

Our School Values- Music	
Love	We show love by enjoying a range of different music and experiences.
Courage	We show courage by being brave and performing in front of others.
Unity	We show unity by singing as a group and working together to create music.
Inspiration	We show inspiration by encouraging others to have a go or by being inspired to try a new instrument or skill by others' talents.



Year 1  
Music  
Nativity Performance—A Bundle of Joy



NC Objective  
Use their voices expressively and creatively by singing 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 using the inter-related dimensions of music.

Key Listening in this topic  
Nativity Songs

	Knowledge I already know	Knowledge I will learn
<b>Sing, play and perform</b>	<p>Within a song the chorus keeps repeating. To say when a sound is high/low or loud/quiet. To know how to sing with confidence and expression in front of an audience. To know that the voice can be used in different ways such as singing, speaking and chanting.  To understand how to play an instrument with care and attention.  To use percussion instruments to play different beats and rhythms.</p>	<p>To use their voices expressively and creatively by singing songs and speaking chants and rhymes.  <i>Sing, Play and Perform</i>  To know that within a song, the chorus keeps repeating.  To know how to sing with expression and confidence to an audience  To know that the voice can be used in different ways such as singing, speaking and chanting.</p>
<b>Listen, recall and respond</b>	<p>To recognise and respond to a pulse (duration).  To understand loud and quiet sounds (dynamics). To listen to short, simple piece of music and talk about when and what they may hear it (e.g. a lullaby or wedding march).</p>	<p><i>Listen, recall and respond</i>  To understand loud and quiet sounds (dynamics).  To understand fast and slow (tempo).  To understand and identify beginning, middle and end, use of repetition in a piece of music (structure).</p>

Key Vocabulary	
Word	Definition
chants	A simple song with lots of the words sang on the same note
rhymes	When sounds at the end of a line are repeated with similar sounds. E.g. bed, head.
chorus	A part of a song which is repeated after each verse.
verse	The part of the song that tells the story. Each verse is usually different.
high/low	Top end of the pitch/low end of the pitch
loud/quiet	When something makes a lot of noise/when something makes little or no noise
tuned/untuned	The correct pitch/incorrect pitch.
percussion	Musical instruments played by striking with the hand or with a stick or beater, or by shaking.
rhythm	A strong, regular repeated pattern of movement or sound.

LI: To know that the voice can be used in different ways such as singing, speaking and chanting.	LI: To understand loud and quiet sounds (dynamics).	LI: To understand fast and slow (tempo).	LI: To understand and identify beginning, middle and end, use of repetition in a piece of music (structure).	LI: To use our voices expressively and creatively by singing.	LI: To know how to sing and perform with confidence and expression in front of an audience.
<p>Listen to some Christmas pieces where the voice is used in different ways. Explore use of own voice.</p> <p>Children listen to and then begin to learn the songs for the Christmas Nativity performance. Use actions where needed.</p>	<p>Look at 'Dynamics' on Charanga and discuss. Listen to pieces of Christmas music and discuss the dynamics you hear.</p> <p>Practise singing nativity songs, using dynamics when needed.</p>	<p>Practise singing the nativity songs, discussing the tempo—is it slow? Fast? Do you notice a difference between the Angel Song and We'd Like to Tell You a Story? Which is faster? Which is slower? What kind of emotions does it make you feel? Practise nativity songs.</p>	<p>Children to continue practising songs with use of actions. Discuss a piece—what happens at the beginning/middle/end? Is there a part that is repeated? What is this part called? Chorus. Do we notice a structure in any of our other songs?</p>	<p>Dress rehearsal for the Christmas Nativity performance.</p>	<p>Children perform their Christmas Nativity Play.</p>