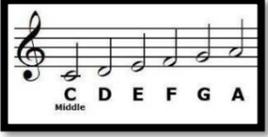


Long Term Plan- Music KS1

Programme of Study and Skill Progression.	Year 1	Year 2
Play and perform on percussion instruments with increasing accuracy, fluency, control and expression.	1. Learn how to create and control contrasting sounds and patterns musically using voice, body percussion and percussion instruments. 2. Explore and experiment with interrelated dimensions* of music using voice, body percussion and percussion instruments. 3. Internalise the pulse and keep a steady beat in different pieces of music. 4. Learn the names of tuned and untuned percussion instruments and the materials they are made from. 5. Learn how the material or way instruments are played can affect the sound created. 6. Learn basic ensemble etiquette and understand that quality musical outcomes will be achieved as a result of good team work. 7. Learn how to follow start and stop instructions when singing and playing. 8. Learn about the role of a conductor in music. 9. Develop rhythmic vocabulary and begin to recall and clap or play back simple rhythmic patterns	1. Play and explore a wider range of contrasting sounds musically using voice, body percussion and classroom percussion instruments. 2. Explore and experiment with interrelated dimensions* of music using body percussion and percussion instruments with increasing control- getting louder/quieter, faster/slower and keeping a steady beat at different tempo. 3. Internalise the pulse and keep a steady beat in different pieces of music. 4. Begin to explore the difference between pulse and rhythm. 5. Play and perform repeated rhythmic patterns using body percussion and classroom percussion to accompany songs, chants, rhymes or other musical stimuli. 6. Learn to internalise and accurately recall simple musical songs, sequences, rhythmic and melodic patterns. 7. Continue to develop ensemble etiquette and understand that quality musical outcomes will be achieved as a result of good team work. 8. Experiment and explore the use of visual symbols to create or respond to a graphic score using voice, body percussion and percussion instruments. 9. Continue to develop simple ensemble skills such as learning to start/stop, follow and be a leader/ conductor.
Learn to sing and use their voices with increasing accuracy, fluency, control and expression	1. Sing and/or speak songs, chants or rhymes in a variety of styles to convey different moods. 2. Use their speaking and singing voices confidently within the pitch range (middle C-A) 3. Begin to develop aural and memory skills and begin to match intervals or melodic sequences with increasing accuracy. 4. Promote solo opportunities for pupils to use and hear their speaking and singing voices individually. 	1. Sing and/or speak songs, chants and rhymes in a variety of styles to convey different moods. 2. Use their speaking and singing voices confidently within the pitch range (middle C-C) with a good sense of pulse, rhythm and diction. 3. Internalise (thinking voice) parts of a song, rhyme or chant. 4. Learn that melody is the term to describe how the single line of music that moves up and down in pitch we sing or play. 5. Promote solo opportunities for pupils to use and hear their speaking and singing voices individually 6. To sing with an awareness of other performers. 
Create and compose music using the interrelated dimensions of music	1. Explore and experiment with different sounds using voice, body percussion and percussion instruments. 2. Choose sounds to represent different ideas or concepts. 3. Learn how to create, select and combine sequences of sounds in response to a given stimulus.	1. Experiment and explore different sounds that can be created using body percussion, voice and classroom percussion. 2. Organise and choose sounds and musical ideas when responding to a range of musical and non-musical starting points. 3. Learn how to create a graphic score for a class composition using visual symbols to represent and organise sounds.
Listen, appreciate and respond to a range of high quality live and recorded music	1. Listen to a variety of music from different styles, genres and traditions and begin to describe key features of music and how it makes them feel. 2. Listen and respond to music through focused listening, physical movement or use of materials such as scarves, beanbags or balls.	
Interrelated dimensions of music	Pitch, pulse, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations	

Year	Term	Unit	Key	Note Range Progression	Notation	Genres	Instruments	Vocabulary	Singing repertoire	Extra-curricular																																				
1	Aut 1	Hey You!	C	C	Crotchets	Old-School Hip Hop	Glockenspiel	<table border="1"> <tr> <td>Pulse</td> <td>Rhythm</td> <td>Pitch</td> <td>Tempo</td> <td>Dynamics</td> </tr> <tr> <td>Thinking voice</td> <td>Rest</td> <td>Silence</td> <td>Melody</td> <td>Song</td> </tr> <tr> <td>Sound</td> <td>Instrument</td> <td>Year 1 Vocabulary</td> <td>High</td> <td>Low</td> </tr> <tr> <td>Long</td> <td>Short</td> <td>Drum</td> <td>Percussion</td> <td>Claves</td> </tr> <tr> <td>Beater</td> <td>Voice</td> <td>Clap</td> <td>Sing</td> <td>Solo</td> </tr> </table>	Pulse	Rhythm	Pitch	Tempo	Dynamics	Thinking voice	Rest	Silence	Melody	Song	Sound	Instrument	Year 1 Vocabulary	High	Low	Long	Short	Drum	Percussion	Claves	Beater	Voice	Clap	Sing	Solo	<p><u>Singing for Pleasure</u></p> <ul style="list-style-type: none"> - Boom Chicka Boom - Voices Foundation: Have you Brought your Whispering Voice? - Voices Foundation: Hello, How are You - Bance: Copy Kitten - Voicelinks: I'm a Train - Bounce High, Bounce Low - Singing Sherlock: Dr Knickerbocker - Dragon Dance - Trad. Bangladesh: Mo matchi (Song of the Bees) - Trad. Ghana: Kye Kye Kule - Trad. England: An Acre of Land - Childrens' choice 	Christmas as production											
Pulse	Rhythm	Pitch	Tempo	Dynamics																																										
Thinking voice	Rest	Silence	Melody	Song																																										
Sound	Instrument	Year 1 Vocabulary	High	Low																																										
Long	Short	Drum	Percussion	Claves																																										
Beater	Voice	Clap	Sing	Solo																																										
1	Aut 2	Rhythm in The Way We Walk and Banana Rap	C	<i>Singing and performing only</i>		Reggae, Hip Hop	Glockenspiel																																							
1	Spr 1	In the Groove	C	C, D	Crotchets	Blues, Latin, Folk, Funk, Baroque, Bhangra	Glockenspiel																																							
1	Spr 2	Round And Round	D Minor	C,D,F	Semibreves	Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion	Glockenspiel																																							
1	Sum 1	Your Imagination	C	G	Semibreves	Pop	Glockenspiel																																							
1	Sum 2	Reflect, Rewind And Replay	<i>Consolidation and revision</i>			Western Classical Music and class choice. Consolidate the foundations of the language of music.	Glockenspiel																																							
2	Aut 1	Hands, Feet, Heart	C	G,A,C	Crotchets	South African Styles	Ukulele Glockenspiel	<table border="1"> <tr> <td>Pulse</td> <td>Rhythm</td> <td>Pitch</td> <td>Tempo</td> <td>Dynamics</td> <td>Thinking voice</td> </tr> <tr> <td>Rest</td> <td>Silence</td> <td>Melody</td> <td>Song</td> <td>Sound</td> <td>Instrument</td> </tr> <tr> <td>Solo</td> <td>Drum</td> <td>Symbols</td> <td>Claves</td> <td>Beater</td> <td>Voice</td> </tr> <tr> <td>Reggae</td> <td>Sing</td> <td>Ostinato</td> <td>Ukulele</td> <td>Scale</td> <td>Texture</td> </tr> <tr> <td>Conductor</td> <td>Orchestra</td> <td>Musician</td> <td>Glockenspiel</td> <td>Claves</td> <td>Strings</td> </tr> <tr> <td>Brass</td> <td>Woodwind</td> <td>Percussion</td> <td>Compose</td> <td>Improvise</td> <td>Year 2</td> </tr> </table>	Pulse	Rhythm	Pitch	Tempo	Dynamics	Thinking voice	Rest	Silence	Melody	Song	Sound	Instrument	Solo	Drum	Symbols	Claves	Beater	Voice	Reggae	Sing	Ostinato	Ukulele	Scale	Texture	Conductor	Orchestra	Musician	Glockenspiel	Claves	Strings	Brass	Woodwind	Percussion	Compose	Improvise	Year 2	<ul style="list-style-type: none"> - Little Sally Saucer - Trad. Star Light, Star Bright, First Star I see Tonight - Trad. Hey, Hey, Look at Me - Trad. Rain, Rain Go Away - Trad. Acka Backa - Voicelinks: The King is in the Castle - Young Voiceworks: Ebenezer Sneezzer - Trad. Oats and Beans and Barley Grow - Singing Sherlock 1: Teddy Bear Rock n Roll - Trad. Oliver Cromwell - Trad. Lovely Joan - Trad. Searching for Lambs - Voicelinks: Fireworks - Trad. Bangladesh: Hatti – ma tim tim (An Imaginary Bird) - Trad. Bangladesh: Charti Kula beng (Four Fat Frogs) - Trad. Australia: I Got Kicked by a Kangaroo - Trad. America: Built My Lady a Fine Brick House - Sing Up - Paintbox - Childrens' choice 	End of Year 2 production
Pulse	Rhythm	Pitch	Tempo	Dynamics	Thinking voice																																									
Rest	Silence	Melody	Song	Sound	Instrument																																									
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Conductor	Orchestra	Musician	Glockenspiel	Claves	Strings																																									
Brass	Woodwind	Percussion	Compose	Improvise	Year 2																																									
2	Aut 2	Ho Ho Ho	G	G C,E,G	Crotchets and rests	Christmas, Big Band, Motown, Elvis, Freedom Songs	Ukulele Glockenspiel																																							
2	Spr 1	I Wanna Play In A Band	F	C,D	Minims	Rock	Ukulele Glockenspiel																																							
2	Spr 2	Zootime	C	C,D	Crotchets	Reggae	Ukulele Glockenspiel																																							
2	Sum 1	Friendship Song Count on me This is me	C	G,E	Crotchet, Dotted Minim and Rests	Popular music	Ukulele Glockenspiel																																							
2	Sum 2	Reflect, Rewind and Replay Friendship Song Count on me This is me	<i>Consolidation and revision</i>			Western Classical Music Popular music	Ukulele Glockenspiel																																							