

Year 1/2 Cycle A Music Medium Term Planning

Key Knowledge

Pupils should be taught to:

use their voices expressively and creatively by singing songs and speaking chants and rhymes
 play tuned and untuned instruments musically
 listen with concentration and understanding to a range of high-quality live and recorded music
 experiment with, create, select and combine sounds using the inter-related dimensions of music.

English Model Music Curriculum:

In Key Stage 1, Years 1 & 2 guidance is grouped in four sections as follows:

- Singing
- Listening
- Composing
- Musicianship:
 - Pulse/Beat
 - Rhythm
 - Pitch

Year group 1/2	Topic	Key knowledge	Listening	Composing (incl notation & improvising)	Performing
Autumn 1	Year 1: Pulse and rhythm (Theme: All about me)	<ul style="list-style-type: none"> • To know that rhythm means a pattern of long and short notes. • To know that pulse is the regular beat that goes through music. • To understand that the pulse of music can get faster or slower. • To know that a piece of music can have more than one section, eg a versed and a chorus. 	<ul style="list-style-type: none"> • Recognising and understanding the difference between pulse and rhythm. • Describing the character, mood, or 'story' of music they listen to (verbally or through movement).. • Listening to and repeating short, simple rhythmic patterns. • Listening and responding to other performers by playing as part of a group. 	<ul style="list-style-type: none"> • Combining instrumental and vocal sounds within a given structure. 	<ul style="list-style-type: none"> • Using their voices expressively to speak and chant. • Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. • Maintaining the pulse (playing on the beat) using hands, and tuned and untuned Instruments. • Copying back short rhythmic and melodic phrases on percussion instruments.

<p>Autumn 2</p>	<p><u>Year 1: Tempo (Theme: Snail and mouse)</u></p>	<ul style="list-style-type: none"> To understand that the pulse of the music can change. To know that sounds can help tell a story. To know that my voice, body and instruments can show fast and slow beats. 	<ul style="list-style-type: none"> Describing the character, mood, or 'story' of music they listen to (verbally or through movement). Describing the differences between two pieces of music. Expressing a basic opinion about music (like/dislike). Listening to and repeating short, simple rhythmic patterns. Listening and responding to other performers by playing as part of a group. 	<ul style="list-style-type: none"> Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Combining instrumental and vocal sounds within a given structure. Beginning to make improvements to their work as suggested by the teacher. 	<ul style="list-style-type: none"> Using their voices expressively to speak and chant. Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. Copying back short rhythmic and melodic phrases on percussion instruments. Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.
<p>Spring 1</p>	<p><u>Year 1: Pitch and tempo (Theme: Superheroes)</u></p>	<ul style="list-style-type: none"> To understand that tempo can be used to represent mood or help tell a story. To understand that 'tuned' instruments play more than one pitch of notes. To know that following a leader when we perform helps everyone play together accurately. 	<ul style="list-style-type: none"> Recognising basic tempo, dynamic and pitch changes. Describing the character, mood, or 'story' of music they listen to (verbally or through movement). Describing the differences between two pieces of music. Expressing a basic opinion about music (like/dislike). Listening and responding to other performers by playing as part of a group. 	<ul style="list-style-type: none"> Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Creating simple melodies using a few notes. Choosing dynamics, tempo and timbre for a piece of music. 	<ul style="list-style-type: none"> Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.
<p>Spring 2</p>	<p><u>Year 2: Musical me</u></p>	<ul style="list-style-type: none"> To understand that 'melody' means a tune. To know that 'notation' means writing music down so that someone else can play it. To understand that 'accompaniment' can mean playing instruments along with a song. To understand that a melody is made up from 	<ul style="list-style-type: none"> Recognising timbre changes in music they listen to. Recognising structural features in music they listen to. Beginning to use musical vocabulary to describe music. Identifying melodies that move in steps. Listening to and 	<ul style="list-style-type: none"> Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. Successfully combining and layering several instrumental and vocal patterns within a given structure. Creating simple melodies 	<p>Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).</p> <ul style="list-style-type: none"> Singing short songs from memory, with melodic and rhythmic accuracy. Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. Performing expressively

		<p>high and low pitched notes played one after the other, making a tune.</p>	<p>repeating a short, simple melody by ear.</p> <ul style="list-style-type: none"> • Suggesting improvements to their own and others' work. 	<p>from five or more notes.</p> <ul style="list-style-type: none"> • Choosing appropriate dynamics, tempo and timbre for a piece of music. • Using letter name and graphic notation to represent the details of their composition. • Beginning to suggest improvements to their own work. 	<p>using dynamics and timbre to alter sounds as appropriate.</p> <ul style="list-style-type: none"> • Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.
<p>Summer 1</p>	<p><u>Year 2: On this island: British songs and sounds</u></p>	<ul style="list-style-type: none"> • To know that folk music represents the traditions or culture of a place and is often passed on by being played rather than written down. • To know that 'duration' means how long a note, phrase or whole piece of music lasts. • To know that a composition is a collection of musical elements, like the melody, percussion, dynamics etc that together make a piece of music. 	<ul style="list-style-type: none"> • Listening to and recognising instrumentation. • Beginning to use musical vocabulary to describe music. 	<ul style="list-style-type: none"> • Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. • Successfully combining and layering several instrumental and vocal patterns within a given structure. • Choosing appropriate dynamics, tempo and timbre for a piece of music. 	<ul style="list-style-type: none"> • Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). • Singing short songs from memory, with melodic and rhythmic accuracy. • Performing expressively using dynamics and timbre to alter sounds as appropriate.
<p>Summer 2</p>	<p><u>Year 2: Orchestral instruments (Theme: Traditional western stories)</u></p>	<ul style="list-style-type: none"> • To know that musical instruments can be used to create 'real life' sound effects. • To know that woodwind instruments, like flutes, are played by blowing air into or across a mouthpiece. • To know that stringed instruments, like violins, make a sound when their strings vibrate. • To know that a brass instrument is played by vibrating your lips against the mouthpiece. 	<ul style="list-style-type: none"> • Recognising timbre changes in music they listen to. • Recognising structural features in music they listen to. • Listening to and recognising instrumentation. • Beginning to use musical vocabulary to describe music. • Suggesting improvements to their own and others' work. 	<ul style="list-style-type: none"> • Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. • Choosing appropriate dynamics, tempo and timbre for a piece of music.. • Beginning to suggest improvements to their own work. 	<ul style="list-style-type: none"> • Performing expressively using dynamics and timbre to alter sounds as appropriate.

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| | | <ul style="list-style-type: none">• To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches. | | | |
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GDS Opportunities	<ul style="list-style-type: none">• Can they make loud and quiet sounds?• Do they know that the chorus keeps being repeated?• Can they tell the difference between long and short sounds?• Can they tell the difference between high and low sounds?• Can they give a reason for choosing an instrument?• Can they tell the difference between a fast and slow tempo?• Can they tell the difference between loud and quiet sounds?• Can they identify two types of sound happening at the same time?
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