

Music

2022-2023	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FROG	<p><u>Ten Pieces</u> <u>No Place Like Home</u> <u>Body percussions</u></p> <p>Listening: Identify the pulse in different musical styles and demonstrate through movement (e.g. clapping). <i>Listening: Begin to use basic musical vocabulary to discuss music being listened to (pulse, rhythm, tempo and mood).</i></p> <p>Composing: Improvise simple vocal chants, using question and answer phrases</p> <p>Composing: Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. Combine to make a story, choosing and playing classroom instruments or sound-makers.</p> <p><i>Composing: Create music in response to a non-musical stimulus (e.g. storm, race car, rocket launch).</i></p> <p>Musicianship Pulse/Beat: Use body percussion and classroom percussion, playing repeated rhythm patterns and short, pitched patterns on tuned</p>	<p><u>Rhythms of Childhood-singing</u> <u>Tuned instruments (chime bars)</u> <u>Row your boat.</u></p> <p>Listening: Listen to music from a wide range of cultures and traditions (utilising MMC recommendations as a starting point).</p> <p>Composing: Understand the difference between creating a rhythm pattern and a pitch pattern.</p> <p>Musicianship Rhythm: <i>Create rhythms using word phrases as a starting point.</i></p> <p>Musicianship Rhythm: Perform short copycat rhythm patterns accurately, led by the teacher.</p> <p>Musicianship Pitch: Follow pictures and symbols to guide singing and playing e.g. 4 dots = 4 taps on a drum.</p> <p>Musicianship Rhythm: <i>Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchet rests.</i></p> <p>Musicianship Rhythm: <i>Create and perform their</i></p>	<p><u>Singing songs about the body-Breathing</u></p> <p>Singing: Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions and counting in. <i>Singing: Know the meaning of dynamics and tempo and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols.</i></p> <p>Singing: Begin with simple songs with a very small range, me-so and then slightly wider. Include pentatonic songs. <i>Singing: Sing songs with a small pitch range, pitching accurately.</i></p> <p>Musicianship Pitch: <i>Sing short phrases independently within a singing game or short song.</i></p> <p>Musicianship Rhythm: Perform word-pattern chants, create, retain and perform their own rhythm patterns.</p> <p>Musicianship Pulse/Beat: <i>Identify the beat groupings in familiar music that they sing regularly and listen to.</i></p> <p>Musicianship Rhythm: <i>Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.</i></p>	<p><u>Ten Piece</u> <u>Mason Bates –</u> <u>Anthology of Fantastic Zoology -Sprite: A Bao A Qu</u> <u>Listening, composing, percussion</u></p> <p>Musicianship Pitch: Explore percussion sounds to enhance storytelling, e.g. ascending xylophone to suggest Jack climbing the beanstalk.</p> <p>Composing: Invent, retain and recall rhythm and pitch patterns and perform these for others taking turns.</p> <p><i>Composing: Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion.</i></p> <p>Composing: Use music technology, if available, to capture, change and combine sounds.</p> <p>Musicianship Pitch: <i>Respond independently to pitch changes heard in short melodic phrases, indicating with actions.</i></p>	<p><u>Singing – Sing-up resource?</u> Singing: Sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy. <i>Singing: Sing songs regularly with a pitch range of do-so with increasing vocal control.</i></p> <p>Musicianship Pitch: Sing familiar songs in both low and high voices and talk about the difference in sound. <i>Musicianship Pitch: Play a range of singing games based on the cuckoo interval, matching voices accurately, supported by a leader playing the melody. The melody could be played on piano, acoustic instrument or backing track.</i></p> <p>Musicianship Pitch: Listen to sounds in the local school environment, comparing high and low sounds.</p>	<p><u>Ten Pieces</u> <u>Hoe Down from Rodeo - Copland</u> <u>Reading notation, ostinato,</u></p> <p>Composing: Recognise how graphic notation can represent created sounds. Explore and invent own symbols. <i>Composing: Use graphic symbols, dot notation and stick notation, as appropriate to keep a record of composed pieces.</i></p> <p>Musicianship Pulse/Beat: <i>Understand that the speed of the beat can change, creating a faster or slower pace (tempo).</i></p> <p>Musicianship Pitch: <i>Recognise dot notation and match it to 3-note tunes played on tuned percussion (see MMC document example).</i></p> <p>Musicianship Rhythm: Perform short repeating rhythm patterns while keeping in time with a steady beat. <i>Musicianship Pulse/Beat: Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.</i></p>

	<p>instruments to maintain a steady beat.</p> <p>Musicianship Pulse/Beat: Respond to the pulse in recorded/live music through movement and dance. E.g. stepping, jumping, walking on tiptoes etc.</p> <p><i>Musicianship Pulse/Beat: Walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and shared movement of others.</i></p> <p>Musicianship Pulse/Beat: Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes</p> <p><i>Musicianship Pulse/Beat: Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo.</i></p>	<i>own chanted rhythm patterns with the same stick notation.</i>				
FROG Lilac						
Books CC reading						
CC writing						

	STEM						
	School Award						
	Further Implementation tools						