

Year 1/2 Cycle B 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: Musical vocabulary (Theme: Under the sea)	<ul style="list-style-type: none"> • To understand that pitch means how high or low a note sounds. • To know that 'timbre' means the quality of a sound; e.g. that different instruments would sound different playing a note of the same pitch. • To know that music has layers called 'texture'. 	<ul style="list-style-type: none"> • Recognising and understanding the difference between pulse and rhythm. • Understanding that different types of sounds are called timbres. • Recognising basic tempo, dynamic and pitch changes. • Describing the character, mood, or 'story' of music they listen to (verbally or through movement). • Describing the 	<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. • Creating simple melodies using a few notes. • Choosing dynamics, tempo and timbre for a piece of music. 	<ul style="list-style-type: none"> • 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>differences between two pieces of music.</p> <ul style="list-style-type: none"> Listening and responding to other performers by playing as part of a group. 		
Autumn 2	<u>Year 1: Timbre and rhythmic patterns</u> <u>(Theme: Fairytales)</u>	<ul style="list-style-type: none"> To know that an instrument or rhythm pattern can represent a character in a story. To know that my voice can create different timbres to help tell a story. To know that Sergei Prokofiev wrote 'Peter and the Wolf' for children in 1936. 	<ul style="list-style-type: none"> Recognising and understanding the difference between pulse and rhythm. Understanding that different types of sounds are called timbres. 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. 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. Choosing dynamics, tempo and timbre for a piece of music. 	<ul style="list-style-type: none"> Using their voices expressively to speak and chant. 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.
Spring 1	<u>Year 2: African call and response song</u> <u>(Theme: Animals)</u>	<ul style="list-style-type: none"> To know that dynamics can change the effect a sound has on the audience. To know that the long and short sounds of a spoken phrase can be represented by a rhythm. To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song. To understand that the 	<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. Listening to and repeating a short, simple melody by ear. Suggesting 	<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. Using letter name and graphic notation to represent the details of their composition. Beginning to suggest improvements to their 	<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. Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. Performing

		<p>tempo of a musical phrase can be changed to achieve a different effect.</p> <ul style="list-style-type: none"> To understand that an instrument can be matched to an animal noise based on its timbre. 	<p>improvements to their own and others' work.</p>	<p>own work.</p>	<p>expressive dynamics and timbre to alter sounds as appropriate.</p>
<p>Spring 2</p>	<p>Year 1: Vocal and body sounds (Theme: By the sea)</p>	<ul style="list-style-type: none"> To know that dynamics can change how someone listening feels about music. To know that your voice can be used as a musical instrument. To know that body percussion means making sounds with your body not your voice, eg clapping or slapping knees. To understand that music can be represented by pictures or symbols. 	<ul style="list-style-type: none"> Understanding that different types of sounds are called timbres. 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. Combining instrumental and vocal sounds within a given structure. Choosing dynamics, tempo and timbre for a piece of music. Creating a simple graphic score to represent a composition. 	<ul style="list-style-type: none"> Using their voices expressively to speak Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. Performing from graphic notation.
<p>Summer 1</p>	<p>Year 2: Dynamics, timbre, tempo and motifs (Theme: Space)</p>	<ul style="list-style-type: none"> To know that a 'soundscape' is a landscape created using only sounds To know that a composer is someone who creates music and writes it down. To understand that a motif is a 'sound idea' that can be repeated throughout a piece of music. 	<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. Successfully combining and layering several instrumental and vocal patterns within a given structure. Creating simple melodies from five or more notes. Choosing appropriate dynamics, tempo and timbre for a piece of 	<ul style="list-style-type: none"> Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). Performing expressively using dynamics and timbre to alter sounds as appropriate.

				<p>music.</p> <ul style="list-style-type: none"> Using letter name and graphic notation to represent the details of their composition. Beginning to suggest improvements to their own work. 	
Summer 2	<u>Year 2: Myths and legends</u>	<ul style="list-style-type: none"> I know that a graphic score can show a picture of the structure of music. To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music. To know that 'Tintagel' is an example of a 'symphonic poem' written by Arthur Bax in 1917. 	<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. Successfully combining and layering several instrumental and vocal patterns within a given structure. 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"> Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. Performing expressively using dynamics and timbre to alter sounds as appropriate.

GDS Opportunities	<ul style="list-style-type: none"> Explaining how the inter-related dimensions of music are linked and can each be used for effect. Explain the importance of structure in music. Act as natural leaders during performance opportunities. Beginning to use tuned percussion. Reading staff notation and beginning to follow this to play tuned percussion.
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