

ACET Junior Academies'

Scheme of Work for music

Year 1 Unit 2.2: Toys



unit:

In this unit of work 'Changes within living memory', children will have the opportunity consider how toys have changed over the years, noting the differences and similarities. This music unit uses 'Toys' as a stimulus for children to create musical compositions and perform them.

Pupils will be introduced to the inter-related dimensions of music pitch and tempo in a meaningful way. They will learn how to identify notes and how to compose a simple tune, while exploring some different instruments along the way. Pupils will have the opportunity to explore how tempo changes help tell a musical story and make music more exciting.

Structure

Structured around six sequential music enquiries:

How does pitch change?

How does a pitch pattern change?

How do tempo changes make music more interesting?

How can we compose a 'toy' theme tune?

How can we improve our musical performance?

National Curriculum objectives:

- Use their voices expressively and creatively in 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 to create music, exploring the inter-related dimensions of music.

Links to previous and future National Curriculum units/objectives

Unit

Y1 HT 1.2 Animal Mad

KS2

- Improve and compose music for a range of purposes, exploring the inter-related dimensions of music.
- Play and perform in solo and ensemble contexts, using voices and playing, musical instruments with increasing accuracy, fluency, control and expression.
- Identify and use inter-related dimensions in music, using expressively and with increasing sophistication, a range of tonalities, different types of scales and musical devices.

Enquiry 1: What is pitch?

Previous	Knowledge and second order concepts	Musical skills:	Assessment criteria:	Cu
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<p>now</p> <p>pects</p> <p>music</p> <p>s and</p> <p>to use</p> <p>d</p>	<p>Substantive knowledge: (What the children should know.)</p> <p>That music notes change in a melody, sometimes they are high and sometimes they are low.</p> <p>That pitch is a musical term for high and low notes.</p> <p>How to sing high and low notes.</p> <p>To identify high and low notes in a piece of music.</p> <p>Second order concepts: (What students should understand)</p> <p>Listening</p> <p>Exploring</p>	<ul style="list-style-type: none"> • Explain what pitch means. • Recognise high and low notes. • Perform high and low notes. 	<p>Can your children:</p> <ul style="list-style-type: none"> • Sing high and low notes? • Explain what pitch is? • Identify pitch in a piece of music? 	<p>Horiz</p> <p>Verti</p>
<p>Key concepts:</p> <p>Listen</p> <p>Tuned percussion</p> <p>High</p> <p>Low</p> <p>Pitch</p> <p>Notes</p>				
<p>Activities:</p>		<p>Resources:</p>	<p>Useful links:</p>	
<p>start by listening to a 'Toy song'. They could move around to the d they move? How would the toys move? What are your</p> <p>o the children that they are going to be special toys on a secret out about a special musical term that they are going to be</p> <p>Children should watch the 'High Low song'. Explain that this w and low in music and that this is called 'pitch'. Can you sing e? How about your highest note?</p> <p>tuned percussion instruments. Children should explore in pairs v notes on the instruments. As a class play a high sound, then a ing an ear out for anyone who may have misunderstood. What is should explain in their words.</p>		<p>Large hall space.</p> <p>Tuned percussion instruments - chime bars, glockenspiels, handbells etc.</p> <p>Use safeyoutube.net</p> <p>'Toy song': https://www.youtube.com/watch?v=eb53_Kdc1XI</p> <p>'Toy song' number 2:</p>	<p>Use safeyoutube.net</p> <p>Useful information about teach children: https://www.youtube.com/watch?v=eb53_Kdc1XI</p> <p>https://www.youtube.com/watch?v=eb53_Kdc1XI</p> <p>https://www.youtube.com/watch?v=eb53_Kdc1XI</p>	

<p>could listen to the 'Toy Story theme song' and show the with their hands.</p>	<p>https://www.youtube.com/watch?v=BoJBeGUGv8</p> <p>High Low song: https://www.youtube.com/watch?v=5hkjb5qfH2Y</p> <p>'Toy Story' theme song: https://www.youtube.com/watch?v=x0Aq9ZySKjg</p> <p>Musical skills document - Pitch.</p> <p>Tip sheet for Pitch.</p>
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Enquiry 2: What is a pitch pattern?

Previous learning	Knowledge and second order concepts	Musical skills:	Assessment criteria:	Curriculum
<p>have knowledge plain and using they able to s in of</p>	<p>Substantive knowledge: <i>(What the children should know.)</i> What pitch means and be able to explain it and demonstrate it effectively. Create a pattern using two different pitches. Sing or play a musical pitch pattern.</p> <p>Second order concepts: <i>(What students should understand)</i> Listening Identifying Performing</p>	<ul style="list-style-type: none"> • Create a pattern using two pitches. • Sing or play the pitch pattern. <p>Key concepts:</p> <p>Pitch High Low Pattern Tuned percussion instruments Sing</p>	<p>Can your children:</p> <ul style="list-style-type: none"> • Create a pattern using two pitches? • Sing or play the pitch pattern using either instruments or voices? 	<p>Horiz Vert</p>

		Play		
Activities:		Resources:	Useful links:	
<p>Children could sing high and low notes to demonstrate what pitch when listen to the 'Toy Story theme tune - 0:11' and show the pitch with their hands (hand vertically raised higher and lower for the pitch).</p> <p>Children could make up patterns based on toy names, using a high and a low note as an example using a made up toy name. Hand out tuned percussion instruments: Can you point to the parts which make high notes? Can you point to the parts which make low notes?</p> <p>Children could work by themselves or in pairs, thinking of a toy name and then creating a note pattern to play or sing the name. Once they are happy with their pattern, they can find a partner to play/sing it to.</p> <p>Children could use more than two pitches in their pattern but make sure the notes are in order i.e. lowest to highest or vice versa.</p> <p>Children could perform their pattern to the rest of the class. They could show the pitch using their hands (hand vertically raised higher or lower depending on the pitch).</p>		<p>Use safeyoutube.net</p> <p>Tuned percussion instruments.</p> <p>'Toy Story' theme song: https://www.youtube.com/watch?v=x0Aq9ZySKjg</p> <p>Tip sheet for Pitch.</p>	<p>Use safeyoutube.net</p> <p>Simple pitch pattern: https://www.youtube.com/watch?v=x0Aq9ZySKjg</p>	

Enquiry 3: How does tempo make music more interesting?

Previous learning	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts
	Substantive knowledge:	Musical skills:	Can your children:	How

<p>have knowledge of a piece of music and be able to perform it. What is the lowest.</p>	<p><i>(What the children should know.)</i> What tempo is and how it changes. How to change the tempo of a piece of music. How to perform a piece of music with changes in tempo. <i>(What the children should understand)</i> Listening Exploring Practising</p>	<ul style="list-style-type: none"> • Listen to music and identify changes in tempo. • Create a musical pattern with increased/decreased tempo. • Perform a piece of music with changes in tempo. <p>Key concepts: Fast Slow Tempo Tuned percussion instruments Pattern Pitch Accelerando Rallentando</p>	<ul style="list-style-type: none"> • Explain what tempo means? • Recognise fast and slow music? • Perform fast and slow music?
<p>Activities:</p> <p>Children could listen to the 'William Tell Overture' by Rossini, ask them what happened in the music? (it got faster and faster - they got louder and louder too) Can you show me where the music got faster? What is the musical term for the speed of the music is 'tempo.' Ask them to think of some toys that move faster than others e.g. cars and rockets. Using toy music, we can use our knowledge of tempo to help us.</p> <p>From this, children could use tuned percussion instruments to create patterns (like in session 2) based on the names of toys (they could use different toys), using high and low notes, but this time they should add changes in tempo to make the patterns more interesting. Teacher should model this (see tips on tempo).</p> <p>Finally, the children could use a toy name and then make up a pattern using high and low notes to play or sing. They should start really slowly, then get gradually quicker and quicker until they are as fast as they can. Ask them to imagine a story line for the pattern. They should move slowly to start with and then move faster.</p>	<p>Resources:</p> <p>Use safeyoutube.net</p> <p>Large hall space.</p> <p>Tuned percussion instruments.</p> <p>Rossini - 'William Tell Overture' https://www.youtube.com/watch?v=c7O91GDWGPU</p> <p>Tip sheet Tempo.</p>	<p>Useful links:</p> <p>Use safeyoutube.net</p> <p>Teaching children tempo: https://www.youtube.com/watch?v=... https://www.youtube.com/watch?v=...</p>	

<p>Italian musical term for gradually getting faster. Italian musical term for gradually getting slower. e terms.</p> <p>pairs have created a pattern, children could perform their anyone else in the class. Can the other children clap along with tempo?</p>		
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Enquiry 4: How can we compose a 'toy' theme tune?

Previous g	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts	k
<p>have dge of he e of lly speed.</p>	<p>Substantive knowledge: <i>(What the children should know.)</i> How to describe music about toys and why it used. Make appropriate choices of instruments so that the sounds represent features of toys. Experiment with, create, select and combine sounds to produce a composition. Perform together accurately following a leader.</p> <p>Second order concepts: <i>(What the children should understand)</i> Listening Leadership Communication Experiment Representation</p>	<p>Musical skills:</p> <ul style="list-style-type: none"> • Listen and interpret music. • Compose a piece of music in a group. • Perform music as part of a group. <p>Key concepts: Listening Tuned instruments Untuned percussion instruments Leader</p>	<p>Can your children:</p> <ul style="list-style-type: none"> • Compose as part of a group using appropriate instruments? • Perform as part of a group following a leader? 	<p>Ho Ve</p>

		Sounds Pitch Tempo	
Activities:		Resources:	Useful links:
<p>Start by listening to not watching the theme tunes about toys. How did the music make you feel? How did you know the music was toy music (exciting, fun, scary, fast). What makes them sound like toys? What is the pitch like? What was the tempo like? What is pitch and tempo and how do they affect the music? What are they going to create their own 'toy' theme tune.</p> <p>Divide the class into four or five groups. Children could think about the sound of their 'toy' music. Children should choose a mixture of tuned and untuned instruments. Children should think about the sound each one makes so that they can work together to create a piece of music that would represent for their toy.</p> <p>Choose one person to be the leader of the group; this person needs to start and to stop. How can the leader communicate this? Children should have time to experiment and practise their piece of music. Film their performance in session 5.</p> <p>Groups could choose two groups to play to the rest of the class: What do they think of the music? Why? What do they need to work on? Explain their feedback. Continue to work on these in the next session.</p>		<p>Tuned and untuned percussion instruments.</p> <p>'Toy doll music': https://www.youtube.com/watch?v=L_I2ii_25tc</p> <p>'Thunderbirds theme tune' from 1:05 https://www.youtube.com/watch?v=_8f-HDai64</p> <p>'Toy Soldiers theme tune': https://www.youtube.com/watch?v=C-H9xzEKjaE</p> <p>Tips about theme tune.</p> <p>IPad for filming performances.</p>	<p>Use safeyoutube.net</p> <p>Information about children's toys: https://www.madeformums.com/2015/12/21/10-toys-for-christmas-from-etsy-sellers/</p>

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Enquiry 5: How can we improve our performance?

Previous learning	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts	Key concepts
<p>How do we know how to improve our performance by using different instruments to create sounds that we can hear?</p>	<p>Substantive knowledge: <i>(What the children should know.)</i> Make appropriate choices of instruments so that the sounds represent features of toys. Experiment with, create, select and combine sounds to produce a composition. Improve a composition by adding pitch and tempo. Perform together accurately following a leader.</p> <p>Second order concepts: <i>(What the children should understand)</i> Listening Leadership Communication Experiment Representation Practising Improving</p>	<p>Musical skills:</p> <ul style="list-style-type: none"> • Listen and interpret music. • Compose a piece of music in a group. • Perform music as part of a group. • Improve a composition by adding pitch and tempo. <p>Key concepts: Listening Tuned instruments Untuned percussion instruments Leader Sounds Compose Pitch Tempo</p>	<p>Can your children:</p> <ul style="list-style-type: none"> • Compose as part of a group using appropriate instruments? • Improve a composition by introducing pitch and tempo? • Perform as part of a group following a leader? 	<p>How can we improve our performance by using different instruments to create sounds that we can hear?</p>

Activities:	Resources:	Useful links:
<p>Start by trying to explain to a partner what pitch is and to high and low sounds by using their voices. They should listen to the 'toy theme tune' and show the changes in pitch using their hands - quite fast!</p> <p>Watch groups performance of their 'toy' theme tune from session 4 to see what they did: What did they notice? What did they like? How can we make it better?</p> <p>Practise their piece in their groups using the same instruments as before.</p> <p>They should add names of toys to their musical creation e.g. 'Toy car' and change the pitch. This should then be followed by add changes in tempo 'faster or slower'.</p> <p>Ask groups to perform to the rest of the class: what did you notice? What did you notice about tempo? Who followed their leader?</p>	<p>Tuned Percussion Instruments.</p> <p>'Paw Patrol theme tune': https://www.youtube.com/watch?v=1UdI_eoDPKQ</p> <p>IPad.</p>	<p>Use safeyoutube.net</p>

ATS:			
First and second order concepts:	Key concepts developed:		
<p>Knowledge: (what children should know) An exhaustive list but an outline of what might be expected: Pitch means. Tempo means How to create a pitch pattern. How to compose a piece of music using instruments to represent objects. How to improve a piece of music using pitch and tempo.</p>	<p>Accelerando Composing Experiment Fast High Leader Listen</p>	<p>Low Notes Pattern Pitch Performance Rallentando Slow</p>	<p>So Te Tu Un ins</p>

perform a composition together.

Key concepts:

Children will start to have an understanding of:

Key musical skills developed:

By the end of the unit, children will have studied a series of questions and enquiries. In doing so, children will have had the opportunity to:

- Explain what pitch means.
- Recognise high and low notes.
- Perform high and low notes.
- Create a pattern using two pitches.
- Sing or play a pitch pattern.
- Listen to music and identify changes in tempo.
- Create a musical pattern with increased/decreased tempo.
- Perform a piece of music with changes in tempo.
- Listen and interpret music.
- Compose a piece of music in a group.
- Perform music as part of a group.
- Improve a composition by adding pitch and tempo.

Step ...

This unit is part of a broader unit in Year 1, linked to History and the theme of 'Changes within living memory - Toys', allowing children to study some inter-related concepts and how to use these in simple musical compositions to enhance performances and make music for interesting.

For pupils will continue to listen to and appraise music before moving on to compose a variety of soundscapes using body percussion, voice and instruments. They will think about dynamics and tempo and eventually recording their compositions.

