Stalyhill Infant School – Long term curriculum plan

Music

Intent: To foster an appreciation and knowledge of music in all its forms. To develop an early understanding of rhythm, melody, beat, tempo, pitch and pulse through listening, singing and playing a range of musical instruments.

	Reception
Exploring using media and materials	• I can enjoy joining in with dancing and ring games • I can sing a few familiar songs • I can begin to move rhythmically • I can imitate movement in response to music • I can tap out simple, repeated rhythms. • I can explore and learn how sounds can be changed.
Goal	• **I can sing songs, make music and dance and experiment with ways of changing them.**
Being imaginative	• I can develop preferences for forms of expression • I can use movement to express feelings • I can create movement in response to music • I can sing to myself and make up simple songs.
Goal	• **I can represent my own ideas, thoughts and feelings through music and dance.**

	Year 1	Year 2
As an musician	• I can use my voice to speak, sing and chant. • I can clap and sing short rhythmic patterns. • I can make different sounds with my voice and with instruments. • I can repeat short rhythmic and melodic patterns. • I can make a sequence of sounds (improvise). • I can respond to different moods in music through movement. • I can say whether I like or dislike a piece of music. • I can choose sounds to represent different things. • I can follow instructions about when to play and sing. • I can sing and use instruments to perform.	• I can sing and follow a melody. • I can perform simple patterns and accompaniments keeping a steady pulse. • I can play simple rhythmic patterns on an instrument. • I can sing, clap or play increasing and decreasing pitch. • I can choose sounds which create an effect. • I can make connections between notations and musical sounds. • I can listen out for particular things when listening to music. • I can create a simple melody • I can record my own composition. • I can use symbols to represent sounds. • I can improve my own work. • I can perform in front of an audience.

Knowledge, Skills and Understanding for Music

	Year 1	Year 2
Listening & Appraising	• Do they know 5 songs off by heart? • Do they know what the songs are about? • Do they know and recognise the sound and the names of some of the instruments they use? • Can they move to music by dancing, marching, being animals or popstars?	• Do they know 5 songs off by heart? • Do they know some songs have a chorus or a response/answer part? • Do they know that songs have a musical style? • Can they enjoy moving to music by dancing, marching, being animals or popstars? • Do they know that songs can tell a story or describe an idea?
Games	• Do they know that music has a steady pulse, like a heartbeat? • Can they create rhythms from words, names, colours and animals? • Can they find the pulse in a piece of music? • Can they listen to a rhythm and clap it back? • Can they create a rhythm for others to copy? • Can they listen to a rhythm and sing it back?	• Do they know that music has a steady pulse, like a heartbeat? • Can they create rhythms from words, names, colours and animals? • Do they know that a rhythm is different from a steady pulse? • Do they know that we add high and low sounds (pitch), when we sing and play our instruments? • Can they find the pulse in a piece of music? • Can they listen to a rhythm and clap it back? • Can they create a rhythm for others to copy? • Can they listen to a rhythm and sing it back?
Singing	• Can they confidently sing or rap 5 songs from memory and sing them in unison? • Do they know that voices can sing in different pitches (high and low)? • Can they make different types of sounds with their voices? • Can they start and stop singing when following a leader?	• Can they confidently know and sing 5 songs from memory? • Do they know that unison means that everyone is singing at the same time? • Do they know that some songs include other ways of using the voice (rapping, whistling, spoken word)? • Do they know why we need to warm up our voices? • Can they sing at different pitches (high & low)? • Can they make different types of sounds with their voices (spoken word and rhythm)? • Can they find a comfortable singing position for themselves? • Can they start and stop singing when following a leader?
Playing	• Do they know the names of the notes in their instrumental part from memory or when written down? • Do they know the names of the instruments they are playing? • Do they treat instruments carefully and with respect? • Can they play a tuned instrumental part with the song they perform? • Can they listen to and follow musical instructions from a leader?	• Do they know the names of the notes in their instrumental part from memory or when written down? • Do they know the names of untuned percussion instruments played in class? • Do they treat instruments carefully and with respect? • Can they play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts? • Can they play the part in time with the steady pulse? • Can they listen to and follow musical instructions from a leader?
Improvisation	• Do they know that improvisation is about making your own tunes on the spot? • Do they know that when someone improvises it is a new tune that belongs to them? • Do they know that everyone can improvise? • Can they clap and improvise? • Can they sing and improvise?	• Do they know that improvisation is about making your own tunes on the spot? • Do they know that when someone improvises it is a new tune that belongs to them? • Do they know that everyone can improvise and you can use one or two notes? • Can they clap and improvise? • Can they sing, play and improvise?

Composition	• Do they know that composing is like writing a story with music? • Do they know that everyone can compose? • Can they create a simple melody using one, two or three notes? • Can they write down the notes of their composition and change them if necessary?	• Do they know that composing is like writing a story with music? • Do they know that everyone can compose? • Can they create three simple melodies with the Units using one, three or five different notes? • Can they write down the notes of their composition and change them if necessary?
Performance	• Do they know that a performance is sharing music with other people called an audience? • Can they choose a song they have learnt and perform it? • Can they add their own ideas to the performance? • Can they record the performance and say how they feel about it?	• Do they know that a performance is sharing music with an audience? • Do they know that a performance can be a special occasion and involve a class, a year group or a whole school? • Do they know that an audience can include parents and friends? • Can they choose a song they have learnt and perform it? • Can they add their own ideas to the performance? • Can they record the performance and say how they feel about it?

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