

Music- KS1

<u>Pupils should be taught to:</u>	How we do this in Y1	How we do this in Y2	<u>Resources/ instruments/ICT</u>	<u>Vocabulary</u>	<u>Notes</u>
<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p>	<p>In year 1 we will achieve this by:</p> <p>Beginning lessons with short songs/ tunes/ rhymes using speaking and singing voice. .</p> <p>Examples</p> <ul style="list-style-type: none"> - hello everybody. -Have you brought your singing/ whistling/ humming/ whispering voice. With this song children to experiment with different sounds that they can make with their voices - beginning to develop control of dynamic. - My name- charanga - sitting on a bus - going on a picnic 	<p>In year 2 we will achieve this by:</p> <p>Begin lessons with song/ tunes/ rhymes using a range of voices.</p> <p>Year 2 to build on songs taught in year 1 and to develop their ability to sing in tune and together in unison.</p> <p>Use their voices to create a range of sound length.</p> <p><i>When singing discuss pitch-introduce term. How it changes moving up and down. Children to sing high and low notes sing two notes at a time. Which sound was the</i></p>	<p>Year1 Songs Voices</p> <p>Year 2 Songs Chants voices</p>	<p>Year 1</p> <p>High Low Loud Quiet Slow Long Short</p> <p><u>Year 2</u></p> <p>High Low Loud Quiet Slow Long Short Tune Unison</p>	<p>Begin and end each music lesson by singing/ saying a song. Children to develop using their voices.</p>

	<p>CRM</p> <p>He she can use his body to make sounds</p> <p>Loud/quiet/ slow/ long/ short/ high/ low</p> <p>He she can use his/ her voice to do humming, whispers/ whistles.</p> <p>He/ she can use high voice/ middle voice/ low voice</p>	<p>high note which sound was the low note</p> <p>CRM</p> <p>Sing in tune</p> <p>Sing in unison with a group</p> <p>He/ she can explain to another which of the two sounds is higher or lower.</p>			
<p>Play tuned and untuned instruments musically</p>	<p>Year 1 to be introduce to the recorder.</p> <p>Delivered by Birmingham music service.</p> <p>Begin by experimenting with recorder.</p> <p>Children to produce a sound. What noises can we make? Look at pitch high/ low. Look at dynamics loud/ quiet</p> <p>Children to begin to hold the recorder correctly and begin</p>	<p>In year 2 we will achieve this by developing recorder skills that were taught in year 1.</p> <p>Brief recap on how to hold the recorder and develop a sound.</p> <p>Children to develop a clear sound.</p> <p>Children to be able to blow gently to produce a quiet sound and produce a louder sound without ever blowing.</p>	<p>Year 1 Recorder Charanga</p> <p>Year 2 Recorder Recorder check on charanga.</p>	<p>Year 1 High low Loud quiet Notes Sound</p> <p>Year 2 High low Loud quiet Notes Sound Position BAG Notation</p>	<p>Music teacher from music service to deliver whole class instrument lessons for the class.</p> <p>Class teachers to send out consent forms children who return these can take the recorders home.</p> <p>Year 1 to be introduced to the recorder and to develop their sound.</p> <p>Year 1 to consider how we hold the recorder.</p>

	<p>to blow gently. Creating short sounds and long sounds.</p> <p>Children to begin to play notes including B and A- children do not need to play clearly but need to be able to change the pitch that they are producing. A high and a low sound.</p> <p>CRM He / she can make and change sound on an instrument both tuned and untuned crating both long and short sounds.</p>	<p>Children to recap on how to hold the recorder and are to think about finger position.</p> <p>Children to be introduced to B, A, G throughout the lessons. Children to place the left thumb on the whole at the back and first finger on the first whole etc.</p> <p>Music teacher to use recorder check on classroom monitor to look for short pieces that the children can play with each note as they learn.</p> <p>Final 2 lessons - Children to use the notes that they have learnt to create and play their own short composition using long/ short and high/ low sounds. They are to use symbols (decided as a class to record the sounds that they will make). They then perform this to the class.</p> <p>CRM He / she can make and change sound on an</p>	<p>Crotchet Rhythm Perform Practise</p>	<p>Year 2 to quickly recap year 1's work. Children to learn 3 notes BAG. Children to play these notes using pieces on charanga as they learn each note.</p>
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		<p>instrument both tuned and untuned creating both long and short sounds.</p> <p>He/ she can perform to an audience and improve his/ her performance by practising.</p>			
<p>Listen with concentration and understanding to a range of high quality live and recorded music</p>	<p>We will achieve this in year 1 by:</p> <p>Children to be introduced to pieces on charanga,- listening centre 100 classical pieces, BBC 10 pieces and You tube.</p> <p>Music service/ class teacher to choose a range of pieces including nursery rhymes, traditional music (Green sleeves), modern music - short ride in a fast machine. Children to listen carefully.</p> <p>Children to discuss if they liked the piece. Is it sad/ happy/ exciting?</p>	<p>We will achieve this in year 2 by:</p> <p>Listening to a range of pieces on charanga listening centre. Use youtube BBC 10 pieces 100 classical pieces</p> <p>Children to read Matilda during class reader in the same term or before music in order to use youtube to listen to pieces from 'Matilda' the musical to connect with class reader.</p> <p>Children to discuss the mood of the music, happy, sad, excited, hopeful, angry.</p>	<p>Year 1 Charanga-listening centre BBC 100 classical pieces You tube Rhythm grids</p> <p>Year 2 Charanga-listening centre BBC 100 classical pieces You tube Rhythm grids</p>	<p>Year 1 Mood Beat High/ low Long / short Fast/ slow</p> <p>Year 2 Year 1 Mood Beat High/ low Long / short Fast/ slow Pitch Rhythm Beat Tempo</p>	<p>Year 1 to say likes and dislikes. Your highers might be able to suggest reasons why using long/ short/ fast/ slow.</p> <p>Year 2 to develop their use of musical vocabulary when discussing pieces. HA to use pitch and tempo in their discussions confidently and begin to use other vocabulary. LA- will rely on fast/ slow etc but are to be exposed to correct vocabulary.</p>

	<p>Listening to short pieces on charanga- Jelly on a plate, . Children to be able to identify the beat and clap to it. Children to understand what a beat is- the pulse that doesn't change. Children to clap to the beat- use the pulse on charanga to support with this.</p> <p>CRM He she can identify the mood of a piece of music .</p> <p>CRM- He/ she can identify the beat and join in.</p> <p>CRM- hes he can say what they like and do not like about other's performances.</p>	<p>Children can sing a little to develop singing in unison and in tune. Children to discuss the music likes/ dislikes. Children to discuss sounds that they here loud/ quiet/ high/ low.</p> <p>When listening to a range of music and using rhythm grids/ listening centre on charange children to : Develop listening to the beat. Clap the beat from a section of the piece. Discuss some instruments that they can hear Give opinions on the music likes/ dislikes beginning to use musical vocabulary including high/ low pitch / long/ short sounds Fast/ slow tempo</p> <p>CRM He/ She can sing in tune He/ she can identify the mood of a piece of music He/ she can explain which of the two is a higher/ lower</p>			
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		sound.			
Experiment with create select and combine sounds using the inter-related dimensions of music	<p>In year 1 children will achieve this by.</p> <p>Using Kodally rhythm flash cards (simple) and clapping the pattern back. Crotchet/ quavers/ rests.- children taught ta/tete not specifically the vocabulary used.</p> <p>Children to be given chime bar, recorder, tambourine shake, triangle, claves, tambourine tap, egg shakers, lollipop drum and are to produce short/ long sounds.</p> <ul style="list-style-type: none"> • Focus on long and short sounds -Some sounds are short some sounds are long which sound will you play after this song . • All in a circle all have an instrument. Play when neighbours sound has stopped 	<p>In year 2 children will build on content taught in year 1 by. Delivered by the music service.</p> <p>Using Kodally rhythm flash cards. (increasing in difficulty from year 1) clapping the pattern that they see back. Children to recognise crotchet, minims and quavers, rests. - children taught ta, taa, tete , not specificall vocabulary used but can be introduced to this,</p> <p>Children to use a range of school instruments including, tambourine, shakers, egg shakers, African drums and other untuned instruments to build on patterns and compositions creating sounds.</p>	<p>Year 1</p> <p>Rhythm flash cards chime bar, recorder, tambourine shake, triangle, claves, tambourine tap, egg shakers, lollipop</p> <p>Year 2</p> <p>tambourine, shakers, egg shakers, African drums</p>	<p>Year 1</p> <p>crotchet quavers rests. Sounds Tempo</p> <p>Year 2</p> <p>untuned instruments patterns rhythm pitch tempo beat crotchet quaver rest minim mood</p>	<p>Year 1 to be introduced and exposed to terms such as crotchet. Use instruments to create sounds long/ short.</p> <p>Year 2</p> <p>Children to develop vocabulary and begin to use it when discussing compositions and other's work. Children to compose short patterns from a starting point in a group. Children to repeat patterns - HA consider when they use the patterns for effect. Children to work in groups Ha children to develop ideas and lead. La to play the rhythms</p>

	<p>Children can create own sounds in their turn.</p> <p>CRM He she can use short given patterns in his/ her compositions He/ she can make and change sound on an instrument both tuned and untuned creating both long and short sounds. CRM- hes he can say what they like and do not like about other's performances.</p>	<p>Teacher to introduce rhythms that children are to play back on untuned instruments.</p> <p>Children to be given a topic that they to develop short compositions around</p> <p>(i.e great fire of London- small noises with long sounds to show the fire starting, loud noises with short frantic sounds to show the panic calming back to small noises with long sounds to show the people upset. - creating a beginning middle and end)</p> <p>T to give children a starting point (short rhythm to begin with that they can build on) Create a range of lengths. Children to record the length of the sounds using symbols Children to use untuned instruments.</p> <p>Children to perform their compositions back to the class.</p>		<p>and create the sounds.</p>
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CRM

He/ she can make patterns with sounds e.b loud- quiet- loud- quite long- short- long- short

He/ she can make sounds that reflect a topic

He/ she can use given symbols to record long and short sounds

He/ she can create music in response to different starting points.

He / she can make and change sound on an instrument both tuned and untuned creating both long and short sounds.

He/ she can order sounds to create beginning, middle and end.

He/ she can perform to an audience and improve his/ her performance by practising.