

**Bullion Lane Primary School
Medium Term Plan for Music**

Year: 1/2

Cycle: A

Term: Summer 2

Topic: 'Peter and the Wolf' by Prokofiev - Listening and Appraising

Knowledge

Can I listen to and follow the story of 'Peter and the Wolf' by Prokofiev?

Listen to music using you tube with video to support understanding. Follow the story, stop regularly to discuss what is happening.

Appraise by discussion and recording thoughts

Discuss characters in the story.
Develop understanding of the sounds and instruments used in the music and also the use of musical terms

Can I discuss my thoughts?

Can I identify instruments used?

Can I recognise and understand changes in timbre, tempo, pitch and dynamic?

Can I recreate simplified extracts from the story to help understand how the music helps create the atmosphere?

Skills

Singing songs with control and using the voice expressively.

- *To find their singing voice and use their voices confidently.
- *Sing a melody accurately at their own pitch.
- *Sing with a sense of awareness of pulse and control of rhythm.
- *Recognise phrase lengths and know when to breathe.
- *To sing songs expressively.
- *Follow pitch movements with their hands and use high, low and middle voices.
- *Begin to sing with control of pitch (e.g. following the shape of the melody).
- *Sing with an awareness of other performers.

Listening, memory and movement.

- *Recall and remember short songs and sequences and patterns of sounds.
- *Respond physically when performing, composing and appraising music.
- *Identify different sound sources.
- *Identify well-defined musical features.

Controlling pulse and rhythm.

- *Identify the pulse in different pieces of music.
 - *Identify the pulse and join in getting faster and slower together.
- Identify long and short sounds in music.
- *Perform a rhythm to a given pulse.
 - *Begin to internalise and create rhythmic patterns.
 - *Accompany a chant or song by clapping or playing the pulse or rhythm.

Exploring sounds, melody and accompaniment.

- *To explore different sound sources.
- *Make sounds and recognise how they can give a message.
- *Identify and name classroom instruments.
- *Create and chose sounds in response to a given stimulus.
- *Identify how sounds can be changed.
- *Change sounds to reflect different stimuli.

Control of instruments.

Vocabulary

- Strings
- Woodwind
- Percussion
- Brass
- Listen
- Discuss
- appraise
- Sounds
- Sing
- Melody
- Pulse
- Control
- Rhythm
- Phrase
- Fast
- Slow
- Pitch
- compose
- Orchestral instruments
- Short melody
- Representing

- *Play instruments in different ways and create sound effects.
- *Handle and play instruments with control.
- *Identify different groups of instruments.

Composition.

- *Contribute to the creation of a class composition.
- *Basic skills developments for composition in KS1 are to be found within 'Exploring Sounds'.

Reading and writing notation.

- *Perform long and short sounds in response to symbols.
- *Create long and short sounds on instruments.
- *Play and sing phrase from dot notation.
- *Record their ideas.
- *make their own symbols as part of a class score.

Performance skills.

- *Perform together and follow instructions that combine the musical elements.

Evaluating and appraising.

- *Choose sounds and instruments carefully and make improvements to their own and others' work.