

| ★ Children’s prior learning in this area | ★ Cultural Capital Opportunities | ★ Key vocabulary and glossary |
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| <p>Expressive Arts - Reception</p> <ul style="list-style-type: none"> Names of common percussion instruments – tambourine, triangle, bells, maracas, castanets Lyrics to a growing number of songs Sing the melodic shape of familiar songs Keep a steady pulse <p>Year One Prior learning</p> <ul style="list-style-type: none"> Understand that a lullaby is sung quietly. Follow the melody sung by the teacher. Show an awareness of singing in a group, standing still when needed to and copying the actions when needed. Join in warm up games. Learn rhymes, poems and songs. | <p>Performance – Carols around the Christmas tree.</p> <p>Children to perform to their parents. Discuss what makes a good performance (awareness of audience)</p> <p>Live and inspired concert – Randolph Matthews – November</p> <p>Music Www.randolphmatthews.co.uk</p>  | <p>Anchor:</p> <p>body, voice, singer, stretch, warm up, pulse</p> <p>Goldilocks:</p> <p>pitch, dynamics, loud soft</p> <p>Step on:</p> <p>kodaly hand signs, call and response</p> |

| Enquiry Question: How do singers get ready for singing? | Enquiry Question: How do singers pitch their voices? | Enquiry Question: How do singers stay in time when singing? |
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| Concept: Performance, singing – technique, posture and control | Concept: Performance, singing – vocal health | Concept: Performance, singing – song types and control |
| <p> <i>Students will learn that, when preparing to sing, it's important to adopt the right stance and to feel comfortable, warmed up and ready to go.</i></p> <p>Watch Gareth Malone video prior to lesson Get Singing with Gareth Malone: Voice and pitch warm up for EYFS and KS1 - BBC Teach</p> <p>Explain that in this unit, we will be becoming a vocal ensemble (a choir). We are going to focus on preparing to sing today, feeling comfortable and warmed up, ready to go.</p> <ul style="list-style-type: none"> Loosen up the whole body by getting into a clear space and shaking your feet, hands, arms and legs to get rid of any tensions in the body. Stretch up high (0:40 of video) Roll your shoulders backwards and forwards, and make a figure of 8 with your hips, keeping the rest of your body as still as possible Play the 8 game (0:50 of video) – count to 8 while shaking their right arm, then 8 shakes of the left arm, then 8 shakes of the right foot and 8 shakes of the left foot. Repeat this game but each time, counting 1 less, so 7 shakes then 6, then 5 until you finally have one shake on each hand and foot before shouting HEY! Warm up faces (1:04 of video). Make face shapes in the shapes of vowel sounds and over emphasis the mouth shapes to warm up the face (ai, ee, igh, oa, oo) and then other phonetic sounds (ar, er, oi). Relax your jaw by starting with a yawn, then try squeezing your face up as tightly as possible and then releasing into a wide, open expression Finally, finish off by relaxing your lips and exhaling for about 15 seconds, expelling all the air in your lungs as a lip trill. REPEAT THIS SAME WARM UP EVERY LESSON. <p>By this stage, Year 1 will be practising songs for their christmas performance. Please focus on listening to their Christmas songs today and learning the rhythm of the words.</p> | <p> <i>Students will learn that a voice can be pitched. They will learn that the voice is a muscle that has to be warmed up.</i></p> <p>Watch before lesson for staff CPD – Singstart lesson 1 with Cathy Murray (link can be found in Soundstorm CPD resources).</p> <p>Body warm up as in lesson 1.</p> <p>Vocal warm up: Watch from 0:56 of the singstart video with Cathy Murray. Introduce Kodaly Hand signs and focus on ‘so’ and ‘me’ as a 2 note vocal range. Copy the copycat vocal exercises with the video. Pause at 2:40. Complete a few more exercises without the video now, keeping the same pitch. Listen carefully to the pitches being copied back. Do not sing at the same time as the children, listen carefully to the song.</p> <p>Vocal tune in: Using musitrax on charanga, introduce a 2 note song – Old Mr Woodpecker.</p> <p>Always give the pitch and pulse before starting a piece – for example sing at the initial pitch, “Ready now, off we go”.</p> <ul style="list-style-type: none"> First sing the whole song to the children asking them to listen with attention. Then say a phrase (not sing) and have them say the words in the rhythm of the song. Then sing a phrase and ask the children to copy you (watch 4:06 if support needed for this). Do not join in as the children sing it back. Listen carefully and monitor how they respond. Repeat phrases as necessary. <p>By this stage, Year 1 will be practising songs for their christmas performance. Please focus on pitching notes correctly. Listen to the children singing. If they are not pitching the note correctly, pause and play musical games as above with the pitches of the song.</p> | <p> <i>Students will learn that a song has a pulse, just like in a piece of music.</i></p> <p>Watch Gareth Malone video prior to the lesson Get Singing with Gareth Malone: Teach a song for EYFS and KS1 - BBC Teach</p> <p>Body warm up as in lesson 1. Vocal warm up as in lesson 2.</p> <ul style="list-style-type: none"> Using ‘Old Mr Woodpecker’ again, now have the children sing the whole song several times, and introduce simple movements. Watch 6:20. The first musical concept that we want to develop is that of pulse. Therefore the chosen movement has to be made in time with the pulse. Walk while clapping the pulse of the song. Walk while singing the song: make a circle and walk with the children. Ask them to sing while stamping their feet loudly, helping them to feel the pulse. 7:45: Sing call and reponse version of the song now to practise this skill <p>By this stage, Year 1 will be practising songs for their christmas performance. Please focus on keeping time and not speeding up while singing.</p> |

Enquiry Question: How do we make songs sound exciting?

Concept: Performance, singing - dynamics

Students will learn that the voice can create different dynamics.



Watch [Get Singing with Gareth Malone: Leading and conducting singers for EYFS and KS1 - BBC Teach](#) before the lesson.

Body warm up as in lesson 1.

Vocal warm up as in lesson 2.

Watch on charanga: 07. Fun with silly voices video.

Play warm up game – Have you got your....

Sing 'Have you got your _____ voice'.

Teacher: Have you got your (silly/loud/soft/whisper/silent/robot/king) voice?

Children: Yes I have, Yes I have

Repeat for different voices.

Now sing 'Old Mr Woodpecker' again with the 'leading a choir' tips in mind as above – breathing in to bring in everyone together, standing straight, eye contact, confidence. Now sing Old Mr Woodpecker in different voices like in the warm up above.

Focus now on loud and quiet. What does loud sound like? Is it shouting? Model the difference between loud singing and shouting. Shouting comes from just the throat but loud singing comes from the whole body, like a sound travelling up from your tummy out. Explain that we don't shout when singing.

Discuss how we know when to be loud or soft – the conductor! A conductor leads an ensemble/choir and shows them how to perform. Sing Old Mr Woodpecker now but explain they are going to sing it on repeat, following your actions each time. Big wide open arms and open body for loud, tucked down, hands right by chest for soft.

By this stage, Year 1 will be practising songs for their christmas performance. Please focus on loud and soft (dynamics) today. Decide together, which part of the song needs a soft voice? Colour code this to show them on the lyrics. Does any part need a big loud voice? Colour code in a different colour.

Song choices:

Small vocal range (2 to 5 notes).

Unison

Simple lyrics.

Demonstrate an awareness of loud and soft.