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| **Goonhavern Primary School- Music** | | |
| **TOPIC: How do we make friends when we sing together?** | **YEAR: 1** | **STRAND: Introducing beat** |

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| **What should I know already?** | **What will I know by the end of the unit?** |
| I am able to sing a range of well-known nursery rhymes and songs. I can perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. | I can improvise using the notes C, D and E on a glockenspiel or xylophone. |
| I can move to the beat and sing along to songs as a group. |
| I can recognise and clap back quavers, crotchets and minims (as short short, short and long notes and colours). |
| I can recognise and sing back high and low notes. |
| I can compose a simple melody using between two and five notes. |
| I can create a graphic score to record my composition. |
| **School Values** | |
| **Five Ways to Welbeing** | |

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| **Vocabulary** | |
| Improvise | To create and perform without preparation. |
| Composition | To make up a piece of music. |
| Quavers | A musical note worth half a beat. |
| Crotchets | A musical note worth one full beat. |
| Minims | A musical note worth two full beats. |
| Melody | A sequence of single notes that makes a musical tune. |
| Graphic Score | An image or picture with symbols to represent notes. |
| Notes | A written sign to represent the pitch and duration within music. |
| Beat | A regular, rhythmic (and sometimes strong) sound. |

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| **Image/diagram that helps me to articulate my knowledge/understanding** | **Investigate!** |
|  | What piece can you create using the notes C, D and E on a glockenspiel or xylophone?  What rhythms can you make using quavers, crotchets and minims when clapping? |