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| Year: CY1 2022-23  **KS1 MUSIC Medium Term Plan** | Term: Spring B: **Is There Anybody Out There?**  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:  Motif  Retrograde  Palindrome  Structure  Timbre  Tempo | Key Questions:  What can you hear?  What animal can you imagine?  What timbre would be good to represent that?  How can you make it sound like that? | Resources:  BBC Ten Pieces Mason Bates – Anthology of Fantastic Zoology  Out of the Ark – Space Songs | Cross-curricular links:  Literacy  Art  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 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.  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:** | |
| Session 1 24/02/23 | |  | |
| **Learning Objective**:  **To create art work inspired by a piece of orchestral music.**  Sing the Planet Song (Space Out of the Ark book)  Introduce to Mason Bates composer using BBC powerpoint.  [Listen to a recording of ‘A Bao A Qu’](http://downloads.bbc.co.uk/tv/tenpieces/BatesBao.mp3) without images with children closing their eyes as they listen. Afterwards, ask them ‘what was that music describing?’    After taking a few of their suggestions, tell them that it described an imaginary animal.  Listen again – draw the animal remembering it is imaginary (although it is based on a real one – which?)  Watch [Mason Bates Ten Pieces film](http://www.bbc.co.uk/programmes/articles/5t3vS7Bk966KKlJrGns66RP) (<http://www.bbc.co.uk/programmes/articles/5t3vS7Bk966KKlJrGns66RP>) which reveals what the animal is and its actions. Afterwards have a quick class discussion about what we have just seen.  Ask–  Did you like the film?  Did anyone guess that the animal is a kind of snake slithering up and down a tower? | | I can sing a song to help me to remember the planets.  I can respond to music through art 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. | |
| 3/03/23 FRENCH | |  | |
| Session 2 10/03/23 | |  | |
| **Learning Objective**: **To compose 3 motifs to represent an imaginary animal.**  Sing the Planet Song (Space Out of the Ark book)  In pairs - Invent an imaginary animal (use BBC powerpoint) – name and image  Choose 3 colours, 3 things the animal does.  Create a motif for each thing your animal does.  Share the motifs with the class (keep a note of who has what instruments) | | I can sing a song to help me to remember the planets.  I can create and choose sounds to represent an imaginary animal.  I can alter the sounds and play rhythmical patterns.  I can play instruments carefully.  I can rehearse and perform with others.  I can make improvements to my work. | |
| 17/03/23 FRENCH Cafe | |  | |
| Session 3 24/03/23 | |  | |
| **Learning Objective**:  **To develop 3 musical motifs into a complete piece using a structure.**  Sing the Planet Song (Space Out of the Ark book)  Recall what is a motif; what is a palindrome? Talk about how Bates uses 3 motifs as a palindrome to create the music for his imaginary animal.  Complete composing piece in a palindrome structure.  Perform, record and assess. | | I can sing a song to help me to remember the planets.  I can create and choose sounds to represent an imaginary animal.  I can alter the sounds and play rhythmical patterns.  I can develop my composition using a structure.  I can play instruments carefully.  I can rehearse and perform with others.  I can make improvements to my work. | |
| 31/03/23 FRENCH (Easter Concert) | |  | |