

1 – Listening: Hands, Feet, Heart

Find the pulse as you are listening to the music: Can you dance, get funky or find the groove?

Instruments/voices you can hear: keyboard, bass, drums, electric guitars, saxophone, trumpet, vocals.



2 – Musical Activities

Find the pulse!

- What animal can you be finding the pulse?

Clapping Rhythms

- Copy and clap back rhythms
- Clap the rhythm of your name
- Make up your own rhythm

Singing

- Sing Hands, Feet, Heart in groups
- Have fun!

Playing instruments using up to three notes

– G or G, A + C. Which part did you play?

Improvise using the notes C + D:

- Challenge 1** Clap and Improvise
- Challenge 2** Sing, Play and Improvise
- Challenge 3** Improvise

Which challenge did you get to?

Compose a simple melody using simple rhythms, choosing from the notes C + D or C, D + E.

Which notes did you use?

Have a think...

What did you like doing best?

Singing?



Playing?



Dancing?



Improvising?



Composing?



Listening?



This unit is about South Africa and South African music

Words you need to know: Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo

Unit Overview

- To learn and sing the song
- To sing the song and play instrumental parts within the song.
- To sing the song and improvise using voices and/ or instruments within the song.
- To sing the song and perform composition(s) within the song.
- To choose what you perform today. Start to prepare for the end of unit performance.
- Prepare for the end of unit performance.

3 – Perform & Share

A class performance of Hands, Feet, Heart. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?

Year 1 Learning throughout the Academic Year

Key Vocabulary

beat	The steady pulse that keeps going through a piece of music like a clock.
pitch	How high or low a note sounds.
rhythm	Patterns of long and short sounds used in music.
tempo	How fast or slow the music is. The tempo can change during a piece of music.

Body Percussion



clapping



tapping toes

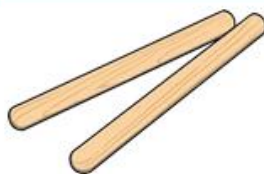


finger tapping



stomping

Classroom Percussion Instruments



claves or sticks



maracas or shakers



two-tone block



guiro or scrapers

Move to the Music

Move to the **pulse** of pieces of music by:



tiptoeing

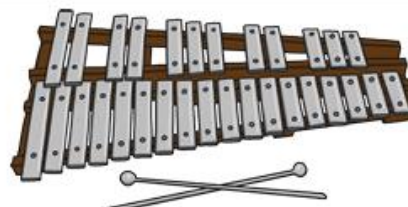


swaying



walking

Tuned Percussion Instruments



glockenspiel



chime bars

Year 1 learning throughout the Academic Year

Rhythm Pattern Chants



twin-kle twin-kle lit - tle star



big red lol - li - pop

Graphic Notation

Symbols can be used to help us know what to play. This:



could mean playing four taps on a drum.

Other symbols can be used to show different sounds:



Following Signals

Signs can be used to help us when we're singing.



quietly



stop



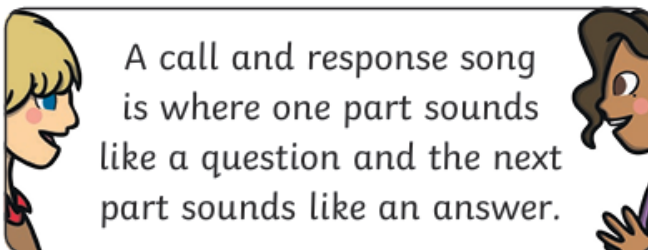
get ready to sing

Pitch

Some sounds are higher.



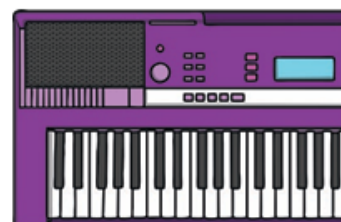
Some sounds are lower.



A call and response song is where one part sounds like a question and the next part sounds like an answer.

Music Technology

You can record and change sound using a keyboard or an app on a tablet.



Using Sounds in Storytelling

Notes getting higher can sound like someone climbing.



Notes getting lower can sound like rain falling.



A strong **beat** on a drum can sound like footsteps.

