history, geography, countries and cultures. In the Groove Blues unit (Spring)</p>

ROCKS (Remembering Our Curriculum Knowledge and Skills)

Listening: ‘Your Imagination.’ ‘Supercalifragilistic xpidocious.’ ‘Pure Imagination’ from Willy Wonka. ‘Daydream Believer’ by The Monkees. ‘Rainbow Connection.’ ‘A Whole New World.’
Appraising: How are the songs different, how are they similar?
Composing: Children learn to play and perform their own compositions using body percussion. Children can swap their notations and try to play each other’s compositions. Use class criteria for their own performance.
Performing: Children practice performing their piece ready for a performance. Another pair to complete peer assessment and give feedback against class criteria.
Recording: Introduce a simple shape based musical notation linked to body percussion. Children to work in pairs to draw complete their own notation by creating patterns with shapes.
Great Composers: Debussy/Joplin

Progressive Journey:	Skills:
<p>Music is vocal or instrumental sounds (or both) combined in such a way as to produce beauty of form, harmony, and expression of emotion. Music can evoke different responses in different people.</p> <p>When we listen to music, our imaginations can be stimulated.</p> <p>Different songs have different pulses. We can move our bodies to the pulse of a song.</p> <p>Singing along to a song requires you to copy the lyrics and melody.</p> <p>Songs have similarities and differences in their pulse, lyrics, mood and impact on the listener.</p> <p>A recorder is an instrument from the woodwind family. The recorder is played by blowing gently and consistently. Different notes are played by covering the holes with fingers and the thumb covers the hole at the back.</p>	<ul style="list-style-type: none"> a. Warm-up Games b. Flexible Games c. Sing the song Hey You! d. Play instrumental parts Glockenspiel/Recorder e. Improvise f. Compose <p>Use notation Perform piece Evaluate performance.</p>

C is played by using the middle finger to cover the second hole and the thumb covers the whole at the back.

G is played using the first three fingers to cover the first three holes and the thumb covers the whole at the back.

A conductor helps musicians play at the correct time.

People have different opinions on different pieces of music. They can justify their preferences by saying what they like about it.

The Glockenspiel is a percussion instrument. It is in the same group as the xylophone and is set up in a keyboard format. It has a soft sound.

Pitch is how high or low a sound is.

The larger the bar, the lower the pitch, the smaller the bar, the higher the pitch.

A Glockenspiel is played by hitting gently.

Songs have similarities and differences in their pulse, lyrics, mood and impact on the listener.

Improvisation is when you join in with a piece of music spontaneously.

Some instrument such as recorders and glockenspiels are tuned and others such as sleigh bells, drums, tambourine, maracas are untuned.

We can use our bodies to make a range different sounds called body percussion.

Musical notation tells a musician what to play when.

Performances need to be practised to improve over time.

A **percussion** instrument is a musical instrument that is sounded by being struck or scraped by a beater including beaters or rattles struck, scraped or rubbed by hand or struck against another similar instrument.

Rests in musical notations are when nothing is played.

Performances need to be practised to improve over time. A success criteria tells us what we need to make sure is evident in our performances.

Key Vocabulary: Performance, practise, notation, rest, notes, Glockenspiel, Recorder, Maraca, Chime bar, percussion, drum, body percussion, beater, success criteria, woodwind, pulse, pitch, low, high, imagination, composition, opinion, like, dislike, musician, composer, conductor, improvisation, lyrics, melody