



Long Term Planning – Music

Years 1 and 2

Cycle A	Autumn 1 (7 weeks)	Autumn 2 (6 weeks)	Spring 1 (6+ weeks)	Spring 2 (6 weeks)	Summer 1 (6 weeks)	Summer 2 (4+ weeks)
Topics and Lesson Content	<u>Sounds all around us:</u> Listen to everyday sounds Listen to the different types of sounds we can make with our bodies Listen to the different sounds we can make on percussion instruments Develop basic techniques for playing percussion instruments and learn to play as part of a group	<u>Christmas:</u> Learn to sing carols and Christmas songs ready for the school Nativity performance	<u>Shout or Whisper:</u> Recognise and respond to dynamics in music Use appropriate hand gestures to demonstrate changes of volume Try to achieve dynamic changes using the voice and percussion instruments	<u>Feel the Pulse:</u> Develop a sense of steady beat in music through clapping games Listen to music and learn to clap along at the same speed Listen to different tempos in music March in time with the music	<u>Climb the Ladder:</u> Understand the concept of pitch in music Identify high and low pitches Use tuned percussion instruments (e.g. chime bars) to play ascending and descending scales Listen to pieces played on the piano and use hand gestures to show pitch	<u>The Long and Short of it:</u> Understand that music is made up of different lengths of notes Clap rhythms using differing lengths of notes Use symbols to show note lengths Consider the use of silence in music
Progression of Musical Skills	Learn to listen to and describe different types of sounds Identify percussion instruments and how they are played	Learn to use voices Listen to others when singing in a group Gain confidence to perform	Learn to control the volume of the voice and instruments Understand how volume changes the effect of music Develop an understanding of musical contrasts	Understand the importance of a steady pulse in music Respond to changes of speed Listen to each other and work together	Understand the wide range of pitch used in music Be able to choose appropriate instruments to play high or low pitches Develop a basic understanding of pitch using the ladder analogy.	Recognise and respond to signs and symbols Consider how different rhythms can fit together

Cycle B	Autumn 1 (7 weeks)	Autumn 2 (6 weeks)	Spring 1 (6+ weeks)	Spring 2 (6 weeks)	Summer 1 (6 weeks)	Summer 2 (4+ weeks)
Topics and Lesson Content	<p><u>Contrasts in Music:</u> Consider the ways in which contrasts are achieved in music Listen for changes in volume; recognise and respond to loud, medium and soft dynamics Use gestures and symbols to indicate changes of volume Explore the different volumes possible from percussion instruments Look at pictures of orchestral instruments and decide how size relates to volume</p>	<p><u>Christmas:</u> Learn to sing carols and Christmas songs ready for the school Nativity performance</p>	<p><u>The Musical Ladder:</u> Understand the concept of pitch in music Recognise high, medium and low sounds Listen to singers with contrasting vocal ranges Compare high and low orchestral instruments and relate the size of the instrument with the pitch of the sounds Explore the concept of a scale in terms of climbing up and down a ladder Relate high and low pitches with positions on the stave Understand the difference between treble and bass clefs</p>	<p><u>Do-Re-Mi:</u> Take previous work on the scale further by now incorporating letter names Understand how scales use each letter name in turn Use chime bars to play scales Introduce the tonic solfa system Respond to the shape of melodies and draw graphs relating to pitch changes Begin to recognise steps, leaps and repeated notes</p>	<p><u>Marching and Dancing:</u> Consider the importance of a steady beat in music particularly in marches and dances Listen to examples of marches and understand the concept of 2 beats in a bar Clap in time to the music with emphasis on the first beat of the bar Listen to dance music (minuet and waltz) and understand the concept of 3 beats in a bar Clap in time to the music with the emphasis on the first beat Use percussion instruments to play different rhythms in 2 and 3 time Learn to recognise the signs for crotchets, minims and quavers</p>	<p><u>I Can Write Music:</u> Experiment with writing tunes, initially using only 5 letter names Understand the lengths of notes using 2 or 3 beats in each bar Think about the rise and fall pattern of the notes Understand the importance of a 'home' note and beginning and ending the tune on this note Add dynamics to the tune Perform the tunes using tuned percussion</p>

<p>Progression of Musical Skills</p>	<p>Recognise and respond to a variety of dynamics including crescendos and diminuendos Learn correct techniques for playing percussion instruments Listen to each other while playing and responding to a group leader</p>	<p>Understand the meaning behind the words of songs and how the style of music reflects the words Listen to each other and blending voices together Gain confidence in group singing</p>	<p>Begin to understand pitch in terms of positions of notes on the stave Recognise treble and bass clef signs and relate them to low and high pitch Understand the correlation between size and pitch of instruments</p>	<p>Demonstrate the ability to use symbols to show pitch and shape in music Understand the concept of a scale and relate it to letter names and the tonic solfa system Demonstrate a basic understanding of stave notation Develop the ability to play tuned percussion</p>	<p>Recognise the difference between 2 and 3 time Distinguish between steady beat and rhythmic pattern and how they fit together Work together to make up rhythms and play in groups</p>	<p>Develop a more advanced understanding of musical elements and how they all work together Begin to compose tunes and gain experience of performance Recognise the differences between tunes</p>
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