

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

Year: 1/2

Cycle: A

Term: Spring 2

Topic: Charanga – South American Music - Listening and appraising / Singing Kettle songs , cross curricular link to English lessons

Knowledge	Skills	Vocabulary
<p>Charanga – South American Music Listening and appraising</p> <p>Can I listen to Latin music and discuss features that identify the genre?</p> <p>Can I discuss and record my opinion?</p> <p>Can I identify where the volume, tempo, pitch or texture change?</p> <p>Objective: To listen and respond to Scottish traditional music Sing songs from singing kettle</p> <p>Listen to Scottish reel Hear the beat. Children clap along to. Start to move to the beat, maybe learn some of the dance. Record some of their ideas as simple notation. Compare and contrast with Latin music</p> <p>http://www.educationscotland.gov.uk/scotlandsongs/primary</p> <p>Objective: Can I listen to and recall short rhythmic and melodic patterns? Intro: Call and response with a steady beat at different tempos. Main: Listen to rhythm of Scottish Reel on Singing Kettle. Clap beat. Call and response some of the melodic patterns in songs. Sing songs learnt so far. To sing songs from singing kettle</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>Latin music</p> <p>rhythm volume tempo pitch texture</p> <p>Scottish music</p> <p>Reel Beat Pulse High Low Middle Compare Contrast note notation performance</p>

<p>To show control when playing musical instruments and responding to music To develop notation skills</p> <p>Play instruments to accompany songs from singing kettle. As a class develop ways to record what we have done so far so we can continue next week.</p> <p>To listen and respond to Scottish traditional music Sing songs from singing kettle To read and play notation from last week.</p> <p>To improve in preparation for performance.</p> <p>To perform songs, actions and rhythms to the whole school as part of creative week</p>	<p>Control of instruments. *Play instruments in different ways and create sound effects. *Handle and play instruments with control. *Identify different groups of instruments.</p> <p>Composition. *Contribute to the creation of a class composition. *Basic skills developments for composition in KS1 are to be found within 'Exploring Sounds'.</p> <p>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.</p> <p>Performance skills. *Perform together and follow instructions that combine the musical elements.</p> <p>Evaluating and appraising. *Choose sounds and instruments carefully and make improvements to their own and others' work.</p>	
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