



Music

Year 1 – Summer 1 - Your Imagination

Listen & Appraise: Your Imagination

Find the pulse as you are listening to the music:

- Use your imagination as you move. What did you see as you listened and closed your eyes?

Instruments/voices you can hear: Keyboard, drums, bass, a female singer.

- Can you recognise any of these instruments in other songs?

Musical Activities

using glockenspiels for the note playing

Find the pulse!

• Can you be a pop star finding the pulse?

Clapping Rhythms

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

Singing and have fun using your imagination.

Playing instruments using one or two notes – C or C and G.

Improvise using the notes C and D.

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

Perform & Share

A class performance of 'Your Imagination' – with singing and playing.

- 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?

Extra facts/information/things to try

The song, Your Imagination, is a 'Pop' style song.

- Here are some other songs to listen to:

- Supercalifragilisticexpialidocious from Mary Poppins.
- Pure Imagination from Willy Wonka & The Chocolate Factory soundtrack.
- Daydream Believer by The Monkees.
- Rainbow Connection from The Muppet Movie.
- A Whole New World from Aladdin.

Have a listen. Which ones do you like best? How are they different?

Musical Concepts

Structure

Structure is the overall framework of a piece of music. The structure of a song will usually have an introduction, some verses and a chorus.

Texture

The texture of a piece of music describes how the different sounds are being woven together. A thick texture uses several ideas at once. A thinner texture will have fewer parts. A whole class singing "Frere Jacques" is a thin texture. A few children singing the same song as a four-part round, starting at different times will create a thicker texture.

Year group and unit specific vocabulary

Loud – dynamics (volume)

Quiet – dynamics (volume)

Fast – tempo (speed)

Slow – tempo (speed)

High – referring to pitch – high notes

Low – referring to pitch – low notes

Band – Playing/singing/performing together.

Lyrics – The words of a song.

Performing – Singing and playing instruments.

Pulse/beat – The heartbeat or steady beat of a song/piece of music – what we tap or clap along to.

Composing – Making/creating a piece of music or short musical phrase.

Improvise – Make up a tune or play it on the spot.

Audience – A group of people that listen to or watch a performance.

Rhythm – The combination of long and short sounds to make patterns.

Pitch – The range of high and low sounds.