

## Year 1 Music Medium Term Plan

Time	National Curriculum Learning Objective	Suggested Activities	Resources	Comment
Week 1-6	<p><b>Unit 1 : Exploring sounds</b></p> <p><i>recognize different sound sources</i></p> <p><i>explore different sound sources</i></p> <p><i>focus their listening</i></p> <p><i>explore instruments</i></p> <p><i>control instruments</i></p>	<ul style="list-style-type: none"> <li>• <i>Sing Sound song to focus listening and to recognize a variety of sounds</i></li> <li>• <i>Sing Hands can hold to make a variety of sounds using hands</i></li> <li>• <i>Create a piece of hand music using the Sounds handy score</i></li> <li>• <i>Sing Sound song adding vocal sounds and body percussion</i></li> <li>• <i>Play the Sound song listening game to identify sound sources</i></li> <li>• <i>Listen to Sounds menu to identify sound Sources</i></li> <li>• <i>Sing Choose an instrument to explore the sounds of instruments</i></li> <li>• <i>Sing Listen to the east to demonstrate different ways of playing instruments</i></li> <li>• <i>Play the Listen to the east game to discriminate between sounds made by playing instruments in different ways</i></li> <li>• <i>Sing Choose an instrument to develop skill handling classroom instruments</i></li> <li>• <i>Sing The wheels on the bus to explore expressive ways of using the voice</i></li> <li>• <i>Perform The wheels on the bus with instruments</i></li> <li>• <i>Listen to The big blue jeep and the little white trike and add instrumental sounds</i></li> </ul>	<p><i>Music Express book</i></p> <p><i>Classroom instruments</i></p> <p><i>Internet</i></p> <p><i>CD's</i></p> <p><i>Smart board</i></p>	

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<p>Week 7-12</p>	<p><b>Unit 2: Exploring pulse and rhythm</b></p> <ul style="list-style-type: none"> <li>• steady beat</li>   <li>• control a beat</li>   <li>• rhythm</li>   <li>• combine beat and rhythm</li>   <li>• recall and copy rhythm</li> </ul> <p><i>Patterns</i></p> <ul style="list-style-type: none"> <li>• create rhythm patterns based on words and phrases</li>   <li>• Use beat and rhythm to create an accompaniment for a song</li> </ul>	<ul style="list-style-type: none"> <li>• Move to the beat of the song, Pinocchio</li> <li>• Respond to Ragaabhogi and Country dance in movement</li> <li>• Sing Okki - tokki - unga with actions on the beat</li>   <li>• Sing Pinocchio's band, accompanying it with instruments played on the beat</li>   <li>• Listen to a melody to identify the beat</li> <li>• Sing I hear thunder and mark the beat with clapping</li>   <li>• Sing I hear thunder to recognize the difference between beat and rhythm</li>   <li>• Sing Okki - tokki - unga to explore beat and rhythm</li> <li>• Sing This old man and clap the beat and rhythm. Accompany This old man with wordrhythms. Sing Clap your hands with action Patterns</li>   <li>• Sing This old man and improvise rhythm patterns</li>   <li>• Write and read simple rhythms using the Clap and wiggle score</li>   <li>• Mark the beat of A dragon 's very fierce</li> <li>• Chant A dragon 's very fierce and add actions and sounds</li> <li>• Create an accompaniment for A dragon 's very fierce</li> </ul> <p><i>Perform A dragon 's very fierce</i></p>	<ul style="list-style-type: none"> <li>• Music Express book</li>   <li>• Classroom instruments</li>   <li>• Internet</li>   <li>• CD's</li>   <li>• Smart board</li> </ul>	
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## Year 1 Music Medium Term Plan

<p>Week 13-18</p>	<p><b>Unit 3: Exploring instruments and symbols</b></p> <ul style="list-style-type: none"> <li>• explore classroom instruments</li> <li>• identify different ways instruments make sounds</li> <li>• identify how symbols can represent sounds</li> <li>• how symbols can be used to describe changing sounds</li> <li>• listen carefully and respond to sounds using movement</li> <li>• compose a class composition and contribute to the creation of a class score</li> </ul>	<ul style="list-style-type: none"> <li>• Sing Bang, bang, the sticks go bang to explore volume</li> <li>• Identify instruments by their sound</li> <li>• Sing I can see coconuts and choose instruments to accompany</li> <li>• Listen to Slowly slowly and explore playing slowly and quickly</li> <li>• Listen to Rainforest music to identify volume</li> <li>• Use the Coconuts score to match notation with sound</li> <li>• Sing When you play the tambour to explore graphic symbols</li> <li>• Sing Jenny, tap the sticks to revise playing instruments loudly and quietly</li> <li>• Sing Jenny, tap the sticks responding to symbols</li> <li>• Sing and play Silence and sound responding to graphic symbols for volume</li> <li>• Listen to Rainforest music and match volume to symbols and movement</li> <li>• Sing Yohoho and make footstep sounds</li> <li>• Discuss sound and notation for each of the island scenes</li> <li>• Notate music for the island scenes</li> </ul>	<ul style="list-style-type: none"> <li>• Music Express book</li> <li>• Classroom instruments</li> <li>• Internet</li> <li>• CD's</li> <li>• Smart board</li> </ul>	
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## Year 1 Music Medium Term Plan

<p>Week 19-24</p>	<p><b>Unit 4: Pitch</b></p> <ul style="list-style-type: none"> <li>• <i>Identify pitch</i></li> <li>• <i>respond to changes in pitch</i></li> <li>• <i>control the pitch of the voice</i></li> <li>• <i>relate sounds to symbols</i></li> <li>• <i>how simple tunes are made of different pitches</i></li> <li>• <i>percussion instruments produce different pitches</i></li> <li>• <i>pitch can be used descriptively</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Demonstrate pitch movement in I jump out of bed in the morning with whole body movements</i></li> <li>• <i>Listen to Six little ducks that I once knew and play a notation game</i></li> <li>• <i>Sing Six little ducks that I once knew and use instruments and whole bodies to demonstrate pitch movement</i></li> <li>• <i>Improvise Jazzy quacks music to enjoy playing with pitch movement</i></li> <li>• <i>Listen to pitch movement in The prehistoric animal brigade</i></li> <li>• <i>Make a score of The Prehistoric animal brigade melody</i></li> <li>• <i>Listen to Fossils and notice pitch differences in the melody</i></li> <li>• <i>Perform The prehistoric animal brigade with a drone accompaniment</i></li> <li>• <i>Sing Fossils in the rock and notice how the pitch moves</i></li> <li>• <i>Perform Fossils in the rock with a drone Accompaniment</i></li> <li>• <i>Plan a class arrangement of Fossils in the rock</i></li> <li>• <i>Create a Dinosaur brigade march</i></li> <li>• <i>Use the Fossils melody to focus on listening</i></li> <li>• <i>Rehearse for a Prehistoric music show</i></li> <li>• <i>Make a plan of the Prehistoric music show</i></li> </ul> <p><i>Present the Prehistoric music show to an audience</i></p>	<ul style="list-style-type: none"> <li>• <i>Music Express book</i></li> <li>• <i>Classroom instruments</i></li> <li>• <i>Internet</i></li> <li>• <i>CD's</i></li> <li>• <i>Smart board</i></li> </ul>
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## Year 1 Music Medium Term Plan

<p>Week 25-31</p>	<p><b>Unit 5: Exploring duration</b></p> <ul style="list-style-type: none"> <li>• <i>make a variety of long and short sounds using voices</i></li> <li>• <i>respond to long and short sounds through movement</i></li> <li>• <i>make sounds of different duration on untuned percussion instruments</i></li> <li>• <i>make sounds of different duration using voices and instruments</i></li> <li>• <i>use instruments to create sequences of long and short sounds</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Sing Some sounds are short to explore making long and short vocal sounds</i></li> <li>• <i>Add actions and vocal sounds to the song, It's bon fire night</i></li> <li>• <i>Add instrumental sounds to It's bon fire night</i></li> <li>• <i>Listen to the duration of sounds made by different instruments in the song, Fade or float?</i></li> <li>• <i>Sing Fade or float? and predict the duration of sounds made by different instruments</i></li> <li>• <i>Use the rhyme, Bubble, to perform long and short vocal and body sounds, and whole body movements</i></li> <li>• <i>Explore making long and short instrumental sounds then play the Bubble game to focus listening</i></li> <li>• <i>Listen to Rippling rhythm to identify long and short sounds heard together</i></li> <li>• <i>Listen to Ho! Jack Frost and join in with words and actions</i></li> <li>• <i>Sing Ho! Jack Frost and listen to long and short sounds in the accompaniment</i></li> <li>• <i>Choose long and short sounds to accompany Ho! Jack Frost</i></li> <li>• <i>Listen and move to the song, Coming down, singing the repeated lines</i></li> <li>• <i>Sing Coming down and perform it with movements</i></li> <li>• <i>Choose and order sounds to represent each of the Sounds of winter pictures</i></li> <li>• <i>Perform Coming down and Sounds of winter</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Music Express book</i></li> <li>• <i>Classroom instruments</i></li> <li>• <i>Internet</i></li> <li>• <i>CD's</i></li> <li>• <i>Smart board</i></li> </ul>	
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## Year 1 Music Medium Term Plan

<p>Week 32-36</p>	<p><b>Unit 6: Exploring timbre, tempo and dynamics</b></p> <ul style="list-style-type: none"> <li>• <i>how sounds can be used descriptively</i></li> <li>• <i>music can describe an environment</i></li> <li>• <i>words can describe sounds</i></li> <li>• <i>sounds made by different sound sources</i></li> <li>• <i>sounds can be combined</i></li> <li>• <i>sounds can be organized within simple structures</i></li> <li>• <i>create a class composition combining layers of sound within simple structures</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Listen to Playful pizzicato to describe minibeasts in movement</i></li> <li>• <i>Sing the action song, Says the bee</i></li> <li>• <i>Listen to Lots of worms and respond with movement</i></li> <li>• <i>Choose sounds to accompany Says the bee</i></li> <li>• <i>Sing Lots of worms and add an instrumental accompaniment</i></li> <li>• <i>Listen to Bird calls and improvise vocal patterns</i></li> <li>• <i>Sing a song and add an instrumental accompaniment</i></li> <li>• <i>Listen to and discuss Gardens in the rain</i></li> <li>• <i>Sing Rain rain go away and add body percussion, responding to a graphic score</i></li> <li>• <i>Listen to Shall I sing? and add movement</i></li> <li>• <i>Choose instrumental sounds to accompany Rain rain go away</i></li> <li>• <i>Draw the sounds onto the April showers score</i></li> <li>• <i>Learn Shall I sing?</i></li> <li>• <i>Practice playing the Shall I sing? interludes</i></li> <li>• <i>Add sounds to the recording of Rain rain go away.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Music Express book</i></li> <li>• <i>Classroom instruments</i></li> <li>• <i>Internet</i></li> <li>• <i>CD's</i></li> <li>• <i>Smart board</i></li> </ul>	
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