

Lesson	Learning Intention Musical Elements Additional skills	Activities
1	Music and the World Around Us	Listen to Winter from Vivaldi's Four Seasons whilst child draws their choice of shapes, pictures and patterns in colours
	Mood	Read the poem that inspired the music and make actions with body to represent elements of the poem then read the poem with actions
	Listening	Re-play the music again, child to do above actions where they think they can hear them in the music – can child explain why?
	Composing	Use percussion (or household items) to make sounds for the elements above, including dynamics and tempo
		Read poem with music; child to play sounds to match each line of poem.
2	To make and recognise a variety of sounds.	Find items to use as sound makers
	To make loud, quiet, fast and slow sounds.	Make different sounds with the same object. Take turns to close eyes and guess what was used to make the sound.
	Timbre	Play a guess the missing object game – child closes eyes and adult plays all objects except one which the child has to guess.
	Dynamics	Learn a chant and say it in loud then quiet voice.
	Tempo	Play as loudly as you can with your household percussion, then play as quietly as possible.
	Improvising	Same as above but with tempo.
3	To know the difference between rhythm and beat.	Explanation of beat (pulse) (only written, but would get child to feel own pulse)
	To find the rhythm and beat of different songs.	Learn a chant and put actions with it to keep the pulse.
	Pulse	Learn another chant then use body percussion or handheld percussion to play the rhythm.
	Rhythm	YouTube Easter bunny ditty – chose a move to keep the pulse then choose a move to show the rhythm of the words.
	Learning chants and songs	Choose another song and do the same. Change from pulse to rhythm during the song to challenge.
4	To identify long and short sounds	Learn and sing The Duration Song (range not really appropriate for Y1 but can be easily adapted to keep within do-so)
	Duration	Take turns to make long or short sounds at the end of the song
	Rhythm	Follow dots and dashes (graphic score) representing short and long sounds, vocalising "short" and "loooooong".
	Graphic Score	Use an instrument or voice sound (not the words) to play the patterns. Play one of the patterns – which one is it?
	Learning chants and songs Composing using a graphic score	Create new patterns using dots and dashes and play them. Can you use dots and dashes to write down my pattern?
5	To identify low and high pitches	YouTube clip of The Music Show (US Music Express) episode 4
	Pitch	Learn "Hi Lo Middle Lo". This is basically "Hi Lo Chickalo" but with an octave jump which is not appropriate for KS1, particularly given we're focussing on pitch, so let's give them something they have a fighting chance of singing accurately! Use "Hi Lo Chickalo" with hand moves.
	Listening Composing Learning chants and songs	Copy-me activity using the three pitches used above in different orders

		Fill glasses to different heights (or use pitched percussion) to create 3 different pitches and make a little tune.
		Pitch movement game playing notes on piano. Extend by playing two pitches and chn identify whether second is higher or lower.
6	To differentiate between contrasting types of articulation	Copy back animal sounds and say which are spiky and which are smooth.
		Think up some more animal sounds that are spiky or smooth.
	Legato Stacatto	Copy back sounds that are spiky or smooth to represent a variety of non-animal things. Chn to think of some more.
	Listening	Make sounds for the children to decide whether they are spiky or smooth.
		Listen to three classical extracts – are they smooth or spiky? Kangaroo and Swan from Carnival of the Animals and In the Hall of the Mountain King from Peer Gynt
7	To chant a variety of rhythms	Dalcroze-inspired activity using a chant to experience minims, crotchets, quavers and semi-quavers as different people move.
	Pulse Rhythm	Extending the above to animals and to include semibreves and triplets.
		Make cards for each of the animals and play a game choosing a card and being that animal.
	Graphic score	Extend the above activity to have two animals playing at once. In a classroom, this would need a lot of modelling and probably a TA to help model how it works so each animal’s rhythm works with the pulse.
	Improvising Composing	Model an animal making 3 or 4 different sounds, fitting them into a 4-beat rhythm.
		Chn to come up with some more ideas as above.
8	To know the difference between marching and waltzing	Learn a marching song and march along.
		Listen to Colonel Hathi’s Elephant March and march along in time to the music.
	Pulse Metre Strong beat	Learn a waltzing song and keep time with body percussion.
		Listen to a Disney clip and clap along emphasising strong and weak beats.
	Listening	Listen and identify whether these are waltzes or marches: Tcvhaikovsky’s Waltz of the Flowers Souza’s Stars & Stripes for Ever Elgar’s Pomp and Circumstance Strauss’ Blue Danube Waltz
9	To use different materials to make real life sounds	Watch Michael Rosen’s Bear Hunt
		Consider different vocal or body sounds to represent each of the places
	Timbre	Use chosen sounds and play along with the video
	Composing	Go on a nature walk and find things from nature to make the different sounds then perform with the video.
10	To practice and perform action songs	Join in with Mr. Tumble’s “Head, Shoulders, Knees and Toes” video.
	Pitch	Use actions to represent low, medium and high pitches. Uses a range of an octave.
		Combine the actions in different orders.

	Learning songs and chants	Learn and practice a little song (range of an octave) with actions. Play a game with the above song, missing out the action words/phrases and just doing the action for the missed out lyrics. The order of the lyrics isn't great here for practical application; I'd change them: touch the ground, stand up, turn around, reach up, reach up, jump etc. Choose percussion sounds to replace lyrics as above OR continue as above but missing out the lyrics cumulatively
11	To describe calm and lively music Pulse Duration Tempo Mood	Learn a song about calm music, clapping the pulse and thinking about note durations. Learn how the same tune can be sped up and given a heavier accompaniment to make it s song about lively music. Explore two pieces of music with art or movement: March of the Toreadors Brahms' Lullaby
12	To be able to count the beat. To differentiate between beats in a bar. To begin lyric writing for songs. Pulse Composition Lyrics Learning songs and chants	Use a metronome beat to feel the pulse using clapping, tapping, blinking etc. As above, but do something different on the 4 th beat. Children come up with ideas for a 3 + 1 routine. Same again, but saying an animal name on the 4 th beat. Experiment with different categories. Grumpy Pirate song (to the tune of Drunken Pirate), securing the tune. Come up with different characters and punishments to crate your own verse.