

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

Year: 1/2

Cycle: A

Term: Spring 1

Topic: The long and the short of it - Music Express unit

Knowledge

1. To identify long and short sounds

Listen to 'some sounds are short, some sounds are long...' and then identify sound being played. Learn song and put in own long or short sound. Read simple notation and identify long or short sounds. Discuss and reorder cards to make different sequences of long and short sounds. Children follow the sequence and perform sounds, using a range of vocal sounds eg, aaaa, deeee, hmmm, bip, pop etc.

Listen to Jackass wid him long tail, learn song with actions for long and short sounds. Recognise long and short vocal sounds in Dipidu

2. Play long and short sounds

Accompany Dipidu with long and short instrumental sounds.

Accompany Jackass wid him long tail Sing 'some sounds are short...' and make sequences of long and short instrumental sounds.

3. Listen to long and short sounds in Tinga layo

Listen to song Tinga layo, focus on the words and how long or short they are. Learn actions to accompany long and short sounds.

Learn to sing song

Learn word rhythms in song.

4. Identify sequences of long and short sounds in the Tinga layo rhythms.

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.

Vocabulary

- Long
- Short
- Fast
- slow
- Breathe
- Pitch
- Phrase
- Expression
- notation
- sequence
- rhythms
- pulse
- patterns
- sound effects
- composition

<p>Look at written rhythms from the song. Think of other words that could also have this rhythm. Make new sequences and find a way to represent them.</p> <p>Listen to Mi caballo Blanco</p> <p>Listen to song and tap the rhythm of the song. Discuss rhythms.</p> <p>Accompany Tinga layo with instruments.</p> <p>5. Listen to rhythms in the jockeys' dance</p> <p>Listen to mi caballo Blanco and identify the accompanying instruments.</p> <p>Learn song, focussing on the beat and the word rhythms.</p> <p>6. Sing mi caballo Blanco and learn the instrumental accompaniments.</p> <p>Divide class into 3 groups to play each pattern while everyone else sings. Finally play all patterns at once. Perform all songs learnt in this unit with instruments, if possible, invite an audience.</p>	<p>Control of instruments.</p> <ul style="list-style-type: none"> *Play instruments in different ways and create sound effects. *Handle and play instruments with control. *Identify different groups of instruments. <p>Composition.</p> <ul style="list-style-type: none"> *Contribute to the creation of a class composition. *Basic skills developments for composition in KS1 are to be found within 'Exploring Sounds'. <p>Reading and writing notation.</p> <ul style="list-style-type: none"> *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. <p>Performance skills.</p> <ul style="list-style-type: none"> *Perform together and follow instructions that combine the musical elements. <p>Evaluating and appraising.</p> <ul style="list-style-type: none"> *Choose sounds and instruments carefully and make improvements to their own and others' work. 	
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