

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

**Year: 1/2**

**Cycle: A**

**Term: Autumn 2**

**Topic: Great composers Classical Period ~ Listening and appraising**

Knowledge	Skills	Vocabulary
<p>To listen and appraise:</p> <ol style="list-style-type: none"> <li>1. Australian didgeridoo music - Youtube</li> <li>2. Fur Elise by Beethoven – Charanga</li> <li>3. Moonlight Sonata by Beethoven – Charanga</li> </ol> <p>How do you feel when you hear it? Discuss, make a class list of words. Children draw and write words to describe the music while listening again.</p> <p>Discuss and draw in key musical vocabulary - Duration, Tempo, Timbre, Pitch, Dynamics, Texture, Structure Sing boom chicca boom to help.</p> <p>Learn and practise Christmas concert songs.</p>	<p><b>Singing songs with control and using the voice expressively.</b></p> <ul style="list-style-type: none"> <li>*To find their singing voice and use their voices confidently.</li> <li>*Sing a melody accurately at their own pitch.</li> <li>*Sing with a sense of awareness of pulse and control of rhythm.</li> <li>*Recognise phrase lengths and know when to breathe.</li> <li>*To sing songs expressively.</li> <li>*Follow pitch movements with their hands and use high, low and middle voices.</li> <li>*Begin to sing with control of pitch (e.g. following the shape of the melody).</li> <li>*Sing with an awareness of other performers.</li> </ul> <p><b>Listening, memory and movement.</b></p> <ul style="list-style-type: none"> <li>*Recall and remember short songs and sequences and patterns of sounds.</li> <li>*Respond physically when performing, composing and appraising music.</li> <li>*Identify different sound sources.</li> <li>*Identify well-defined musical features.</li> </ul> <p><b>Controlling pulse and rhythm.</b></p> <ul style="list-style-type: none"> <li>*Identify the pulse in different pieces of music.</li> <li>*Identify the pulse and join in getting faster and slower together.</li> <li>Identify long and short sounds in music.</li> <li>*Perform a rhythm to a given pulse.</li> <li>*Begin to internalise and create rhythmic patterns.</li> <li>*Accompany a chant or song by clapping or playing the pulse or rhythm.</li> </ul> <p><b>Exploring sounds, melody and accompaniment.</b></p> <ul style="list-style-type: none"> <li>*To explore different sound sources.</li> <li>*Make sounds and recognise how they can give a message.</li> <li>*Identify and name classroom instruments.</li> <li>*Create and chose sounds in response to a given stimulus.</li> <li>*Identify how sounds can be changed.</li> <li>*Change sounds to reflect different stimuli.</li> </ul>	<p><b>Singing</b> <b>Melody</b> <b>Tune</b> <b>Shape</b> <b>Perform</b> <b>Didgeridoo</b> <b>Piano</b> <b>Beethoven</b> <b>Classical</b> <b>rhythm</b></p> <p><b>Duration</b> <b>Tempo</b> <b>Timbre</b> <b>Pitch</b> <b>Dynamics</b> <b>Texture</b> <b>Structure</b></p>

**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.