

Woore Music LTP With Assessment Links **Class 1**

Half Term Cycle A	Topic Focus	Brief Description/focus	Progression/Assessment Focus – KS1 <i>Enjoys playing and exploring sounds. (throughout)</i> <i>Listens with growing focus to a range to high quality live and recorded music. (throughout)</i>
Autumn 1	High, Low, Loud and Quiet	Pitch/Dynamics Focus Pupils move and react to different pitches and volumes during games and dance. Pupils begin using tuned and untuned percussion to vary pitch and dynamics. Pupils learn how to make consistent sounds from simple tuned and untuned percussion.	Selects high/low ascending/ descending pitches where appropriate. Responds to sounds of different duration Recognises difference between long and short sounds Recognises and copies simple patterns of long/short sounds Begins to control steady expressive changes in songs and chants (e.g. dynamics, tempo). Explores sounds with voice, body or instruments Responds to sounds or music through physical movements.
Autumn 2	Fast and Slow	Pulse/Beat focus Pupils move and dance to varying tempos, becoming aware of <i>accelerando</i> and <i>deccelerando</i> . Pupils learn some simple songs that change tempo and use tuned and untuned percussion to vary tempo. Pupils perform songs using tuned and untuned percussion and some simple songs.	Keeps a steady pulse Controls and demonstrates changes in dynamics and tempo Uses sound words or phrases to describe selected sounds and the ways in which they are produced Begins to control steady expressive changes in songs and chants (e.g. dynamics, tempo). Explores sounds with voice, body or instruments Responds to sounds or music through physical movements.
Spring 1	Jungle Songs	Composition focus Pupils generate a range of sounds and actions inspired by jungle animals. These sounds are then linked to simple images which pupils can move and	Follows instructions on when to play Plays from a picture score Matches selected sounds with their pictured source

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		<p>manipulate to arrange and compose sound songs. Pupils then perform and evaluate these.</p>	<p>Explores sounds with voice, body or instruments</p> <p>Selects sounds to represent ideas and feelings.</p> <p>Contributes ideas to a composition and perform this solo or as a class or group.</p> <p>Uses pictures, graphic symbols or rhythm notation as support to improvise, compose or record own music.</p> <p>Selects instrumental timbres to create sound effects</p> <p>Plays from a picture score</p>
Spring 2	Repeating Songs	<p>Vocal focus</p> <p>Pupils learn a range of short songs that feature ostinato lyrics and melody. They sing in whole class and group contexts, adding actions and body rhythm/percussion where appropriate</p>	<p>Sings in unison, in small and large groups, and may sing solo.</p> <p>Explores sounds with voice, body or instruments</p> <p>Sings in time with others, with or without an accompaniment.</p> <p>Sings broadly in tune within a limited pitch range (octave) and with the sense of the shape of a melody or intervals jumps.</p> <p>Imitates melodic patterns in echoes.</p> <p>Recalls simple rhythmic and melodic phrases.</p>
Summer 1	King and Queen Music	<p>Improvisation Focus</p> <p>Pupils explore a range of techniques with instruments to develop a range of different sounds.</p> <p>Pupils explore these sounds over a set live or recorded rhythm. Pupils then improvise a short piece over a video or image stimulus.</p>	<p>Responds to sounds of different duration</p> <p>Recognises difference between long and short sounds</p> <p>Plays simple melodic patterns</p> <p>Recognises and copies simple patterns of long/short sounds</p> <p>Selects sounds to represent ideas and feelings.</p> <p>Improvise to demonstrate a simple musical idea (loud/quiet, fast/slow, high/low).</p> <p>Improvise or composes to communicate ideas or moods.</p> <p>Improvise simple rhythms or tunes</p>

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<p>Summer 2</p>	<p>Story Songs</p>	<p>Vocal Focus Pupils learn some longer songs that tell known stories. They add actions and untuned percussion accompaniment for performance and play with a simple live or recorded accompaniment behind them.</p>	<p>Sings in time with others, with or without an accompaniment.</p> <p>Explores sounds with voice, body or instruments</p> <p>Sings broadly in tune within a limited pitch range (octave) and with the sense of the shape of a melody or intervals jumps.</p> <p>Recalls simple rhythmic and melodic phrases.</p> <p>Imitates melodic patterns in echoes.</p> <p>Listens and shares comments and opinions about music, including to own work.</p> <p>Listens and shares comments and opinions about music, including to own work.</p>