



**Music Topic:** In the Groove

**Year:** 1 **Term:** Spring 1

## Key Knowledge/Content:

- **Listen and Appraise-** find the pulse as they listen to 'In the Groove' and other songs in different styles.
- **Musical activities-** find the pulse, listen to the rhythm and clap back.
- **Improvise-** listen to a rhythm of words and clap your own answer.
- **Compose-** compose a simple melody using simple rhythms and one note (C).
- **Performance-** perform and share the song.

## Key vocabulary with definition:

### Prior vocabulary:

- Pulse- a steady beat.
- Rhythm – long and short sounds or patterns that happen over the pulse.
- Pitch – high and low sounds.
- Tempo – the speed of the music; fast or slow or in-between.
- Improvise- to create music on the spot.
- Compose- to write music.

### New vocabulary:

- Blues- a type of music which is slow and has a strong tempo and strong rhythm.
- Baroque- Western classical music composed from approximately 1600 to 1750.
- Bhangra- a type of non-traditional music of Punjab.
- Folk – a type of traditional and rural music.
- Funk – a type of dance music.

## Links to:

### Prior learning:

To keep the beat of the song with a pitched note.

### Future learning:

To learn the names of the notes in their instrumental part.

## By the end of this unit:

**All children can:** find the pulse as they are listening to the song, **learn and sing** a song and **play** instrumental parts within the song.

**Most children can:** march and keep to the pulse; copy back the rhythms they hear; and sing together and in time.

**Some children can:** create their own rhythms from words, favourite food, colours and animals; and play instrumental parts using C and G.

## Background understanding for teachers and parents:

In this unit, children will learn 'The Groove', which is a song that was specially written to teach children about different styles of music. This song has been arranged in six different styles: Blues, Baroque, Latin, Bhangra, Folk and Funk. Each week, children will listen to and learn a different style of 'In The Groove'.

## Curriculum Driver (one):

Communication

### Evidence outcome:

To communicate using their voices and playing musical instruments.