

Music Learning Journey

Year 1 Autumn 1st ½

Menu Song

Focus: Active listening (movement), beat, progression snapshot 1 (echo singing, showing pitch moving).



Performance day.

- Warm-up.
- Take part in a dress rehearsal.
- Take part in a performance – either live to an audience or videoed.

Prepare for a dramatic performance of Menu song.

- Practise singing the song along with the backing track.
- Choose instruments to play in the performance and practise an accompaniment idea along with the singing.
- Plan props and costumes for the performance in the final week.

Improvise a percussion accompaniment to Menu song.

- Recap singing *Rain is falling* down with 'rain' and body ladder actions.
- Listen to *The herring song* and talk about the structure.
- Practise singing *Menu song* from memory to the backing track.
- Use percussion instruments to improvise an accompaniment to *Menu song*.

Progression snapshot 1. Make a video recording of children singing.

- Practise keeping a steady beat.
- Listen out for a bass instrument, moving fingers in time with it playing.
- Learn the song *Rain is falling down* by rote, and show the shape of the pitch moving with actions.
- Learn to sing *Rain is falling down* to mi-re-do.
- Practise singing *Menu song*.

Get to know the song Lesson 2.

- Practise keeping a steady beat.
- Take part in activities to help memorise the words.
- Practise singing the song.

Get to know the song Lesson 1.

- Become familiar with the song's structure by listening actively to the music.
- Understand that the menu increases for each day of the week when a new dish is added.
- Be able to join in singing most of the song.

What should I already know from Early Years?

- Children in EYFS and at home will have sung familiar rhymes or songs
- Children will know a number of songs and rhymes by heart
- They may also know parts of popular songs they hear their parents play in the car or on a radio
- Children will have experienced making music using a range of instruments
- They will also have experimented with making sounds with everyday objects, e.g. saucepans

Key vocabulary

- **Duration:** rhythm, rest, march on the beat
- **Structure:** echo, call-and-response, cumulative
- **Tempo:** beat
- **Timbre/texture:** walking bass

This year we are learning to:

- Make different sounds with the voice
- Recognise the difference between singing voice and speaking voice
- Explore chants and songs.
- Follow instructions about when to play and sing.
- Know what silence is/absence of sound
- Explore the sounds of different instruments
- Use instruments to perform and choose sounds to represent different things
- Use body percussion and instruments to play the pulse of a song or piece of music
- Understand when to start and stop

Key Content:

- Participate in creating a dramatic group performance using kitchen-themed props.
- Copy a leader in a call-and-response song, waiting their turn to sing.
- Sing a cumulative song from memory, remembering the order of the verses.
- Play classroom instruments on the beat.
- Listen and move in time to the song.

In Y2 we will be learning to:

- Sing with an awareness of pulse, pitch, tempo and dynamics
- Play simple rhythmic patterns and the pulse using body percussion and an instrument
- Explore types/ timbres of sounds.
- Recognise simple ways to interpret music graphically
- Explore their appreciation and listening skills using movement and graphic interpretations by listening to music
- Continue to increase their vocabulary to further develop their knowledge of music
- Order sounds to create a beginning, middle and an end
- Create music in response to different starting points.
- Find ways to record their music graphically

Name:

Class:

Menu song

Year 1 Term 1

This is a cumulative song - it gets longer and longer!


Before singing warm-up your voice - just like warming up your body for PE. Practise these sounds and mouth exercises.






Pitch = lower and higher notes.


Imagine climbing up and down a ladder.




Pitch goes up (higher)



Pitch goes down (lower)



The double bass is a very big string instrument that can play very low notes. Listen for the walking bassline in the *Menu song*.




A steady beat helps us sing, perform actions and play instruments together.




1 2 3 4


Play an accompaniment to the song on an untuned percussion instrument (something you shake, tap or scrape).









shake



tap



scrape

<u>Monday</u>	
Spaghetti	
<u>Tuesday</u>	
Chicken	
<u>Wednesday</u>	
Potatoes	
<u>Thursday</u>	
Salad	
<u>Friday</u>	
Fish	
<u>Saturday</u>	
Curry	
<u>Sunday</u>	
Roast Dinner	

Genre = musical theatre

Copy (echo) a leader singing the song.



Rain is falling down
(progression song)

Ready, steady, off we go ...

Rain is falling down (splash!)
Rain is falling down (splash!)
Pitter patter, pitter patter,
Rain is falling down (splash!)



'Food glorious food' from *Oliver!* by Lionel Bart

'Be our guest' from *Beauty and the beast* by Howard Ashman and Alan Menken



How confident do you feel singing the *Menu song* and playing in time to the steady beat?



Add a comment:



A long, long time ago



A long time ago



21st century - present

The herring song - an old traditional folk song.

1968 - 'Food glorious food' from *Oliver!*

1991 - 'Be our guest' from *Beauty and the beast*.

Menu song - An old song but a new version.