



## Year 1 Music Plan – Sustained Listening

Intended End Points		
EYFS	KS1	KS2
Participate in small performances, playing and tapping in time to music, remembering and maintaining their role.	Perform expressively using voices/dynamics, sing short songs from memory, play short melodic patterns from letter notation.	Perform as an ensemble to a wider audience, follow cues/directions, take a solo/leadership role within a performance.
Express responses to music, explore lyrics by suggesting actions, understand that different instruments make different sounds.	Begin to use musical vocabulary to describe music, recognise changes in music, recognise instrumentation.	Recognise stylistic features and musical eras, use musical vocabulary when describing/evaluating music, identify individual features of a song.
Experiment with body percussion, instruments and vocal sounds, play untuned percussion in time with a piece of music.	Combine and layer instruments within a given structure, choose dynamics/tempo/timbre for their music, begin to use music technology.	Compose a multi-layered piece of music, begin to write lyrics, record own composition using staff notation and/or music technology.

Key Composer:	Genres of Music:		
<p style="text-align: center;"><b>Wolfgang Amadeus Mozart</b> 27 January 1756 - 5 December 1791</p> <p>Mozart was an Austrian composer of the Classical period. He is among the greatest composers in Western history, with his music admired for its melodic beauty and formal elegance. A member of the Salzburg court, Mozart began to compose symphonies, concertos and operas.</p>	<p style="text-align: center;"><b>Simple Songs, Chants &amp; Rhymes</b></p> <ul style="list-style-type: none"> <li>Boom Chicka Boom</li> <li>Mickey Mouse March</li> <li>Hello, How Are You</li> <li>Bounce High, Bounce Low</li> <li>I Am the Music Man</li> <li>The Grand Old Duke of York</li> <li>She'll Be Coming Round the Mountain</li> <li>Dingle Dangle Scarecrow</li> <li>There's a Hole in My Bucket</li> </ul>	<p style="text-align: center;"><b>Traditional (Classical)</b></p> <p style="text-align: center; color: red;">Key Song: Rondo alla Turca - Mozart</p> <p>Mozart named the rondo (an instrumental music form from the classical period) "alla Turca" as it imitates the sound of Turkish Janissary bands.</p> <p style="text-align: center;">YouTube Link <a href="https://www.youtube.com/watch?v=quxTnEEETbo">https://www.youtube.com/watch?v=quxTnEEETbo</a></p>	<p style="text-align: center;"><b>Film Music: Star Wars (1977)</b></p> <p style="text-align: center; color: red;">Key Song: Mars from The Planets - Holst</p> <p>The Planets is a 7-movement orchestral suite by Holst. Each movement of the suite is named after a planet of the Solar System. "Mars" is marked allegro and has a relentless ostinato occurring throughout. The music builds up to a climax intending to bring though to the horrors of mechanised warfare.</p> <p style="text-align: center;">YouTube Link <a href="https://www.youtube.com/watch?v=cXOanvv4pIU">https://www.youtube.com/watch?v=cXOanvv4pIU</a></p>

Points to Discuss:	Expectations		
<ul style="list-style-type: none"> <li>Key characteristics of each genre</li> <li>Contextual background of the genre (What years was the genre prevalent? How did the genre evolve? Was the genre inspired by any other forms of music?)</li> <li>Typical instruments / features of each genre</li> <li>Song lyrics and their meanings</li> <li>Songwriters / artists / bands</li> <li>Musical terminology (appropriate to each year group)</li> <li>Historical context of songs</li> </ul>	<p style="text-align: center; color: red;">*Art Pop (2013)</p> <p style="text-align: center; color: red;">Key Song: Roar - Katy Perry</p> <p>"Roar" is a 'power pop' song featuring melodic hooks, vocal harmonies and an energetic performance. The empowering song features pounding pianos and booming bass drums, set to a moderate tempo of a 4/4 time signature.</p> <p style="text-align: center;">YouTube Link <a href="https://www.youtube.com/watch?v=CevxZvSJLk8">https://www.youtube.com/watch?v=CevxZvSJLk8</a></p>	<p style="text-align: center; color: red;">*Art Pop (1985)</p> <p style="text-align: center; color: red;">Key Song: Money 4 Nothing - Dire Straits</p> <p>The song contains a recognisable hook in the form of the guitar riff that begins the song. The riff continues throughout and is played in permutation during the verses and in full during the chorus.</p> <p style="text-align: center;">YouTube Link <a href="https://www.youtube.com/watch?v=JRDgihVDEko">https://www.youtube.com/watch?v=JRDgihVDEko</a></p>	<p style="text-align: center;"><b>World Music: Samba</b></p> <p style="text-align: center; color: red;">Key Song: Fanfarra (Cabua-Le-Le) - Sergio Mendes/Carlinhos Brown</p> <p style="text-align: center; color: gold;">(to be completed on World Music Day)</p> <p style="text-align: center;">YouTube Link <a href="https://www.youtube.com/watch?v=HIV59UbrY-E">https://www.youtube.com/watch?v=HIV59UbrY-E</a></p>

Ideas	Expectations		
	Floorbook	Website Posts / Talk Homework	Contributions to Displays
<ul style="list-style-type: none"> <li>Reading comprehension / song lyric annotation</li> <li>Timeline of the history of musical genres / periods</li> <li>Orchestra and instrument study</li> <li>Composer / writer research</li> <li>Compare a variety of songs from the same genre</li> </ul>	<p><b>1 floorbook per week</b></p> <p>Cold - Gold tasks evidenced (via Menti / discussions / Kahoot)</p> <p>Evidence of discussions through quotes</p> <p>Box grids / impact sheets</p>	<p><b>1 talk homework per term</b></p> <p>Try to evidence as much work as possible on Seesaw and via the school's website.</p>	<p><b>1 pic-collage per term</b></p> <p>This will be used on the school's music display in the KS2 corridor.</p>

\*Songs will be performed during the St. Oz Music Fest in Summer Term.