

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

Year: 1/2

Cycle: A

Term: Summer 1

Topic: What's the score? Music Express unit year 2

Knowledge	Skills	Vocabulary
<p>To explore musical sounds To develop notation skills To compose short pieces using sounds</p> <p>Lesson 1: page 34 To explore musical sounds and symbols Can I explore a variety of sounds? Can I identify the instruments? Can I identify groups of instruments?</p> <p>Lesson 2: page 35 To explore different ways of using the voice. Can I explore different ways of using my voice? Can I understand how symbols can be used to represent vocal sounds? Can I understand how symbols can be used to represent instrumental sounds?</p> <p>Lesson 3: page 37 Can I perform a sequence of vocal sounds? Can I experience how sounds can tell a story? Can I help to create a class improvisation using voices and body percussion?</p> <p>Lessons 4 & 5: pages 39 & 41 Can I respond to the Cartoon strip in movement? Can I learn the song 'The Hairy Scary Castle'? Can I make actions, vocal and body sounds for Hairy scary rooms? Can I record them in simple notation to read next week?</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Sounds Instruments Expression Rhythm High Low Middle Shape Perform Long Short Features Vocal Patterns</p> <p>Symbols represent</p> <p>improvisation</p> <p>compose notate record</p>

Lesson 6: page 42

Can I compose music using instruments?

Can I notate new composed sounds?

Can I read notated scary room sounds?

Can I rehearse and perform the Hairy Scary Castle?

Control of instruments.

*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.