

Year One Music Long Term Planning

<p style="text-align: center;">Perform Singing/playing</p>	<p style="text-align: center;">Explore and Compose Playing and Exploring</p>	<p style="text-align: center;">Listen, Reflect and Appraise Creating and thinking critically</p>
<p>Using their Voices</p> <ul style="list-style-type: none"> • Speak and chant together • Sing songs showing increasing vocal control (singing more in tune, breathing deeply, singing words clearly) • Sing songs in different styles conveying different moods (happy, sad, angry etc) and with a sense of enjoyment • Co-ordinate actions to go with a song • Sing in time to a steady beat • Perform an action or a sound (clapping, stamping, etc) on the steady eat whilst singing <p>Using Classroom instruments</p> <ul style="list-style-type: none"> • Play instruments by shaking, scraping, rattling, tapping etc. • Play in time to a steady beat, using instruments or body sounds • Play loudly, quietly, fast slow • Imitate a rhythmic pattern on an instrument • Play a repeated rhythmic pattern (rhythmic ostinato) to accompany a song • Play a single pitched note to accompany a song (drone) • Play with help the rhythmic pattern of a spoken sentence, e.g. Hungry caterpillar 	<p>Exploring</p> <ul style="list-style-type: none"> • Different sounds made by the voice, hands, found objects and conventional instruments (timbre) • High and low sounds (pitch) • Long and short sounds (duration) • Loud and quiet sounds (dynamics) • Fast and slow sounds (tempo) • Pitch shapes (moving up and down) and rhythmic patterns <p>Composing</p> <ul style="list-style-type: none"> • Add sound effects to a story • Choose musical sound effect to follow a story line or match a picture • Use graphics/symbols to portray the sounds they have made • Sequence these symbols to make a simple structure (score) • Compose own sequence of sounds without help and perform 	<p>Listening</p> <ul style="list-style-type: none"> • Listen to a piece of music and move in time to its steady beat • Recognise and respond through movement/dance to the different musical characteristics and moods music • Recognise the sounds of the percussion instruments used in the classroom and identify and name them <p>Appraising</p> <ul style="list-style-type: none"> • Begin to use musical terms (louder/quieter, faster/slower, higher/lower) • Begin to articulate how changes in speed, pitch and dynamics effect the mood

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<ul style="list-style-type: none">Follow simple hand signals indicating: loud/quiet and start/stop		
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Key words

Duration - steady beat, short and long sounds

Pitch - High and Low

Tempo - Fast and Slow

Dynamics - Loud and Quiet

Timbre - The tone and quality of the sound - rough smooth, spiky etc.

Structure - Phrases of a song and the overall plan of a piece - verse/chorus/verse

Ostinato - Repeated rhythmic pattern or melodic shape

Drone - Pitched note played continuously throughout a piece of music

Steady Beat - Regular pulse (in time)

Score - A written form of musical composition

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How we achieve this:

Singing assembly with whole school once a week which involves singing in unison and in parts for enjoyment and special assemblies such as Harvest, Christmas, Easter and end of term assemblies.

Christmas Performances and Class assemblies - At Christmas the whole of Foundation stage performs a simple Christmas play. This includes singing altogether and songs with actions and instruments by each individual class.

Class Assemblies - Each reception class performs an assembly for parents and the school that involves singing, speaking, showing work and playing instruments.

Class Time -

Performing

Tidy up time songs

Phonic time songs with actions -sing loud/quiet voices and singing responses to questions sang by the teacher.

Action songs - often related to topic

Goodbye song - same song sang in a variety of ways - Fast/slow/quiet/loud.

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Music area outside - a space full of pots, pans and other things together with spoons for beating for children to create their own music.

Stage area outside - children can perform their own songs and plays.

Classroom - instruments are available for children to play and sing together in the classroom.

Whole class music time - using instruments to create sound effects for stories.

Music Lesson - Each child having their own instrument and taking part in a variety of activities such as

Playing along to a piece of music and trying to feel the beat

Playing loudly and quietly

Taking turns

Watching a conductor give hand signals when to stop/start/loud/quiet/fast/slow

Listening

Performances in assemblies from children learning musical instruments and other class assemblies

Listening to music related to the topic they are learning and commenting on the sounds and features of the music that they hear.

Talking about music that they like to listen to at home.

Resources:

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Sing up - sing up membership for the whole school giving access to songs, music, words and lesson plans.

Trolley of music instruments found in the music room

Train song whistle and hats

Class set of un-tuned percussion instruments.

App - Steam trains - this app gives the children an opportunity to interact with a steam train on a track. They can change the tempo and the view, and can hear the various sounds of a steam train