

KIS International School Weekly Planning Documentation: Specialists

Music Department

Wk 30 May 2022 - Music - EY 1 & EY 2

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| Grade: | Teachers and collaborators: | From-To: | Week: |
| EY1 - EY2 | Chris Parry | 30 May 2022 | 4 |
| 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 |
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| 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 Sing together as we prepare to perform | 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 |

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| | | Students will listen to, and identify loud and quiet sounds | | |
| | | <u>key vocab and ATL</u> Music, beat, clap, mark | | |
| EY2 | | Examine a selection of musical instruments from each family and decide what material they are made from. Watch short videos on how they are made. Talk about which family of instruments they belong to. Discuss how the instrument would differ if it was made from another material. woodwind instruments Sing together as we prepare to perform | Students are able to recognise the different materials used in musical instrument manufacture and group the instruments into their families Students are able to discuss how materials will influence the sound of an instrument | Independent practice and load to seesaw. |
| <ul style="list-style-type: none"> • What material are musical instruments made from? | | <u>key vocab and ATL</u> Material, wood, metal, plastic | | |