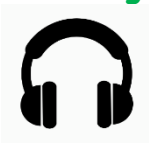
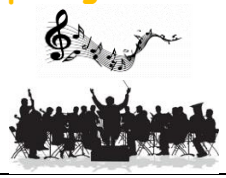
St. Laurence CE Primary School

Year 1 Music Long Term Planning

Threshold Concepts			
Singing	Playing	Listening 	Composing/Performing 

Autumn 1 **Sounds Interesting**	Autumn 2 **The Long and Short of it**	Spring 1 **Feel the Pulse**	Spring 2 **Taking Off**	Summer 1 **What's the Score?**	Summer 2 **Rain Rain go away**
Exploring Sounds Develop children's ability to identify different sounds and to change and use sounds expressively in response to a stimulus. *Can I recognise and explore different sound sources?* (**M1**) (**M3**) *Have I recognised and explored different sound sources?* (**M1**) (**M2**) *Have I shown that I can explore and control instruments?* (**M2**) *Can I recognise and explore different sound sources?* (**M1**) (**M3**) *Have I explored expressive use of sounds?* (**M1**) (**M4**) *How many different sound sources have I explored and recognised?* (**M4**)	**Exploring Duration** Develop children's ability to discriminate between longer and shorter sounds, and to use them to create interesting sequences of sound. *How can I use my voice to make long and short sounds?* (**M1**) *Can I respond to long and short sounds through movement?* (**M3**) *Can I make long and short sounds using percussion?* (**M2**) (**M4**) *Can I understand that music is made up of long and short sounds?* (**M4**) *Have I used instruments to make sequences of long and short sounds?* (**M2**) (**M4**)	**Exploring Pulse and Rhythm** Develop children's ability to recognise the difference between pulse and rhythm and to perform with a sense of 'pulse'. *Can I learn how to control a beat?* (**M3**) (**M4**) *Can I combine beat and rhythm?* (**M2**) (**M4**) *Can I recall and copy rhythm patterns?* (**M3**) (**M4**) *Can I create rhythm patterns?* (**M2**) (**M4**) *Can I use beat and rhythm to create an accompaniment for a song?* (**M2**) (**M3**) (**M4**)	**Exploring Pitch** Develop children's ability to discriminate between higher and lower sounds and to create simple melodic patterns. *Can I show understanding of what is meant by pitch?* (***M1***) *Can I respond to changes in pitch?* (***M1***) (***M3***) *Can I relate sounds to symbols?* (***M2***) (***M4***) *Can I learn that pitch can be used descriptively?* (***M1***) (***M2***) (***M3***) (***M4***)	**Exploring instruments and symbols** Develop children's ability to recognise different ways sounds are made and changed and to name, and know how to play, a variety of classroom instruments. *Can I identify instruments and the way their sound can be changed?* (***M3***) *Have I identified different groups of instruments?* (***M3***) *Which musical elements have I combined when performing together and following instructions?* (***M2***) (***M4***) *How many symbols have I used in my composition as part of a class score?* (***M4***) *Can I make a composition and make my own symbols*	**Exploring timbre, tempo and dynamics** Develop children's ability to recognise how sounds and instruments can be used expressively and combined to create music in response to a stimulus. *Am I able to explore timbre, tempo and dynamics?* (***M4***) *Can I improvise vocal patterns?* (***M1***) *Have I responded to a graphic score?* (***M4***) *Can I choose instrumental sounds to accompany a song?* (***M2***) (***M3***) *How many sounds have I added to a familiar song?* (***M2***) (***M3***) *Have I used notation to prepare a complete score?* (***M4***)

				as part of a class score? *(**M2**) (**M4**)*	

Subject content
Key stage 1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes (**M1**)
- play tuned and untuned instruments musically (**M2**)
- listen with concentration and understanding to a range of high-quality live and recorded music (**M3**)
- experiment with, create, select and combine sounds using the inter-related dimensions of music (**M4**)