



St Laurence's CE Primary School  
 Music Long Term Plan  
 Year: 1 & 2 (KS1)



Autumn 1 <b>Feeling the Beat</b> Year 1	Autumn 2 <b>Connecting!            Instruments of the            Orchestra</b> Year 2	Spring 1 <b>Rhythm</b> Year 1	Spring 2 <b>Exploring Rhythm Patterns            Exploring pitch</b> Year 2	Summer 1 <b>Pitch and Dynamics</b> Year 1	Summer 2 <b>Using Dynamics            Introducing the recorder!</b> Year 2
<p><u>Key Content and Skills</u></p> <ul style="list-style-type: none"> <li>-Enjoys joining in with chants, rhymes and singing simple songs</li> <li>-Uses own voice in a variety of ways, with growing confidence, exploring the sounds a speaking and singing voice makes</li> <li>-Sings broadly in tune within a limited pitch range (octave) and with the sense of the shape of a melody or interval jumps</li> <li>-Imitates melodic patterns in echoes</li> <li>-Sings in unison, in small and large groups, and may sing solo</li> <li>-Sings in time with others, with or without an accompaniment</li> <li>-Follows simple musical instructions</li> <li>-Performs in a group with a good sense of pulse and rhythm, knowing when to start and stop.</li> <li>-Recognises the sections of a song may be the same or different (e.g. verse and chorus, cumulative song)</li> <li>-Keeps a steady pulse</li> </ul>	<p><u>Key Content and Skills</u></p> <ul style="list-style-type: none"> <li>-Enjoys joining in with chants, 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<li>-Selects high/low, ascending/descending pitches where appropriate</li> <li>-Plays simple melodic patterns</li> <li>-Maintains own part in a group piece playing rhythm on rhythm and holding a beat</li> <li>-Plays from a picture score</li> <li>-Explores sounds with voice, body or instruments</li> <li>-Improvises to demonstrate a simple musical idea (loud/quiet, fast/slow,</li> </ul>	<p><u>Key Content and Skills</u></p> <ul style="list-style-type: none"> <li>-Begins to control steady expressive changes in sons and chants (e.g. dynamics, tempo)</li> <li>-Controls and demonstrates changes in dynamics and tempo</li> <li>-Shows control, playing clearly with increasing confidence</li> <li>-Follows instructions on when to play</li> <li>-Plays from a picture score</li> <li>-Listens with growing focus to a range of high quality live and recorded music</li> <li>-Listens out for, and responds to, sounds that differ, e.g. in dynamics, pitch, timbre, tempo etc.</li> <li>-Listens and shares comments and opinions about music, including own work</li> </ul> <p>Recorder:</p> <ul style="list-style-type: none"> <li>-Demonstrate correct embouchure, posture and articulation</li> <li>-Read and clap rhythms including crotches, minims</li> </ul>



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<ul style="list-style-type: none"> <li>-Controls and demonstrates changes in dynamics and tempo</li> <li>-Shows control, playing clearly and with increasing confidence</li> <li>-Follows instructions on when to play</li> <li>-Performs in a group with good sense of pulse and rhythm</li> <li>-Matches selected sounds with their pictured source</li> <li>- Listens with growing focus to a range of high quality live and recorded music</li> <li>-Listens out for, and responds to, sounds that differ, e.g. in dynamics, pitch, timbre, tempo etc.</li> <li>-Responds to sounds or music through physical movements</li> <li>-Listens and shares comments and opinions about music, including own work</li> </ul>	<ul style="list-style-type: none"> <li>-Enjoys playing and exploring sounds</li> <li>-Keeps a steady pulse</li> <li>-Controls and demonstrates changes in dynamics and tempo</li> <li>-Shows control, playing clearly with increasing confidence</li> <li>-Selects instrumental timbres to create sound effects</li> <li>-Selects high/low, ascending/descending pitches where appropriate</li> <li>-Responds to sounds of different duration</li> <li>-Recognises difference between long and short sounds</li> <li>-Recognises and copies simple patterns of long/short sounds</li> <li>-Plays simple melodic patterns</li> <li>Follows instructions on when to play</li> <li>-Plays from a picture score</li> <li>-Performs in a group with good sense of pulse and rhythm</li> <li>-Listens out for, and responds to, sounds that differ, e.g. in dynamics, pitch, timbre, tempo etc.</li> <li>-Recalls simple rhythmic and melodic phrases</li> </ul>	<ul style="list-style-type: none"> <li>-Beginning to be aware of an audience during special performances</li> <li>-Recognises the sections of a song may be the same or different (e.g. verse and chorus, cumulative song)</li> <li>-Listens with growing focus to a range of high quality live and recorded music</li> <li>-Listens out for, and responds to, sounds that differ, e.g. in dynamics, pitch, timbre, tempo etc.</li> <li>-Recalls simple rhythmic and melodic phrases</li> <li>-Responds to sounds or music through physical movements</li> </ul>	<ul style="list-style-type: none"> <li>-Enjoys playing and exploring sounds</li> <li>-Keeps a steady pulse</li> <li>-Controls and demonstrates changes in dynamics and tempo</li> <li>-Shows control, playing clearly with increasing confidence</li> <li>-Selects high/low, ascending/descending pitches where appropriate</li> <li>Responds to sounds of different duration</li> <li>-Recognises difference between long and short sounds</li> <li>-Recognises and copies simple patterns of long/short sounds</li> <li>Identifies and selects high/low, ascending/descending pitches where appropriate</li> <li>-Plays simple melodic patterns</li> <li>-Follows instructions on when to play</li> <li>-Performs in a group with good sense of pulse and rhythm</li> <li>-Matches selected sounds with their pictured source</li> <li>-Improvises within given songs, chants or ostinati</li> <li>-Improvises simple rhythms or tunes</li> </ul>	<p>high/low)</p> <ul style="list-style-type: none"> <li>-Improvises or composes to communicate ideas or moods-Contributes ideas to a composition and perform this solo or as a class or group</li> <li>-Listens out for and responds to sounds that differ e.g. in pitch-</li> <li>Recalls simple rhythmic and melodic phrases</li> </ul>	<ul style="list-style-type: none"> <li>and semibreves and equivalent rests with a sense of pulse</li> <li>-Play the notes B and A consistently</li> <li>-Repeat (echo) short patterns using these notes</li> <li>-Play short pieces using these notes from traditional notation</li> <li>-Compose/improvise simple short phrases using these notes (and given rhythms)</li> </ul>
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	-Listens and shares comments and opinions about music, including own work		-Contributes ideas to a composition and performs this solo or as a class or group -Listens with growing focus to a range of high quality live and recorded music -Listens out for, and responds to, sounds that differ, e.g. in dynamics, pitch, timbre, tempo etc. -Recalls simple rhythmic and melodic phrases		
<u>Vocabulary</u> tempo speaking singing unison pulse	<u>Vocabulary</u> timbre woodwind string brass percussion	<u>Vocabulary</u> duration tempo short long pattern	<u>Vocabulary</u> pitch rhythm repeated improvise	<u>Vocabulary</u> pitch dynamics high low loud quiet	<u>Vocabulary</u> pitch dynamics embouchure posture
<u>Assessment against the National Curriculum</u>  experiment with, create, select and combine sounds using the inter-related dimensions of music  NC Link	<u>Assessment against the National Curriculum</u>  listen with concentration and understanding to a range of high-quality live and recorded music  NC Link	<u>Assessment against the National Curriculum</u>  use their voices expressively and creatively by singing songs and speaking chants and rhymes  NC Link	<u>Assessment against the National Curriculum</u>  experiment with, create, select and combine sounds using the inter-related dimensions of music.  NC Link	<u>Assessment against the National Curriculum</u>  use their voices expressively and creatively by singing songs and speaking chants and rhymes  listen with concentration and understanding to a range of high-quality live and recorded music  play tuned and untuned instruments musically	<u>Assessment against the National Curriculum</u>  play tuned and untuned instruments musically  NC Link



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