



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



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



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<ul style="list-style-type: none"> -Controls and demonstrates changes in dynamics and tempo -Shows control, playing clearly and with increasing confidence -Follows instructions on when to play -Performs in a group with good sense of pulse and rhythm -Matches selected sounds with their pictured source - 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. -Responds to sounds or music through physical movements -Listens and shares comments and opinions about music, including own work 	<ul style="list-style-type: none"> -Enjoys playing and exploring sounds -Keeps a steady pulse -Controls and demonstrates changes in dynamics and tempo -Shows control, playing clearly with increasing confidence -Selects instrumental timbres to create sound effects -Selects high/low, ascending/descending pitches where appropriate -Responds to sounds of different duration -Recognises difference between long and short sounds -Recognises and copies simple patterns of long/short sounds -Plays simple melodic patterns Follows instructions on when to play -Plays from a picture score -Performs in a group with good sense of pulse and rhythm -Listens out for, and responds to, sounds that differ, e.g. in dynamics, pitch, timbre, tempo etc. -Recalls simple rhythmic and melodic phrases 	<ul style="list-style-type: none"> -Beginning to be aware of an audience during special performances -Recognises the sections of a song may be the same or different (e.g. verse and chorus, cumulative song) -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 -Responds to sounds or music through physical movements 	<ul style="list-style-type: none"> -Enjoys playing and exploring sounds -Keeps a steady pulse -Controls and demonstrates changes in dynamics and tempo -Shows control, playing clearly with increasing confidence -Selects high/low, ascending/descending pitches where appropriate Responds to sounds of different duration -Recognises difference between long and short sounds -Recognises and copies simple patterns of long/short sounds Identifies and selects high/low, ascending/descending pitches where appropriate -Plays simple melodic patterns -Follows instructions on when to play -Performs in a group with good sense of pulse and rhythm -Matches selected sounds with their pictured source -Improvises within given songs, chants or ostinati -Improvises simple rhythms or tunes 	<p>high/low)</p> <ul style="list-style-type: none"> -Improvises or composes to communicate ideas or moods-Contributes ideas to a composition and perform this solo or as a class or group -Listens out for and responds to sounds that differ e.g. in pitch- Recalls simple rhythmic and melodic phrases 	<ul style="list-style-type: none"> and semibreves and equivalent rests with a sense of pulse -Play the notes B and A consistently -Repeat (echo) short patterns using these notes -Play short pieces using these notes from traditional notation -Compose/improvise simple short phrases using these notes (and given rhythms)
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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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