









Springdale First School



Imagine, Believe, Achieve

Year 1 – Performance and stage craft
What does a musician look like?

 Children's prior learning in this area	 Cultural Capital Opportunities	 Key vocabulary and glossary
<ul style="list-style-type: none"> - The pulse/beat of the music is the basic unit of time that sets the speed of the music. - The pulse can change depending on the style of the music. - An orchestra has a conductor. They keep everyone in time. - Musicians all play together by following a steady beat. - Rhythm means patterns that fit over a steady pulse or beat. - Musicians play together by following written symbols. - Tempo is the speed or pace of the music. - Identify if a melody is fast or slow – show an awareness through their actions (e.g. run to fast music, crawl to slow music etc). - Know how to create musical sound effects. - A composer creates new music that hasn't been heard before. - Know how to read a graphic score. 	<p>Explore different types of choirs around the world.</p>   <p>Tygerberg children's choir - Bing Videos</p> <p>Delaware choral scholars - Bing Videos</p>	<p>Choir – A group of people who sing together.</p> <p>Genres – A way of organising and classifying different types of music.</p> <p>Pitch - the pitch of a sound is how high or low the sound is. A high sound has a high pitch and a low sound has a low pitch.</p> <p>Pop – A type of music that people like to listen to. It has a simple melody with a catchy, sing-a-long chorus.</p> <p>Pulse - Pulse/ beat of the music is the basic unit of time that sets the speed of the music. It is the feeling when you tap your foot or nod your head along to the music.</p> <p>Rhythm - When a noise repeats many times in a regular way, we say that it makes a rhythm. A drum is an instrument that people often use to make rhythm in music.</p> <p>Steady Beat - steady beat (or simply referred to as the beat) is the underlying continuous, even, and repetitive pulse that you feel in a song, rhyme, chant or any piece of music. It remains the same throughout, much like the ticking of a clock.</p> <p>Voice – The sound that you hear when someone talks.</p>

Enquiry Question: What is a singer?	Enquiry Question: What is pitch?	Enquiry Question: What is pitch?
Concept: Performance (singing) – Vocal Health	Concept: Pitch	Concept: Pitch
 <p>Students will learn that the voice is a muscle that needs to be warmed up.</p> <p>Recall and retrieve: What is your favourite song? Can you hum it? Do you know who sings your favourite song? There are lots of different types of music. Types of music are called genres. How many genres of music do you know? Link that we just listened to the Blues (Ma Rainey) and Baroque (Hallelujah Chorus). Do we all have the same favourite song? Explain that everyone hears music differently and this is ok. Listen to - https://www.youtube.com/watch?v=0pGOFX1D_jg</p> <p>Reflect on the music and ask how it makes them feel, act and move. This song is called ‘Love me do’ by ‘The Beatles’. They were a famous UK band who made music from 1962 to 1970. They were famous across the world.</p> <p>Teach: Explain that in this unit of work, we will be focussing on using our voices correctly. We will be making a choir. A vocal ensemble is called a choir. Before we can make a choir, we need to know about the voice. The voice is a muscle and it needs to be warmed up.</p> <ul style="list-style-type: none"> Loosen up the whole body by getting into a clear space and shaking your feet, hands, arms and legs to get rid of any tensions in the body. Stretch up tall, feet hip width apart, standing still. Roll your shoulders backwards and forwards, and make a figure of 8 with your hips, keeping the rest of your body as still as possible Warm up your face - make face shapes in the shapes of vowel sounds and over emphasis the mouth shapes to warm up the face (ai, ee, igh, oa, oo) and then other phonetic sounds (ar, er, oi). Relax your jaw by starting with a yawn, then try squeezing your face up as tightly as possible and then releasing into a wide, open expression 	 <p>Students will learn that pitch is how high or low the note is.</p> <p>Recall and retrieve: Warm up the voice and body as in lesson 1.</p> <p>Teach: Let’s now get used to using our voices. Sing the song ‘shake and shake and shake and stop’ https://teach.files.bbc.co.uk/tenpieces/Shake+And+Stop.m4a.</p> <p>Focus in on the ‘shake high, shake low’ section. In music, we can hear high and low sounds. We call these pitches. Pitch means how high or low the note is. Watch the pitch video on Charanga. Listen to each of the pitch examples on charanga. Can they decide if they are high or low?</p> <p>Practise: Introduce and model the game ‘do-re-mi’ (watch video before lesson to see how to teach it EYFS / KS1 Music: Understanding pitch - BBC Teach). Model lots of examples. Then give each child a chance to make their own small 4 beat chant for everyone else to sing. Ensure all children get a chance to have a go. They can be similar or the same as someone else has done. RECORD FOR ASSESSMENT.</p>	 <p>Students will learn how to match the pitch they hear with increasing accuracy.</p> <p>Warm up the voice and body as in lesson 1. Recall and retrieve – pitch means ____ and ____.</p> <p>Teach: Watch High or Low Sounds - YouTube. Stand up if the pitch is high. Sit down if it is low. <i>Be mindful of first clip, this is very high and may upset some children if played too loudly.</i></p> <p>Listen to - https://www.youtube.com/watch?v=0pGOFX1D_jg – What is the pitch like of the instrument at the start? How about when they sing ‘love me do’. Is that going high high low or low low high?</p> <p>Singing at a high pitch means using our voices differently. We keep our chin low and imagine the sound is high up in our heads. It isn’t screaming, it is a sound coming from the top of your head.</p> <p>Singing low is like imaging the sound is coming from further down, by your throat. Sing some high and low pitches for the children to match their pitch to. Hear small groups at a time singing the same pitch to check they are pitching it correctly.</p> <p>Today we are going to see how singing a familiar song in both high and low pitched voices can make a big difference to the sound.</p> <p>Let’s pick a song we all know – head, shoulders, knees and toes. First sing it at a normal, mid range pitch (see charanga link – first verse only).</p> <p>Low pitch – see second link on charanga (it has a dancing monster on the visual). This is sung by a man</p>

- Finally, finish off by relaxing your lips and exhaling for about 15 seconds, expelling all the air in your lungs as a lip trill.

Let's now get used to using our voices. Teach the song 'shake and shake and shake and stop'

<https://teach.files.bbci.co.uk/tenpieces/Shake+And+Stop.m4a>

Practise: Teach the song 'Everybody'.

<https://teach.files.bbci.co.uk/tenpieces/Everybody....m4a>.

Give the children the opportunity to think of a word to fill in the gap. Invite individual children to sing the song on their own before the class join in. Encourage all to take part and offer those who are shy the chance to sing in a duet or trio.

and is pitched lower. Join in at the same pitch as the man.

Now we are going to sing this at a high pitch. Without the backing, begin the song at a higher pitch than the first version (re listen if you need to work out the pitch).

What did you notice about how you used your voice?



Practise: Recap the game 'do-re-mi' (watch video before lesson to see how to teach it [EYFS / KS1 Music: Understanding pitch - BBC Teach](#)). Model lots of examples.

Now model this game but using 3 different chime bars. Model organising them from low (do) to high (mi). Now sing do-re-mi but then mimic this after on the chime bars.

Give out sets of hand chimes (or hand bells or glockenspiels – ensuring the same pitches are given out – stick to C, E and G if possible. If using glockenspiels, use stickers or whiteboard pen to indicate which note is which. Ensure they hold any beaters given out at the bottom of the stick like they are holding a wand).

Play a pattern on your hand chimes, children copy the pattern on theirs. Keep going until comfortable moving between the pitches, like in the vocal version of this game.

Apply: Again, invite children to create (improvise) their own pattern for the class to follow. **RECORD FOR ASSESSMENT.**

Enquiry Question: How do singers sing together?	Enquiry Question: How is music created?	
Concept: Performance (singing)	Concept: Performance (singing and playing)	
 <p><i>Students will learn how to perform short copycat pitch patterns accurately.</i></p> <p>Warm up the voice and body as in lesson 1.</p> <p>Recall and retrieve – what is the word we use for high and low? Pitch. How do we form a high pitch with our voice? We imagine creating the sound from the top of our heads. A low sound? Imagine creating the sound from the bottom of your throat. Does your chin need to move? No. Keep your head still when you sing.</p> <p>Introduce the song ‘Kye Kye Kule’ Che Che Koolay ~An Orff Arrangement~ - YouTube. Explain that this song is a traditional Ghanaian song. In this song, one person sings while the others answer. Teach the song one line at a time. Explain that we use call and response when we are learning how to sing a song.</p> <p>Sing the song until all children are comfortable with the pitch and the words. If the words are tricky, teach it to LA to start with.</p> <p>Record the song using Che Che Koolay ~An Orff Arrangement~ - YouTube as a backing. You will need this for next lesson.</p>	 <p><i>Students will learn that singers can use call and response to structure a song.</i></p> <p>Warm up the voice and body as in lesson 1.</p> <p>Recall and retrieve – what is the word we use for high and low? Pitch. How do we form a high pitch with our voice? We imagine creating the sound from the top of our heads. A low sound? Imagine creating the sound from the bottom of your throat. Does your chin need to move? No. Keep your head still when you sing.</p> <p>Recap the song ‘Kye Kye Kule’ Che Che Koolay ~An Orff Arrangement~ - YouTube.</p> <p>Teach: Hand out egg shakers. We are going to find the pulse of this song. Recall Autumn 1 Pulse - Pulse/ beat of the music is the basic unit of time that sets the speed of the music. It is the feeling when you tap your foot or nod your head along to the music). The egg shakers are going to keep the pulse. Play the backing again and now add the egg shakers in for the pulse (don’t sing the melody at the moment). Bring the egg shakers back in and hand out the hand chimes (just the pitches D and A). Which has the higher pitch? Lower pitch? Pitch: how high or low the note is. Model how we are going to play these on the first beat of each 4 beats.</p> <p>Practise: Bring the hand chimes in and hand out drums. What is rhythm? (Rhythm: patterns of long and/or short sounds that fit over a steady pulse or beat) Recall from Spring 1. Introduce the word chant We...are year 1, We....are year 1 (mimicking the drum rhythm on the video). Now play the song while playing this rhythm on the drums and saying the word chant).</p> <p>Apply: Split the class into 3 groups. Give each group one of the instruments. Explain that we are going to be a choir (a group of singers) to start with before turning into a band). For the first verse, we will all sing. Then the egg shakers will come in, then the chimes, then the drums. We will then sing again at the end (a few children could keep playing or all sing – your choice)</p>	

