



Year: 1

Term: Spring 1

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Music – In the groove (Charanga)

Connected to the following topics with knowledge to revise

A beginner's awareness of what different instruments sound like. Understand the terms **pulse, rhythm and pitch** represent these in different ways e.g. stamping, clapping, clicking, drawing (to represent pitch). **Children should also know the meaning of dimensions of music/style indicators: tempo, dynamics, timbre, structure, texture and notation by the end of KS1** ([see key vocabulary](#)).

Key Knowledge for unit

[Charanga's](#)

[MTP for this unit \(easy to follow\)](#)

Theme: Be in the groove with different styles of music.

Listen and appraise

- Know the name of each of the six different styles 'In the Groove' is arranged in (listen to and learn a new one each week): Blues, Baroque, Latin, Bhangra, Folk, Funk.
- Know that we consider the meaning of lyrics to know what 'In the Groove' is about.
- Know the **style indicators** of a blues song [P.g 2-3](#).

Style indicators for all music genres

- Recognise the sound and names of some of instruments (e.g. guitar and sax) in blues.
- Decide if you like a song and explain why using language of **style indicators**.
- Know that we need a pulse, rhythm and pitch to work together to make a song.

Singing and Playing

- Know why it is important to warm up our voices.
- Learn names of tuned instruments played (glockenspiel) and names of the notes they play from memory/when written down.

Improvising

Know that it is making up own rhythm/tune using one/two notes on an instrument or singing.

Composing

- Create compositions in an ensemble, showing awareness of blues style indicators.
- Show a simple understanding of **pulse, rhythm, pitch, dynamics and tempo etc.** in composition.
- Notate compositions.
- Make links between shape and pitch.

Performance/ Evaluation

- Show awareness of an audience when performing.

Key Skills for unit

Listen and appraise

- Understand key musical vocabulary (see pg. 2)
- Identify the musical style (blues) by learning about style indicators of the song. Use warm-up games on charanga to do this (see pg. 2).

Singing and Playing

- Warm up vocal chords before singing.
- Sing song from memory in unison (everyone sings same music at the same time). Adapt voices to make different types of sound: *to sing, we use notes at different pitches (high and low).*
- Play the instrumental part of the song on glockenspiel in time with the pulse- simple part (note C) OR medium part (note C+ D).

Improvising

- Create simple rhythms and melodies using your voice/ an instrument (notes C + D).

Composing

- Compose a short section to sing/play (using up to 3 notes) to perform during instrumental part of the song.
- Composition should have clear pulse, varying rhythms and pitch (up to 3 notes – C, D, E), changes in dynamics (volume) and tempo (speed).

Performance/ Evaluate

- Rehearse, perform and give feedback on compositions.

Ideas for children to notate compositions:

- Ipad apps (purple mash, garage band, audacity)
- Video, drawing pictures or writing to show notes used and entry/ exit of voices and instruments.
- Make links between shape and pitch by moving fingers in air/positioning pictures higher & lower on a table to represent rising and falling pitch.

Key musical vocabulary

- Understand key musical vocabulary e.g.

Pulse = steady beat (heartbeat) that stays the same.

Rhythm

= long and short sounds over the pulse (words sung/notes played).

Pitch = How high or low a sound is (need pitch to sing otherwise we would be speaking/rapping).

Identify musical style of piece through warm up games on Charanga:

- March/tap/move to the pulse with screen animals. Then find it in their own ways.
- Listen and copy back rhythms based on words (with 1/2 syllables) whilst moving to the pulse.
- Create own short rhythms e.g. clap syllables of name /favourite food for others to copy back.
- Warm up voices by listening to charanga games and sing 'la' back.

Ways to improvise:

Improvisation is made up on the spot.

- Listen to a clap; clap your own answer.
- Listen to a voice/instrument; sing back/ play your own answer using one note or two notes.