

KIS International School Weekly Planning Documentation: Specialists

Music Department

Wk Beg: 8 March 2022 - Music - EY 1 & EY 2

Grade:	Teachers and collaborators:	From-To:	Week:
EY1 - EY2	Chris Parry	8 March 2022	7
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: <ul style="list-style-type: none"> ● How can we show the different elements of music? ● What is beat? ● How can we clap to the beat? ● What parts of our body can we use to mark the beat? 	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, and identify, 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 and loud and quiet sounds	Clap along to Mr. Chris and and share on seesaw

		Students will listen to, and identify loud and quiet sounds		
		<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? • How can we 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 will listen to, and identify, high and low sounds	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, loud/soft/quiet		