| **AUTUMN** |  | **SUMMER** |
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| **AUTUMN 1** Ongoing (listening activities): *I can describe music and express my feelings about the mood of music through words;I can listen and respond to a specific question about a piece of music.***Pulse and rhythm activities** – ‘O Susanna’ (pulse) Copy my rhythm.Showing the pulse using body percussion (4 beats).Showing the pulse using bodySing the song ‘Cobbler Cobbler’ and tap the pulse.*I can differentiate between long and short sounds I can keep a steady pulse and play at different speeds***Learn simple songs and games** Throw the Beanbag (using beanbags)In the Autumn – use claves to play the middle section*I can perform simple accompaniments to a melody*Listen to ‘Me, Myself and I’ – De la Soul. Talk about the style of music/rapping. Know that music has a steady pulse like a heartbeat.Perform ‘Hey You’ and distinguish between rap and song. Talk about the style of music/rapping. Know that music has a steady pulse like a heartbeat.*I can copy a simple rhythm I can differentiate between pulse and rhythm I can use a rhythm*Songs for the season: Jack O Lantern, Skeleton Stomp**AUTUMN 2**Learn ‘The King is in the Castle’ – use voices and actions to portray the characters.*I can sing with an awareness of pitch and phrase, following the shape of melody*‘Hail to the Princess Aurora’ – ask questions about the music. Watch ‘The Fantasia’ clip, with the music from the Sorceror’s Apprentice & use the music to predict the story. Listen to ‘Arrival of the Queen of Sheba’ What does the music make them think about? *I can describe music and express my feelings about the mood of music through words or pictures*Starlight, Starbright – Teach the song and add tuned percussion instruments.Christmas nativity with tuned and untuned instruments  | **SPRING 1**Ongoing (listening activities): *I can describe music and express my feelings about the mood of music through words;I can listen and respond to a specific question about a piece of music.*Listen to In the Groove from Charanga.Identify the beats and rests. Practise playing on specific beats of the music. *I can keep a steady pulse and play at different speeds*Add in notes from the chime bars to play in a given rhythm; perform and improvise using the rhythms and tuned notes. *I can layer patterns together; I can select a sound or instrument to achieve an effect*As a class,work together to compose an improvised section of music and perform as a class. *I can create and perform simple melodies using at least two tones on a tuned instrument***SPRING 2**Join in and perform with ‘Find the Beat’ from CharangaJoin in with the beat of the music, progressing to using percussion instruments *I can choose sounds to represent ideas***Listen and Appraise**‘Round and Round’ and talk about the vocabulary in the songPerform the glockenspiel section to accompany and add percussion instruments *I can accompany songs with thought to the meaning/mood*Play the Bossa Nova backing track and demonstrate how to improvise a simple tune on the chime bars, along with the music, first of all using 2 notes. NB: They must only use DEFGA*I can create and perform simple melodies using at least two tones on a tuned instrument* | **SUMMER 1**Ongoing (listening activities): *I can describe music and express my feelings about the mood of music through words;I can listen and respond to a specific question about a piece of music.***Rhythm work** Reinforce ta, titi and sh. Introduce ta-2 and practise using rhythm round up 2/copy me games*I can recognise crotchets, crotchet rests, quavers***Listen, appraise and learn** ‘The Bear went over the Mountain’ – Charanga, Y1, Unit 6 lesson 1. Dance with egg shakers. ‘In the Sea’ and add percussionAlice the Camel and play accompaniment (non-tuned and tuned percussion).*I can sing with an awareness of pitch and phrase, following the shape of melody;* SUMMER 2**Rhythm work** Reinforce ta, titi and sh. Introduce ta-2 and practise using rhythm round up 2/copy me games*I can recognise crotchets, crotchet rests, quavers and minims*Learn to sing Teddy Bear Rock n Roll. Add actions to go with the song and some untuned percussion (egg shakers for the chorus?).‘Bounce High Bounce Low’ play on chime barsTeach ‘Apple Tree’ and show how the hand signs for So-Mi-La relate to the notes of the song. Play the game in a circle.*I can sing and sign simple so-mi melodies* Learn Rain Rain Go Away from the Sing it, Sign it. Tap it, Play it series. Play on chime bars. *I can perform a song both on my own and as part of a group, to an audience, with increasing confidence.* |



**KNOWLEDGE TO BE LEARNED BY THE END OF EACH UNIT (WHAT DO WE WANT THE CHILDREN TO KNOW AND REMEMBER?)**

| **AUTUMN TERM** | **SPRING TERM** | **SUMMER TERM** |
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| **AUTUMN 1**Can recognise the pulse in a piece of music and attempt to keep itCan recognise the word rap Can sing at least a section of the songs taught **AUTUMN 2**Know music can tell a story. With a known piece of music, children can say a feeling it makes them think of.   | **SPRING 1** Can attempt play the beat of a known piece of music Know a rest is a quiet break in musicCan perform as a class **SPRING 2**Know that improvising is making something upCan attempt an improvisation with the chime bars to a known piece of music  | **SUMMER 1**Have an understanding of ta, titi and sh**SUMMER 2** Attempt to play ta, titi and sh on a tuned or untuned instrument Attempt to play a known song on the chime bars  |
| **Children working at below Age Related Expectations in MUSIC at the end of Year 1:** |