

TERM: Autumn 2		YEAR GROUP: Year 1		SUBJECT: Music - Tempo	
WEEK 1 DATE: 04.11.24	WEEK 2 DATE: 11.11.24	WEEK 3 DATE: 18.11.24	WEEK 4 DATE: 21.11.24	WEEK 5 DATE: 2.12.24	WEEK 6 DATE: 9.12.24
<p>LO: To use voices and bodies expressively, while exploring tempo.</p> <p>Success Criteria: I can move my body in different ways when music is played.</p> <p>I can use my voice to start to reflect different music speeds.</p> <p>I can use my body to start to reflect different music speeds.</p> <p>Main Event: Explain the two pieces of music could represent a mouse and a snail. Show presentation slide. Divide class into 2 groups – one being the mouse one being the snail. Children imagine they are in a garden like the slide. Say following words and make sounds twice, once slowly and once fast : <i>I'm moving along a twig (slap alternate thighs).I'm rustling through some leaves (rub hands).I'm hungry (nibbling sound).I'm thirsty (slurping sound).I'm tired (yawn).I'm sleeping (snoring).</i> Swap groups. Children describe how the animals move. Use my turn your turn to model actions and sounds to recordings. Say rhyme and actions together.</p> <p>Support: Verbal instructions on how to move their body and use their voice.</p>	<p>LO: I can use my voice to say a rhyme.</p> <p>I can say "Ready, steady, off we go," using slow and fast beats.</p> <p>I can use fast and slow beats when saying a rhyme.</p> <p>I can use an instrument to demonstrate fast and slow beats.</p> <p>Success Criteria: I can use my voice to say a rhyme.</p> <p>I can say "Ready, steady, off we go," using slow and fast beats.</p> <p>I can use fast and slow beats when saying a rhyme.</p> <p>I can use an instrument to demonstrate fast and slow beats.</p> <p>Main Event: Play snail and mouse rhyme. Model using fingers to crawl along arm mimicking the rhyme. What do the crawling fingers represent? Say verses together. Next use instruments (drum) to demonstrate how to keep a beat. Hand out instruments and play the beats for each animal. Practice in pairs and then reflect.</p> <p>Support: Could need further modelling to demonstrate the contrast between fast and slow.</p> <p>Challenge: Should take the lead when working in a pair by setting the speed when using</p>	<p>LO: To use voices to perform a song with a fast and slow beat.</p> <p>Success Criteria: I can explore fast and slow beats.</p> <p>I can use a singing voice.</p> <p>I can perform a song showing fast and slow beats.</p> <p>Main Event: Listen to the mouse and the snail audio. My turn your turn, speak the song and ask what they have noticed is different? Now teach the tune in a singing voice. Use motions to mimic animals. Sing the verses together slowly and quickly. Arrange children into pairs and practice singing together singing "ready, steady, off we go". Practice singing this song all together.</p> <p>Support: Could have the song modelled in small sections at a slow tempo; could need further verbal questioning to engage a singing voice</p> <p>Challenge: Should confidently perform the song; should lead a pair by singing "Ready, steady, off we go," using fast and slow beats.</p>	<p>LO: To use singing voices and an instrument to perform a song with a fast and slow beat.</p> <p>Success Criteria: I can use my singing voice to sing fast and slow beats.</p> <p>I can use my instrument and voice to perform a song with fast and slow beats.</p> <p>Main Event: Display heart mat presentation and sing snail and mouse verse pointing to different heart beats. Sing the 'ready, steady, off we go' slowly while pointing at different beats in time with singing. Demonstrate the beat change by pointing to the different heart beats and consider the speed. Invite pairs who can show a clear contrast between 2 verses while maintaining a constant beat to demonstrate to the class.</p> <p>Instrument practice – Put instruments in front of them, slowly sing 'ready, steady, off we go' and children will play verse on their instrument. Pairs can demonstrate in front of class.</p> <p>Support: Could need further modelling; could need a small drum or claves rather than shakers.</p> <p>Challenge: Should confidently demonstrate fast and slow</p>	<p>LO: To demonstrate fast and slow beats within the context of a story.</p> <p>Success Criteria: I can use my singing voice to play fast and slow beats.</p> <p>I can use my body to play fast and slow beats.</p> <p>I can use my instrument to play fast and slow beats.</p> <p>I can sing and play at the correct time in a story.</p> <p>Main Event: Children into a circle and place one instrument in front of each child. Model playing the snail verse. Invite the children to sing slowly "Ready, steady, off we go" and invite children to sing and play the beat. Model singing playing the mouse verse, the children will now repeat this. Encourage children to sing the second verse and play the faster beat. Children to practice in pairs. Pairs to demonstrate. Arrange children into horseshoe and show the presentation, explaining the symbols. Begin to the read the story pausing on each slide to allow children to join in singing.</p> <p>Support: Could need verbal prompting to play the correct verse at the appropriate point in the Presentation: The story of snail and mouse.</p>	<p>LO:</p> <p>Success Criteria:</p> <p>Main Event:</p> <p>Support:</p> <p>Challenge:</p>

Challenge: Demonstrate clear contrast between fast and slow using more than one part of their body at the same time. Show clear contrast between fast and slow in their voice.	"Ready, steady off we go"; consistently keep a fast and slow beat with an instrument.		beats using an instrument; should consistently demonstrate the beat correctly including at the end of a phrase; could demonstrate to the class using the heart mat.	Challenge: Could share the singing and playing in the main event, without the support of the class; could accurately lead singing "Ready, steady, off we go," in the Wrapping up activity.	
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