

Sing Up Music

Unit Overview

Year 1 Term 3



Term	No. of lessons	Title	Musical focus	Musical learning	Song Bank	Watch and listen
Summer 1	3	Dancing and drawing to Nautilus	<ul style="list-style-type: none"> Active listening (musical signals, internalising beat, draw to music, movement/ actions) Electronic music 	<ul style="list-style-type: none"> Perform actions to music, reinforcing a sense of beat. Respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece. Develop awareness of duration and the ability to move slowly to music. Create art work, drawing freely and imaginatively in response to a piece of music. 		<ul style="list-style-type: none"> <i>Nautilus</i> by Anna Meredith <i>Tremble</i> by Scottish Ballet
	3	Cat and mouse	<ul style="list-style-type: none"> Mood Tempo Dynamics Rhythm Dot notation 	<ul style="list-style-type: none"> Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation. Attempt to record compositions with stick and other notations. Sing and chant songs and rhymes expressively. Listen and copy rhythm patterns. Notice how a change of pitch is used to create an effect. 	<ul style="list-style-type: none"> <i>Skin and bones</i> <i>Three little mice</i> <i>What do you want to eat, little mouse?</i> <i>The old grey cat</i> 	
Summer 2	6	Come dance with me	<ul style="list-style-type: none"> Call-and-response Tuned percussion skills Rhythm and syllables Pitch Progression snap shot 3 	<ul style="list-style-type: none"> Create musical phrases from new word rhythms that children invent. Sing either part of a call-and-response song. Play the response sections on tuned percussion using the correct mallet hold. Listen and copy call-and-response patterns on voices and instruments. 	<ul style="list-style-type: none"> <i>Come dance with me</i> 	<ul style="list-style-type: none"> 'Under the sea' from <i>The little mermaid</i> by Anna Meredith