

Landgate School Long Term Planning 2019-2021

Key Stage 1		Key stage 1 Intent:	
		Through discrete and cross curricular lessons, learners are fully immersed in developing new skills and knowledge, promoting understanding in Music. Practical and innovative teaching and learning, stimulates the use of their senses and promotes creativity and expression. Learners gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. Our aim is to develop a curiosity for the subject and we are committed to ensuring learners understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts.	
		Key Stage Opportunities:	
		<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music 	
		Year A 2019-20	Year B 2020-2021
Focus 1	Key Focus/opportunities:	Ourselves <ul style="list-style-type: none"> Exploring sounds Making instruments 	Number <ul style="list-style-type: none"> Beat Ipads/interactive
	Vocabulary and Knowledge:	Singing, vocals, pitch, dynamics, structure, tempo, instruments	Beat, vocals, body percussion, tempo, speed, dynamics, fast, slow, loud, quiet
	Key Skills:	Create and respond to vocal sounds Explore how to change sounds Create and place vocal and body percussion sounds Explore descriptive sounds	Recognising and developing a sense of steady beat through using voices and body percussion Identify and performing changes in tempo Learn to play percussion with control Keep a steady beat and using dynamics to vary the musical effect Identify and keeping a steady beat using movement, body percussion, and instruments Recognise and respond to changes in tempo in music
Focus 2	Key Focus/opportunities:	Animals <ul style="list-style-type: none"> Pitch Christmas carols 	Weather Exploring sounds Christmas carols
	Vocabulary and Knowledge:	Listen, pitch, melodies, perform, compare and contrast, carols, movement, chants, sequences	Dynamics, loud, quiet, time, duration, long and short, timbre, voice, percussion, describe. Structure, respond

	Key Skills	<p>Make high and low vocal sounds Relate pitch to high and low body posture Explore pitch by singing a song with contrasting high and low melodies Identify and play high and low pitches in music Explore and develop an understanding of pitch using the voice and body movements Recognise and perform pitch changes and contrasts</p>	<p>Explore and control dynamics (volume), duration, and timbre with voices, body percussion, and instruments Improvise descriptive music Identify a sequence of sounds (structure) in a piece of music Respond to music through movement</p>
Focus 3	Key Focus/opportunities:	<p>Machines</p> <ul style="list-style-type: none"> • Beat • Boom whackers/chime bars 	<p>Seasons</p> <ul style="list-style-type: none"> • Pitch • Soundscapes-composing
	Vocabulary and Knowledge:	Composers, tempo, duration, structure, instruments, review and evaluate, beat, sequences	Pitch, tempo, dynamics, volume, percussion, listen, graphic symbols, graphic scores
	Key Skills	<p>Maintain a steady beat Sequence sounds Play to a steady beat Play at different speeds Control changes in speed</p>	<p>Identify changes in pitch and respond to them with movement Contrast changes in pitch with changes in dynamics Relate pitch changes to graphic symbols and performing pitch changes vocally Listen and respond to a falling pitch signal Distinguish between pitched and unpitched percussion sounds Listening in detail to a piece of orchestral music</p>
Focus 4	Key Focus/opportunities:	<p>Our school</p> <ul style="list-style-type: none"> • Exploring sounds • Soundscapes 	<p>Pattern</p> <ul style="list-style-type: none"> • Beat • Body percussion-rhythms
	Vocabulary and Knowledge:	Sounds, dynamics, duration, elements, dimensions, textures, songs, perform	Beat, sounds, metre, percussion, voice, repeating patterns, perform
	Key Skills	<p>Explore different sound sources and materials Analyse the dynamics and duration of sounds around the school Explore these elements/dimensions on instruments Create two contrasting textures Sing a song Interpret sounds and exploring instruments Create a soundscape as part of a song performance</p>	<p>Mark a steady beat with voices and body percussion Count and perform a steady beat in patterns of two, three, and four beats (metre) Explore different ways to emphasise the first beat in a repeating pattern or metre Identify metre by recognising its pattern Divide the number 12 into twos, threes, and fours Explore different ways to emphasise beats to form a group (metre) Explore sounds on instruments and find different ways to vary their sound</p>
Focus 5	Key Focus/opportunities:	<p>Our bodies</p> <ul style="list-style-type: none"> • Beat • Body percussion- names/words 	<p>Story time</p> <ul style="list-style-type: none"> • Exploring sounds
	Vocabulary and Knowledge:	Perform, beat, speeds, mood, rhythms, patterns, body percussion	Perform, sounds, volume, tempo, dynamics, fast, slow, loud, quiet,

	Key Skills	<p>Perform a steady beat at two different speeds</p> <p>Respond to change of mood in a piece of music with a slow and fast steady beat</p> <p>Identify a repeated rhythm pattern</p> <p>Combine a rhythm pattern and a steady beat</p> <p>Perform together with concentration</p> <p>Perform rhythm patterns on body percussion to a steady beat</p> <p>Invent and perform new rhythms to a steady beat</p>	<p>Discuss basic musical terms – fast, slow, loud, quiet</p> <p>Understand how music can tell a story</p> <p>Perform with concentration</p> <p>Play fast, slow, loud, and quiet</p> <p>Create music that matches an event in a story</p> <p>Rehearse and perform with others</p> <p>Learn new songs and chants</p>
Focus 6	Key Focus/opportunities:	<p>Travel</p> <ul style="list-style-type: none"> • Performance • Soundscapes 	<p>Water</p> <ul style="list-style-type: none"> • Pitch • performance
	Vocabulary and Knowledge:	Perform, soundscapes, voice, instruments, beat, rhythm	Pitch, perform, pattern, repeated pattern, structure, sounds, listen and respond
	Key Skills	<p>Combine voices, movement, and instruments to perform a chant and a song</p> <p>Keep a steady beat, including on instruments</p> <p>Create word rhythms</p> <p>Perform word rhythms with movement</p> <p>Respond to music in movement</p> <p>Play and combine simple word rhythms</p>	<p>Create a picture in sound</p> <p>Understand musical structure by listening and responding</p> <p>Perform a simple repeated pattern</p>