



2	Term	Summer 1	Subject	Music	Topic & Learning Focus	Your Imagination Friendship Song -Linked to Anti-Bullying
Prior Learning and other Curriculum Links	<p>Nursery</p> <ul style="list-style-type: none"> -To tap out simple repeated rhythms and explore how sounds can be changed -Build a repertoire of songs and dances that are revisited often -To explore the sounds of different instruments -To use movement to express feelings in response to music -To sing and make up simple songs -Make own rhythms using materials or instruments <p>Reception</p> <p>To sing songs, create music and dance</p> <ul style="list-style-type: none"> -To experiment with ways of changing a song -To represent own ideas, thoughts and feelings through music -To talk about own music ideas (the features) and compare and praise my own work with the work of others <p>Year 1</p> <p>Listen: To listen to music with sustains concentration and copy and repeat a rhythm or melody. Finding the pulse using movement and using musical language to describe a piece and link to own emotions and feelings.</p> <p>Understand: To recognise different instruments. To understand rhythm, pulse, tempo and the dynamics of music</p> <p>Appraise (oracy): To identify verbally why they like a piece of music linking to how it makes them feel</p> <p>Perform: To perform rhythms, raps and songs. To understand how to follow a leader or conductor showing good</p>				Skills statements	<p>Find the pulse and respond through movement/actions /role play • Understand that pulse is the musical heartbeat</p> <ul style="list-style-type: none"> • Identify some instruments they use • Identify some of the instruments and voices they hear in the main unit song (Keyboard, drums, bass, a female singer) • Copy and clap back rhythms • Clap name and colour rhythms in time to music • Perform a song in unison and two parts from memory • Play an accompaniment to a song using tuned percussion (using a limited range of notes: C or C + G) • Play instruments accurately and in time with the music • Improvise using tuned percussion (1 or 2 notes) • Compose a simple melody using simple rhythms (using the notes C + D or C + D + E) • Take part in a class performance of a pop song with singing, movement and instruments • Appraise their own final performance – say what they liked best and why

	posture and projection of the voice. Understanding a voice warm up.		
Fundamentals	<p>Listen: To internalise the pulse when listening to music and concentrate on a wide range of high quality recorded and live music</p> <p>Understand:-To understand timbre, texture and the melody of music. To know how the structure of a piece of music describes different sections and the ordering of them</p> <p>Appraise (oracy): To begin to describe a piece of music using key vocabulary and musical concepts taught</p> <p>Perform: To use their voice expressively and practise, rehearse and present a performance. Play a range of simple instruments using technique. Sing a song in two parts and sing chants and rhymes</p> <p>Improvise: To improvise simple rhythms using tuned and untuned instruments including the voice. To experiment, create and select a combination of sounds</p>	Key Facts/Sticky Knowledge	<p>To understand the pulse, rhythm, pitch of the song</p> <p>To answer questions about the song such as: what story does the song tell or what is the message in the song; how does the song makes them feel; do they like the song/music or not and why?</p> <p>What instruments they can hear?</p> <p>To be able to copy rhythm/pulse with body parts</p> <p>To be able to use a musical instrument to copy the pulse/rhythm of the song and</p> <p>To be able to use musical instrument to read and play notes</p> <p>Learn the song and perform with instruments</p>
Our Curriculum Journey	<p>Learning Journey: We will begin by listening and appraising the Friendship Song and other songs about friendship.</p> <p>Stunning start: We will begin to learn the song and add some choreography to the song and musical instruments.</p> <p>Showstopper: Live performance to parents of the Friendship Song.</p>		

Key Vocabulary (revisited)	Pulse <ul style="list-style-type: none">• Pitch• Dynamics• Tempo• Rhythm• Conductor• Posture• Experiment• Feelings• Music features• Making music	Key Vocabulary (new)	<ul style="list-style-type: none">• Improvise• Melody• Tuned instruments• Timbre• Structure• Singing in parts
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