



Medium-Term Planning

Subject: Music



Term and Year:	Year 1/2 – Autumn 1
Teacher:	Miss Defty
Subject:	Music
Vocabulary that will be taught:	Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.

National Curriculum Objectives:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Music Skills that will be taught and assessed:

- To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.
- To learn how songs can tell a story or describe an idea.
- Learn about voices singing notes of different pitches (high and low).
- Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).
- Learn to find a comfortable singing position.
- Learn to start and stop singing when following a leader.
- Treat instruments carefully and with respect.
- Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).
- Play the part in time with the steady pulse.
- Listen to and follow musical instructions from a leader.
- Help create three simple melodies with the Units using one, three or five different notes.
- Learn how the notes of the composition can be written down and changed if necessary.
- Choose a song they have learnt from the Scheme and perform it.
- They can add their ideas to the performance.
- Record the performance and say how they were feeling about it.

Focus of each lesson 'Can I...' Statement(s)		Activities/Key points
Lesson 1	<ul style="list-style-type: none"> To know five songs off by heart. To know some songs have a chorus or a response/answer part. 	<ul style="list-style-type: none"> Listen and Appraise - Hands, Feet, Heart by Joanna Mangona Warm-up Games (including vocal warm-ups) - Hands, Feet, Heart Flexible Games (an optional extension activity) Learn to Sing the Song - Hands, Feet, Heart: Start to learn to sing the song.
Lesson 2	<ul style="list-style-type: none"> To know that songs have a musical style. To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. Rhythms are different from the steady pulse. 	<ul style="list-style-type: none"> Listen and Appraise - The Click Song sung by Miriam Makeba Warm-up Games (including vocal warm-ups) - Hands, Feet, Heart Flexible Games (an optional extension activity) Learn to Sing the Song - Hands, Feet, Heart: Continue to sing the song. Play Your Instruments with the Song: New Musical Activity.
Lesson 3	<ul style="list-style-type: none"> We add high and low sounds, pitch, when we sing and play our instruments. To confidently know and sing five songs from memory. To know that unison is everyone singing at the same time. 	<ul style="list-style-type: none"> Listen and Appraise - The Lion Sleeps Tonight sung by The Soweto Gospel Choir: Warm-up Games (including vocal warm-ups) - Hand, Feet, Heart Flexible Games (an optional extension activity) Learn to Sing the Song - Hands, Feet, Heart: Continue to sing the song. Play Your Instruments with the Song: Revisit your learning from the last step. Improvise with the Song: New Musical Activity: Clap and Improvise
Lesson 4	<ul style="list-style-type: none"> Songs include other ways of using the voice e.g. rapping (spoken word). To know why we need to warm up our voices. Learn the names of the notes in their instrumental part from memory or when written down. Know the names of untuned percussion instruments played in class. 	<ul style="list-style-type: none"> Listen and Appraise - Bring Him Back Home by Hugh Masekela Warm-up Games (including vocal warm-ups) - Hands, Feet, Heart Flexible Games (an optional extension activity) Learn to Sing the Song - Hands, Feet, Heart: Sing the song. Play Your Instruments with the Song: Option to revisit your learning from the last step. Improvise with the Song: Revisit Sing, Play and Improvise and Improvise! Compose with the Song: New Musical Activity for this step.
Lesson 5	<ul style="list-style-type: none"> Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise, and you can use one or two notes. Composing is like writing a story with music. Everyone can compose. 	<ul style="list-style-type: none"> Listen and Appraise - You Can Call Me Al by Paul Simon: Warm-up Games (including vocal warm-ups) - Hands, Feet, Heart Flexible Games (an optional extension activity) Learn to Sing the Song - Hands, Feet, Heart: Sing the song. Play Your Instruments with the Song: Revisit this activity. Improvise with the Song: Option to revisit/continue this activity. (See Optional Extension Activities for Improvisation). Compose with the Song: Option to revisit this activity.
Lesson 6	<ul style="list-style-type: none"> A performance is sharing music with an audience. A performance can be a special occasion and involve a class, a year group or a whole school. An audience can include your parents and friends. 	<ul style="list-style-type: none"> Listen and Appraise - Hlokolozza by Arthur Mofokate Warm-up Games (including vocal warm-ups) - Hands, Feet, Heart Flexible Games (an optional extension activity). Learn to Sing the Song - Hands, Feet, Heart: Sing the song. Play your Instruments with the Song: Revisit this activity. Improvise with the Song: Option to revisit/continue this activity. (See Optional Extension Activities for Improvisation). Compose with the Song: Option to revisit this activity