

KIS International School Weekly Planning Documentation: Specialists

Music Department

Wk Beg: 21 February 2022 - Music - EY 1 & EY 2

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|--|---------------------------------------|--|----------------------|
| Grade: | Teachers and collaborators: | From-To: | Week: |
| EY1 - EY2 | Chris Parry | 21 Feb 2022 | 5 |
| Focus LP: | Focus QLB | Key Concepts & Related concepts: | ATLs/Skills: |
| | | | Communication skills |
| TD Theme: | Central Idea: | Lines of Inquiry: | |
| How we express ourselves | Music is made from different elements | An inquiry into how different elements join together to make music | |
| Events and Activities: | | | |
| Common/shared language: Music, beat, pitch, rhythm | | | |

| Grade Level | Learning Intentions | Learning engagements | Success criteria/Assessments | Seesaw Activity / Google Classroom Engagement |
|-------------|--|--|--|---|
| EY1: | Explore a range of sound sources including body percussion, voices, and/or musical instruments. Identify and mark the beat in a song Identify high and low | Students will clap along to familiar songs as they sing, dance and move. Students will explore a variety of beats (slow / fast) as they follow along to music. Students will mark the beat using body percussion and musical instruments Students will listen to high and low sounds | Students are able to clap or move along with the beat Students will recognise the beat in different songs and clap, stamp, move and jump to mark the beat. Students will be able to distinguish between high and low sounds | Clap along to Mr. Chris and and share on seesaw |

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|--|--|---|--|--|
| | | <u>key vocab and ATL</u> Music, beat, clap, mark | | |
| EY2 How can we show the different elements of music? <ul style="list-style-type: none"> ● What is beat? ● What is rhythm? ● How can we show pitch? ● What parts of our body can we use to mark the beat? ● show rhythm? | Explore an expanding range of sound sources including body percussion, voices, and/or musical instruments. Explore musical elements such as pitch and dynamics through singing or musical instruments | Students will learn a simple song and explore the 3 elements of music Students will use clapping to mark beat and rhythm. Students will begin to use some Kodaly hand signals to show pitch using tonic solfege Students will mark the beat and rhythm using body percussion and musical instruments | Students are able to show the beat, rhythm and pitch using their hands. Students will begin to recognise three of the elements of music, the beat, rhythm and pitch and be able to show at least one of these elements using their hands Students will inquire into the concept of pitch in music and how we can show pitch by making it visible. | Independent practice and load to seesaw. |
| | | <u>key vocab and ATL</u> Rhythm, pattern, echo, reproduce, pitch, high/low | | |