ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

SUBJECT: Music UNIT: Toys TERM: Autumn 1 YEAR GROUP: 1

<table>
<tr><th colspan="4">THE BIG QUESTION</th></tr>
<tr><td colspan="4">Can I create a piece of music with my group to represent different toys?</td></tr>
<tr><td>END OF UNIT OUTCOME</td><td colspan="3">To select instruments to represent different toys.
To play instruments thinking about dynamics and tempo to represent different toys.
To compose symbols to represent each instrument / toy in a simple graphic score.
To perform as part of a group.</td></tr>
<tr><td>OBJECTIVES</td><td colspan="3">• use their voices expressively and creatively by singing songs and speaking chants and rhymes
• play tuned and untuned instruments musically
• listen with concentration and understanding to a range of high-quality live and recorded music
• experiment with, create, select and combine sounds using the inter-related dimensions of music.</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>LESSON 1 QUESTION</td><td colspan="3">Can I repeat a pattern or rhythm?</td></tr>
<tr><td>KEY KNOWLEDGE</td><td colspan="3">To know that a conductor leads a choir or an orchestra
To know that a conductor is able to change the tempo and dynamics of a piece of music.</td></tr>
<tr><td>RICH TASK</td><td colspan="3">Discuss what a conductor / orchestra is
Play Pass the toys around (tune of London Bridge)
Sit in a circle and sing:
“Pass the toys around the ring,
Pass the toys around the ring,
Pass the toys around the ring,
Now who’s turn is it?” (to the tune of London Bridge).
When the singing stops, the leader asks: “Who’s got Teddy?”
The child replies: “I’ve got Teddy.”
Repeat for different toys.
Next time round say and clap patterns; child responds in the same way.

• Play 3–4 pieces of toy-themed or playful music.
• Discuss key elements: tempo (fast/slow), dynamics (loud/soft), timbre (types of sounds).
• Children explain which piece they like and why.
Allow children to respond with movement, showing how the music changes.</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">S – model responses for children to copy
C – children create their own responses</td></tr>
<tr><td>KEY VOCABULARY</td><td>Orchestra
Conductor
Tempo
Dynamics
Beat
Rhythm</td><td>RESOURCES</td><td>Selection of toys

Toys Music (HMS PPT)</td></tr>
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LESSON 2 QUESTION	**Can I use chants, body percussion and instruments to create different sounds?**		
KEY KNOWLEDGE	To know that a range of sounds can be made vocally. To know that a notation can be devised for each sound. To know that a vocal sound sequence can be created by following a **graphic score**. To know that toy names can be used as rhythms to chant and perform together. To know what **Binary form/ 'question and answer'** structure looks like. To know how to create a **graphic score** of a short piece of music in **Binary form (AB or 'question & answer')** To know how to perform from a **graphic score**.		
RICH TASK	**Introduce Toys & Names** • Sit in a circle. • Show 2–3 toys, say their names, and chant each name several times. • Identify how many syllables are in each name. **Chanting & Body Percussion** • Use the toys as signals for when to chant. • Add rhythmic body percussion (claps, taps, etc.) while chanting the toy names. • Discuss and vary sound, dynamics (loud/soft), and tempo (speed). **Call and Response** • The leader performs a toy name pattern with body percussion. • The class copies the pattern, matching rhythm, sound, and tempo. **Create Rhythm Sequences** • Arrange toy names into a rhythm sequence. • Keep a steady beat while performing the rhythm (ostinato). • Transfer body percussion rhythms to instruments		
SUPPORT AND CHALLENGE	S – pictures cues to reinforce recognition / echo practice with slower tempo C – change dynamics and tempo		
KEY VOCABULARY	Chant Rhythm Beat Percussion Tempo Dynamics	**RESOURCES**	Selection of instruments and toys
LESSON 3 QUESTION	**Can I change my voice to represent different toys?**		
KEY KNOWLEDGE	To know that a range of sounds can be made vocally. To know that a notation can be devised for each sound. To know that a vocal sound sequence can be created by following a **graphic score**. To know that toy names can be used as rhythms to chant and perform together. To know what **Binary form/ 'question and answer'** structure looks like. To know how to create a **graphic score** of a short piece of music in **Binary form (AB or 'question & answer')**		

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	To know how to perform from a **graphic score**.		
RICH TASK	Warm up game: Hare and the Tortoise Play a fast or slow beat on the drum - pupils respond by pretending to have hare ears when they hear a fast drum beat, or tortoise shells when they hear a slow drum beat. They could also choose which animals represent fast and slow, and make the sounds of these animals As a whole class, sit in a circle, and introduce a selection of toys: ambulance / train / lego / lion / poppit toy. Ask the children to devise a vocal sound to represent each toy. Think about how the toy moves and the sorts of sounds it may make. Once a sound for each toy is decided upon, hide the toy and then bring out one at a time as a visual start and stop signal for the chosen sound. Try everyone together and then try groups or individuals. Devise a symbol or notation to represent the sound. Try making the relevant sounds again this time using the notations as the start and stop signals.		
SUPPORT AND CHALLENGE	S – use actions to match vocal sound and symbol C – add dynamics / tempo to sounds created – add symbols for this to notations		
KEY VOCABULARY	Beats Rhythm Structure (Question & answer, Binary (AB) Graphic score Dynamics Tempo	**RESOURCES**	Selection of instruments and toys
LESSON 4 QUESTION	**Can I show what a toy is like by how loud, quiet, fast, or slow I play musical instruments?**		
KEY KNOWLEDGE	To know that a range of sounds can be made vocally. To know that a notation can be devised for each sound. To know that a vocal sound sequence can be created by following a **graphic score**. To know that toy names can be used as rhythms to chant and perform together. To know what **Binary form/ 'question and answer'** structure looks like. To know how to create a **graphic score** of a short piece of music in **Binary form (AB or 'question & answer')** To know how to perform from a **graphic score**.		
RICH TASK	Warm up game: The children are asleep (see resources) Introduce a selection of toys: fairy doll, robot, train, horse, bunny and listen to 5 recordings (powerpoint) • Listen to this piece and ask the children to match it to a toy. Discuss their choices and why they made them - be sure to talk about how fast / slow or loud / quiet the music is • Choose toy related actions to perform to each piece of music e.g. flapping wings, robot arms, train arms, hopping hands, galloping fingers. Play each		

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<tr><td></td><td colspan="3">recording without telling the pupils which one it is, ask them to do their actions to show which one they think is being played
• Explore percussion instruments to find sounds for each of the toys.
Sit in pairs, each pupil with an instrument. Give each pair two contrasting toys or toy pictures. Ask each pupil to find a way of playing their instrument for each of their toys. Take it in turns to perform one of the toys. Can their partner guess which one they are playing? Can they use dynamics / tempo to help represent the toys?
Choose a few pairs to perform both their toy sounds to the class. Tell the class which toys they are but not the order they will be performed in. Can the listeners work out the performance order?</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">S – widgit cards for tempo / dynamics to support how they will play instruments
C – can children explain why they have chosen different dynamics / tempo</td></tr>
<tr><td>KEY VOCABULARY</td><td>Beats
Rhythm
Structure (Question & answer, Binary (AB)
Graphic score
Dynamics
Tempo</td><td>RESOURCES</td><td>Selection of instruments and toys</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>LESSON 5 QUESTION</td><td colspan="3">Can I create a simple graphic score?</td></tr>
<tr><td>KEY KNOWLEDGE</td><td colspan="3">To know that a range of sounds can be made vocally.
To know that a notation can be devised for each sound.
To know that a vocal sound sequence can be created by following a graphic score.
To know that toy names can be used as rhythms to chant and perform together.
To know what Binary form/ ‘question and answer’ structure looks like.
To know how to create a graphic score of a short piece of music in Binary form (AB or ‘question & answer’)
To know how to perform from a graphic score.</td></tr>
<tr><td>RICH TASK</td><td colspan="3">Warm up:
Listen to the Toys song (HMS PPT) join in with actions

Introduce a selection of toys / instruments
Split the class into small groups. Each group to choose a toy in secret.
Groups to have time to explore instruments to match their toy – thinking about tempo and dynamics.
Each group to create a simple graphic symbol to represent the toy / instruments
Each group to perform their toy music – rest of class to listen to dynamics and tempo and guess which toy is being represented.
Make a class piece by ordering the toys/ graphic scores and having each group perform in sequence.</td></tr>
</table>

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SUPPORT AND CHALLENGE	S – widgit cards for tempo / dynamics to support how they will play instruments C – can children explain why they have chosen different dynamics / tempo		
KEY VOCABULARY	Beats Rhythm Structure (Question & answer, Binary (AB) Graphic score Dynamics Tempo	**RESOURCES**	Selection of instruments and toys
LESSON 6 QUESTION	**Can I create a piece of music with my group to represent different toys?**		
KEY KNOWLEDGE	To know that a range of sounds can be made vocally. To know that a notation can be devised for each sound. To know that a **conductor** leads a **choir** or an **orchestra** To know that an **orchestra** is made up of families of instruments: **strings, woodwind, brass & percussion, other**. To know that a conductor is able to change the **tempo** and **dynamics** of a piece of music. To know that a vocal sound sequence can be created by following a **graphic score**. To know that toy names can be used as rhythms to chant and perform together. To know what **Binary form/ 'question and answer'** structure looks like. To know how to create a **graphic score** of a short piece of music in **Binary form (AB or 'question & answer')** To know how to perform from a **graphic score**.		
END OF UNIT OUTCOME	Children to work in small groups to experiment with different instruments to match different toys. Look back at graphic scores from previous lessons. Children to use this a as a model to compose their own graphic score – selecting an instrument for each toy and representing it with a symbol. Children practise and take it in turns to be the conductor – helps group follow the graphic score. Children select a conductor for final performance. Children perform their composition to the rest of the class. Discuss dynamics / tempo / what toys we think have been represented.		
SUPPORT AND CHALLENGE	S - widgit cards for tempo / dynamics to support how they will play instruments C – add symbols for dynamics / tempo		
KEY VOCABULARY	Beats Rhythm Structure (Question & answer, Binary (AB) Graphic score Dynamics Tempo	**RESOURCES**	Selection of instruments and toys

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