

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

Half Term Cycle B	Topic Focus	Brief Description/focus	<b>Progression/Assessment Focus – KS1</b> <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	<b>Pitch/Dynamics Focus</b> 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	<b>Pulse/Beat focus</b> 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	Down on the Farm	<b>Singing focus</b> Pupils learn a range of simple animal songs in accessible keys. These include verse/chorus and call/response forms. They accompany some songs	Enjoys joining in with chants, rhymes and singing simple songs.  Imitates melodic patterns in echoes.

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		using percussion and body rhythm / actions. They listen to their performances and begin giving constructive feedback.	<p>Begins to control steady expressive changes in songs and chants (e.g. dynamics, tempo).</p> <p>Follows simple musical instructions (e.g. start and stop).</p> <p>Performs in a group with a good sense of pulse and rhythm, knowing when to start and stop.</p>
Spring 2	Toys in the Attic	<p><b>Composition Focus</b></p> <p>Pupils use toy pictures as graphic score to compose a short piece of music using chime bars, tuned and untuned percussion. Through manipulating images they progress from composing as a whole class to composing in small groups.</p>	<p>Plays from a picture score</p> <p>Follows instructions on when to play</p> <p>Matches selected sounds with their pictured source</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 high/low ascending/ descending pitches where appropriate.</p>
Summer 1	We Do Like to Be Beside the Seaside	<p><b>Improvisation Focus</b></p> <p>Pupils respond to a range of seaside stimulus to match experiences to different sounds. Using diorama stimulus they improvise using a range of instruments to develop a textured musical impression of the seaside.</p>	<p>Plays from a picture score</p> <p>Follows instructions on when to play</p> <p>Uses sound words or phrases to describe selected sounds and the ways in which they are produced</p> <p>Explores sounds with voice, body, or instruments</p> <p>Selects sounds to represent ideas and feelings.</p> <p>Improvise simple rhythms or tunes</p> <p>Shows control, playing clearly and with increasing confidence</p> <p>Selects instrumental timbres to create sound effects</p>
Summer 2	Celebration Songs	<p><b>Singing Focus</b></p> <p>Pupils learn a range of verse/chorus, call and response and action songs that explore themes of summer time and celebration.</p>	<p>Uses own voice in a variety of ways, with growing confidence, exploring the sounds a speaking, and singing voice make.</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>

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			<p>Sings in time with others, with or without an accompaniment.</p> <p>Beginning to be aware of an audience during special performances.</p> <p>Recognises the sections of a song may be the same or different (e.g. verse and chorus, cumulative song).</p>
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