

## TERM 5 OVERVIEW YEAR 1 and 2 – Music

### Term 5 Book – Lila and the Secret of Rain

Topic - To play tuned instruments.		Guide Time - 3 weeks
<b>Assessment:</b>	<p>In small groups children are to accompany a familiar song – ‘Singin’ in the Rain’- using a range of tuned instruments.</p> <p><b><u>Year 1</u></b></p> <ul style="list-style-type: none"> <li>- Compose a piece of music.</li> <li>- Children will play 3 notes – A, G, F.</li> </ul> <p><b><u>Year 2</u></b></p> <ul style="list-style-type: none"> <li>- Compose a piece of music.</li> <li>- Children will play 3 notes – A, G, F – and will understand when to pause and resume playing.</li> <li>- Children will take direction from a conductor.</li> </ul> <p>The music will be recorded as evidence of this unit.</p>	<p><b>Very Important Points (VIPs):</b></p> <ul style="list-style-type: none"> <li>• A performance is sharing music with an audience.</li> <li>• Tuned instruments can play a range of different notes.</li> <li>• Notes played can be high or low in pitch.</li> <li>• Notes are named after the letters A – G.</li> <li>• The notes are the same on any tuned instrument.</li> </ul>
<b>Links to prior learning (sequencing) and canon book</b>	<p>Year 1 – Children in Year 1 will have had EYFS experience in expressive arts and design (learning through song, music, movement, dance, and role-play).</p> <p>Year 2 – Children in Year 2 will have had Y1 experience with using their voices to sing songs, speak chants and rhyme and listen to a range of music.</p> <p>So far this year - Children are aware of the importance of a leader when creating music together.</p> <p>Children are familiar with how to use the percussion instruments creatively..</p> <p>This unit links to the canon text as the songs selected are about rain.</p>	<p><b>Fat Questions:</b></p> <ul style="list-style-type: none"> <li>- What is the difference between music and noise?</li> <li>- What is the most high pitched sound you can think of?</li> <li>- Some animals can hear sounds that human ears cannot. What do you think music sounds like to them?</li> </ul>



<b>Links to other learning (cross fertilisation)</b>	<p><u>The World Beyond us:</u> Did you know – sound cannot travel in space? It is silent.</p> <p><u>The World Around Us:</u> Do any of your family play any musical instruments?</p> <p><u>Modern Britain:</u> How is music created, performed and shared in modern Britain?</p> <p><u>Healthy Bodies &amp; Healthy Minds:</u> What affect can music have on our mood?</p> <p><u>Culture:</u> Does music sound the same all around the world? Do you know any songs from other cultures?</p> <p><u>Technology in Action:</u> How is technology used in creating, storing and sharing music?</p>	
<b>Links to future learning</b>	This unit links to future learning of the children creating and performing their own piece of music and evalutating theirs and others performances.	
<b>Character/Wider Development ('50 things', cultural capital, skills)</b>	<p>50 things- Perform on a stage</p> <p>Links to PSHE- Developing confidence to perform/ improving mental health – Children may find a positive way to express themselves. Children will continue to learn to show others respect when listening and giving feedback.</p> <p>Links to PE – listening to others and working as part of a team.</p> <p>Link to Computing – explore different technologies and software when recording their performances.</p>	

## OVERVIEW OF TEACHING SEQUENCE

Key Facts/Learning	Learning Focus or Key Question	Learning Outcomes (NC)	Key Words/Vocabulary	Greater Depth/SEND	Misconceptions	Activities and Resources
<b>Lesson 1</b> To listen to the sounds of singing in the rain.	LO: To listen to and evaluate music.	Listen with concentration and understanding to a range of high-quality live and recorded music.	Music Song Performance Lyrics Pitch Tempo Emotion Describe	GD: Children could research other songs that are linked to the canon text.  SEND: Depending on need, SEND children could choose from a bank of words to describe the music and related emotions, rather than having to come up with their own.	Children may not realise music is made of different elements.  Children may not realise music can be created for different purposes – in this case, for a movie.	Listen to the song ‘singin’ in the rain’ by Gene Kelly. Discuss why this song has been chosen to link with our canon text. Learn some of the lyrics and sing along – what do we think to this piece of music? Is it easy to sing? Discuss the piece of music using the inter-related dimensions of music. Explore the background sounds that can be heard – raindrops – why were these used? Watch the video clip from the 1952 movie ‘Singin’ in the Rain’ – how does the actor feel while he is singing?  Year 1 and 2: Draw an image that represents how you feel when listening to this song. Create a word map around your image with adjectives that describe this music and how it makes you feel.  Deepening the Moment: Can you alter the lyrics to this song to be about another weather type? _____ in the _____, Just _____ in the _____, What a _____ feeling, I’m _____ again!
<b>Lesson 2</b> Play tuned instruments	LO: To explore tuned instruments.	Play tuned and un tuned instruments musically  Perform ... music across a range of historical periods, genres, styles and traditions.	Tuned Instrument Play Perform Notes Pitch High Low Scale Compose Improve	GD: Children can explore playing the same note on a range of different instruments, and describing the difference.  SEND: Depending on need, children could explore sounds with	Children may not realise the difference in tuned and untuned instruments.	Listen again to the song ‘Singin in the Rain’, and then model to children singing the song in all one pitch – does it sound right? No, because music has different pitches – some notes are higher and some are lower. Explore making high and low sounds using their voices, then introduce tuned instruments. Can we make high notes? Low notes? If possible, have someone model playing a scale on an instrument, or watch videos of instruments performing scales, so children can see how one instrument can produce a range of pitches.  Year 1 and 2: Create compositions using the tuned instruments. Can we create a melody with all high notes?

				clearly different pitch to aid with differentiating the sounds.		Can we create a melody with all low notes? Can we create a melody on a scale?  Deepening the Moment: Create a glossary to explain the terms: pitch, melody, tuned, scale.
<b>Lesson 3</b> To perform and evaluate	LO: To perform a piece of music using tuned instruments.	Play tuned and un tuned instruments musically  Perform ... music across a range of historical periods, genres, styles and traditions.	Perform Notes Time Tempo Melody Repeat Sync Pause Resume Conductor	GD: Children could be given the role of conductor for their group.  SEND: Depending on need, children could be given the initial note – A – to play on the first of each 4-count.	Children may not realise the need to repeat a melody, or struggle to maintain concentration throughout.	Listen again to the song, and isolate the melody. We can play along with this melody using three notes – AGF (in that order). Play the song, and model playing along using the three notes in rhythm. Put children in groups with tuned instruments, and explore playing along to the song and following the melody A G F (pause) A G F (pause) throughout.  Create a final performance, film and post onto Class Dojo.
Context (big picture learning)						