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| Year: CY1 2022-23  **KS1 MUSIC Medium Term Plan** | Term: Spring A: **Once Upon A Time**  Bi-weekly - 40 minutes + singing assembly | **Subject: MUSIC**  For our KS1 pupils, the **3 most important qualities of the curriculum are:**   * **Personal Development skills such as kindness, compassion, learning to care and share, respect and tolerance.** * **Making connections within their learning.** * **Problem Solving**   These characteristics of learning will form a golden thread through our curriculum. We will be able to identify opportunities in each subject area each half term of how these skills are promoted and developed. | |
| Key Vocabulary:  Programme Music  Pitch  Timbre  Tempo  Structure  Dynamics  Orchestral instruments (a variety used in Carnival of the Animals) | Key Questions:  What timbre/type of sounds would represent this animal?  What dynamics are used?  What instrument represents the …?  What animal do you think Saint Saens was writing about? Why? | Resources:  Percussion instruments– tuned and untuned  Carnival of the Animals powerpoint; music clips; worksheet.  Opera North Website – drawing materials  Rondo structure animal signs  Makaton song | Cross-curricular links:  Literacy  Art  PE/Dance  PSHE |
| **Progression of Skills (Y1)**  **Use voices expressively and creatively**  To find their singing voices and use them confidently.  Sing with an awareness of other performers.  Begin to sing with some control of pitch  Sing with a sense of pulse and control of rhythm.  **Play tuned and untuned instruments**  To explore, create and choose sounds  Identify how sounds can be changed..  Play instruments in different ways to create sound effects.  Handle and play instruments with some control.  To perform simple rhythm patterns, beginning to show an awareness of pulse  **Listen with concentration and understanding.**  **To know music is used for different purposes.**  Respond physically to music when performing, composing and listening.  Express how music makes them feel through movement and drawing/colour.  Recognise some sounds they hear.  Develop ability to describe sounds and to express an opinion about the music they hear.  **To evaluate and appraise their own work.**  Choose sounds and instruments carefully and make suggestions about what could improve their own work  **Create, select and combine sounds using the inter-related dimensions of music.**  Explore pitch and making/ controlling long and short sounds using instruments.  Explore timbre and choose sounds to represent different things.  Combine sounds exploring and experimenting with them.  Contribute ideas to a class composition.  Rehearse and perform with others – think about others when practising and performing. | | Progression of Skills (Y2)  **Use voices expressively and creatively**  Sing songs expressively.  Use their voices creatively.  Sing with the sense of shape of a melody with some accuracy of pitch.  Begin to understand to breathe in certain places, develop an awareness of phrases.  **Play tuned and untuned instruments**  To create and choose sounds for a specific purpose.  To perform rhythmical patterns and accompaniments.  Handle and play instruments with increased control.  Identify different groups of percussion instruments – timbre.  Identify and name different percussion instruments.  Maintain a steady beat.  **Listen with concentration and understanding.**  **To know music is used for different purposes.**  Express how music makes them feel with more controlled movement and use of image/ colour as well as talking about how it makes them feel.  Respond to different moods in music and explain.  Recognise sounds they and hear and be able to describe them and link to the instruments  Identify some musical features.  Understand changes in tempo.  Understand how music may be used tor a purpose eg. story telling.  Listen to a wide variety of music.  **To evaluate and appraise their own work.**  Choose sounds and instruments carefully and identify and make improvements to their own work.  **Create, select and combine sounds using the inter-related dimensions of music.**  Make a variety of sounds exploring the elements of music.  Combine sounds to reflect different stimuli.  Work within a musical structure, ordering sounds.  Change how sounds can be made to create the effect wanted.  Understand how sounds can give a message.  Rehearse and perform with others - think about others when practising and performing. | |
| **Planned Learning Experiences:** | | **Assessment Opportunities and Learning Outcomes:** | |
| 6/01/23 FRENCH | |  | |
| Session 1 13/01/23 | |  | |
| **Learning Objective**:  **To describe sounds using some musical vocabulary and express an opinion about what animal they represent.**  https://cumbriamusicservice.co.uk/ks2-resources/carnival-of-the-animals-intro-2/carnival-of-the-animals-lions/  Carnival of the Animals – Listening worksheet to match animals to their music.  Movement to music – Saint Saens Carnival of the Animals. Also discuss the instruments (forces), dynamics, tempo, pitch.  Background about Saint Saens and the music of Carnival of the Animals (telling a story)  Makaton version Going to the Zoo: https://www.youtube.com/watch?v=6i6Ti7p\_3AM | | I can respond to music through movement expressing what it makes me imagine.  I can recognise some sounds that I hear.  I can describe the sounds and express my opinions.  I can link the sounds to different instruments and identify some musical features.  I can recognise changes in tempo.  I can sing a song with control of pitch and some expression.  I can use Makaton to represent some of the song lyrics. | |
| 20/01/23 FRENCH | |  | |
| Session 2 27/01/23 | |  | |
| **Learning Objective**: **To explore timbre and choose sounds to represent different animals and their characteristics considering note values and dynamics.**  Animal rondo composition.  All learn the Lion section (roar on drums)  Split into groups and give an animal to compose a short piece of music for.  Perform each section and discuss what is successful, what may be developed.  Rehearse and then perform as a rondo. Record. | | I can create and choose sounds to represent an animal.  I can alter the sounds and play rhythmical patterns.  I can play instruments carefully.  I can contribute ideas to a group composition.  I can rehearse and perform with others.  I can work within a musical structure to create my own group composition.  I understand that music can tell a story.  I can make improvements to my work. | |
| 3/02/23 FRENCH | |  | |
| Session 3 10/02/23 (SWITCH CLASSES around due to YOUNG VOICES) 9.30 – 10.15? | |  | |
| **Learning Objective**:  **To understand how music is able to represent different scenes in a story.**  https://www.operanorth.co.uk/participate/opera-norths-little-school-of-music/activities-for-ages-5/the-musical-journey-of-the-snail-and-the-whale/  Snail and the Whale listen to the clip of story on the above Opera North website, then draw a small picture for each piece of music to represent where the music suggests that the whale is visiting or what he is experiencing  Makaton version Going to the Zoo: https://www.youtube.com/watch?v=6i6Ti7p\_3AM | | I can express how music makes me feel and what it makes me imagine using images and colour.  I can respond to different moods in music.  I can recognise some sounds that I hear.  I can describe the sounds and express my opinions.  I can link the sounds to different instruments and identify some musical features.  I can recognise changes in tempo.  I can sing a song with control of pitch and some expression.  I can use Makaton to represent some of the song lyrics. | |