

| YEAR 1          | Autumn 1                                                                                                                                                                                                                                                                                                                                                                      | Autumn 2                                                                                                                                                                                                             | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                            | Spring 2                                                                                                                                                                                                                                                                                                                                              | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                             | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| Unit            | Music and Me:<br>Exploring the<br>elements of music                                                                                                                                                                                                                                                                                                                           | Singing & Pitch<br>(Christmas)                                                                                                                                                                                       | Carnival, Samba<br>And Rhythm<br><br><i>Case Study: Bambo<br/>du Bambu by Carmen<br/>Miranda</i>                                                                                                                                                                                                                                                                                                                    | Animal Adventure<br><br><i>Case Study: Carnival of<br/>the Animals, Camille<br/>Saint-Saens</i>                                                                                                                                                                                                                                                       | Storm!<br><br><i>Case Study: Storm,<br/>Benjamin Britten</i>                                                                                                                                                                                                                                                                                                                                                                         | The Sound of the<br>Seaside                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Brief synopsis: | <p>Children sing Good to be Me and practice singing as a group in tune and using their voice in different ways to create different musical effects.</p> <p>Children play partner games, circle games and rhythm games to begin refining their listening and understanding skills.</p> <p>Kodaly rhythm and movement is introduced to teach the length of different notes.</p> | <p>Children playing pitch games like Doggy Doggy, High Low Chicka Lo and Upstairs Downstairs to improve their understanding of pitch.</p> <p>Children practice singing in tune for their Christmas performances.</p> | <p>Children learn about the features and instruments of samba music. They listen to and learn how to sing Bambo du Bambu with actions.</p> <p>Children work both independently and with others to copy and compose their own rhythms using crochets and quavers.</p> <p>They play percussive instruments as a group in our class samba band and practice keeping to the pulse and keeping to different rhythms.</p> | <p>Children listen to The Elephant, The Swan, Aquarium and The Royal March of the Lion and describe the dynamics, tempo, duration and pitch and are introduced to the correct terminology.</p> <p>Children compose their own percussion piece in small groups based on one animal and change different musical elements to represent that animal.</p> | <p>Children listen to Storm by Britten and follow the music to create artwork inspired by the piece.</p> <p>Children describe the piece using correct musical terminology when referring to dynamics, tempo, duration and pitch.</p> <p>Children explore body percussion to create a class storm and experiment with dynamics and tempo.</p> <p>Children create simple graphic scores to compose their own storm piece of music.</p> | <p>Children read What the Ladybird Heard at the seaside and play The Seaside Environment sound game to inspire musical compositions about the seaside.</p> <p>Children explore instruments including percussion and drums, glockenspiels and voices to create sound effects for a seaside adventure.</p> <p>Children use Boomwhackers to improve on their understanding of pitch and create simple melodies in small groups, describing the different high and low sounds.</p> |

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| Skills and knowledge focus: | I can follow music and can clap, play and read simple crochet and quaver rhythms     | I enjoy singing and can sing in tune with others.         | I can follow music and can clap, play and read simple crochet and quaver rhythms     | I can sing and play recognising changes in pitch temp, timbre, duration and dynamics | I can sing and play recognising changes in pitch temp, timbre, duration and dynamics | I can follow instructions and maintain a steady beat/rhythm when playing with others |
|                             | I can use my voice in different ways and sing from memory                            | I can use my voice in different ways and sing from memory | I can take turns and listen to the ideas of others                                   | I can create and share my ideas and find simple ways to represent the sounds I make  | I can create and share my ideas and find simple ways to represent the sounds I make  | I can show how the pitch of a melody moves high and low                              |
|                             | I can take turns and listen to the ideas of others                                   | I play and sing with an awareness of others               | I can follow instructions and maintain a steady beat/rhythm when playing with others | I can listen and respond to a range of different music                               | I can listen and respond to a range of different music                               | I can create and share my ideas and find simple ways to represent the sounds I make  |
|                             | I can sing and play recognising changes in pitch temp, timbre, duration and dynamics | I can show how the pitch of a melody moves high and low   | I can listen and respond to a range of different music                               |                                                                                      |                                                                                      | I can take turns and listen to the ideas of others                                   |

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| Evidence: | <p><b>In books:</b></p> <ul style="list-style-type: none"> <li>- Kodaly rhythms</li> <li>- Photo of circle games</li> <li>-</li> </ul> <p><b>Video/audio:</b></p> <ul style="list-style-type: none"> <li>- Video of singing good to be me</li> </ul> | <p><b>In books:</b></p> <p><b>Video/Audio:</b><br/>Recording of Christmas performance</p> | <p><b>In books:</b></p> <ul style="list-style-type: none"> <li>- Photo of samba band with percussive instruments</li> <li>- Photo of Samba/singing and dancing</li> <li>- Photo of crochet/quaver whiteboard compositions</li> </ul> <p><b>Video/Audio:</b></p> <ul style="list-style-type: none"> <li>- Video of samba band</li> </ul> | <p><b>In books:</b></p> <ul style="list-style-type: none"> <li>- Listening worksheet</li> <li>- Photo of moving to music</li> </ul> <p><b>Video/Audio:</b></p> <ul style="list-style-type: none"> <li>- Video of moving to music</li> </ul> | <p><b>In books:</b></p> <ul style="list-style-type: none"> <li>- Storm graphic score worksheet</li> </ul> <p><b>Video/Audio:</b></p> <ul style="list-style-type: none"> <li>- Video of class storm piece</li> </ul> | <p><b>In books:</b></p> <ul style="list-style-type: none"> <li>- Photo of children using Boomwhackers</li> </ul> <p><b>Video/Audio:</b></p> |
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