



Medium Term Planning

Year 1



Bricknell Primary School



Music Long Term Plan

Music is taught through units which enable pupils to become confident, create and expressive musicians. The music curriculum is taught progressively through three interrelated pillars: Technical, Constructive and Expressive.

Key concepts:

The pillars of music are developed through the curriculum which progressively builds pupils knowledge and skills of the following key concepts:

Singing (developing pitch, melody, rhythm and control individually and as part of a group)

Listening (exploring feelings and emotions in response to music, giving opinions, identifying instruments, structure, musical features)

Composing (improvising, composing, notating: representing sounds through symbols, standard and non-standard notation)

Performing (singing, playing instruments, individual and groups, practising, rehearsing, presenting, recording, evaluating)

Musicianship (understanding music: pulse/beat/metre, rhythm, pitch/melody, tempo, dynamics, timbre, texture, structure/form)

Second order concepts:

The following second order concepts are also explored:

Chronology (history of music and changes over time)

Similarity and difference (comparing pieces of music, identifying common/different styles and techniques)

Significance (significant composers, pieces of music and musical movements)

Written, oral and creative expression: (Using musical terminology, responding, refining, describing, experimenting, exploring)

Autumn Term 1 Year 1

Introducing Beat *How can we make friends when we sing together?*

<i>Prior Learning</i>	<ul style="list-style-type: none"> • What is favourite nursery rhyme? Can you tap out a beat as you sing it? Can you sing it in a high/low voice? • What musical instruments do you like playing? Can you make your instruments play for short/long time? Can you copy this beat? 				
<i>End Points</i>	<ul style="list-style-type: none"> • Find and keep a steady beat. Copy simple melodic patterns using high and low Copy simple melodic patterns using long and short. Sing and perform songs as part of a group. 				
<i>Vocabulary</i>	Sing, perform, listen, tempo, fast, slow, loud, quiet, steady beat, rhythm, patterns, long, short, like, dislike, appraise, move, dance, rhyme, chant.				
Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching Points	Skills	Resources
<i>Singing</i> <i>Listening</i> <i>Performing and Composing</i> <i>Musicianship</i>	<i>Similarity and Difference</i> <i>Written, oral and creative expression</i>	1	<p>OO: I can sing and perform with a group using a steady beat and simple rhythmic patterns.</p> <p>LO: I can find and keep a steady beat. I can copy back simple melodic patterns using high and low and long and short.</p> <p>Finding the beat: Children are to find the pulse by moving and dancing either copying the penguins movements or create their own in time to the music. Children then to find the beat in the music with different parts of their body and learn the song. Children to listen and appraise the song saying their likes and dislikes. Teachers could split the class into learn with actions and half just learn the song. Each group perform back to each other.</p>	<p>I can move and dance with the music.</p> <p>I can talk about feelings created by the music/song.</p> <p>I have fun and enjoy performing.</p> <p>I can find the steady beat.</p> <p>I can copy back simple rhythmic patterns using long and short.</p> <p>I can copy back simple melodic patterns using high and low.</p> <p>I can sing as part of a group.</p>	<ul style="list-style-type: none"> • Variety of musical instruments • Nursery rhymes to sing along to

Key Concept	Second Order	Lesson Sequence	Learning Objectives and Expected Teaching Points	Skills	Resources
<p><i>Singing</i></p> <p><i>Listening</i></p> <p><i>Performing and Composing</i></p> <p><i>Musicianship</i></p>	<p>Similarity and Difference</p> <p>Written, oral and creative expression</p>	<p>2</p>	<p>OO: I can sing and perform with a group using a steady beat and simple rhythmic patterns.</p> <p>LO: I can find and keep a steady beat. I can copy back simple melodic patterns using high and low and long and short. I can play a short sequence on the glockenspiel.</p> <p>1,2,3,4,5: Same as lesson 1 but children play the glockenspiel for parts of a new song instead of using their bodies as instruments.</p>	<p>I can move and dance with the music.</p> <p>I can talk about feelings created by the music/song.</p> <p>I have fun and enjoy performing.</p> <p>I can find the steady beat.</p> <p>I can copy back simple rhythmic patterns using long and short.</p> <p>I can copy back simple melodic patterns using high and low.</p> <p>I can sing as part of a group.</p>	<ul style="list-style-type: none"> • Glockenspiels • 1,2, 3,, 4, 5, song

Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching Points	Skills	Resources
<p><i>Singing</i></p> <p><i>Listening</i></p> <p><i>Performing and Composing</i></p> <p><i>Musicianship</i></p>	<p>Similarity and Difference</p> <p>Written, oral and creative expression</p>	3	<p>OO: I can sing and perform with a group using a steady beat and simple rhythmic patterns.</p> <p>LO: I can find and keep a steady beat. I can copy back simple melodic patterns using high and low and long and short. I can sing and perform as part of a group.</p> <p>Heads, Shoulders, Knees and Toes: Building on their knowledge of finding the beat children to find the pulse as in previous lessons. Children to listen to and appraise the song expressing likes and dislikes. Children to learn the song Head, Shoulders, Knees and Toes with actions. Options to learn the rap version. Children to perform as a group.</p>	<p>I can move and dance with the music.</p> <p>I can talk about feelings created by the music/song.</p> <p>I have fun and enjoy performing.</p> <p>I can find the steady beat.</p> <p>I can copy back simple rhythmic patterns using long and short.</p> <p>I can copy back simple melodic patterns using high and low.</p> <p>I can sing as part of a group.</p>	<ul style="list-style-type: none"> • Heads, shoulders, knees and toes song
	<p>Similarity and Difference</p> <p>Written, oral and creative expression</p>	4	<p>OO: I can sing and perform with a group using a steady beat and simple rhythmic patterns.</p> <p>LO: I can find and keep a steady beat. I can copy back simple melodic patterns using high and low and long and short. I can play a short sequence on the glockenspiel.</p> <p>Shapes: Children to find the pulse as in previous lessons. Children to learn the song Shapes and draw the shapes on paper. Children will then play parts of the music on a glockenspiel. Children to then improvise playing notes by singing or clapping or thinking of their own body percussion (tapping, clicking fingers, stamping feet). Children to create their own composition in groups.</p>	<p>I can move and dance with the music.</p> <p>I can talk about feelings created by the music/song.</p> <p>I have fun and enjoy performing.</p> <p>I can find the steady beat.</p> <p>I can copy back simple rhythmic patterns using long and short.</p> <p>I can copy back simple melodic patterns using high and low.</p> <p>I can sing as part of a group.</p>	<ul style="list-style-type: none"> • Pencil and paper • Glockenspiells

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<p><i>Singing</i></p> <p><i>Listening</i></p> <p><i>Performing and Composing</i></p> <p><i>Musicianship</i></p>	<p>Similarity and Difference</p> <p>Written, oral and creative expression</p>	2	<p>OO: I can sing and perform with a group using a steady beat and simple rhythmic patterns.</p> <p>LO: I can find and keep a steady beat. I can copy back simple melodic patterns using high and low and long and short. I can sing and perform as part of a group.</p> <p>In the Orchestra: Children to find the pulse and beat, clap out short and long patterns and sing high and low notes. As a class, improvise together finding the pulse and clapping short and long patterns. Children to listen and respond to the song In the orchestra. Children to learn the song and then perform as a group.</p>	<p>I can move and dance with the music.</p> <p>I can talk about feelings created by the music/song.</p> <p>I have fun and enjoy performing.</p> <p>I can find the steady beat.</p> <p>I can copy back simple rhythmic patterns using long and short.</p> <p>I can copy back simple melodic patterns using high and low.</p> <p>I can sing as part of a group.</p>	<ul style="list-style-type: none"> • In the Orchestra song.
	<p>Similarity and Difference</p> <p>Written, oral and creative expression</p>	3	<p>OO: I can sing and perform with a group using a steady beat and simple rhythmic patterns.</p> <p>LO: I can find and keep a steady beat. I can copy back simple melodic patterns using high and low and long and short. I can</p> <p>Daisy Bell: Children to find the pulse and beat, clap out short and long patterns and sing high and low notes. As a class, improvise together finding the pulse and clapping short and long patterns. Children to listen and respond to the song Daisy Bell expressing their thoughts and feelings. Children to learn to sing the song as a whole or in 3 groups coming together for the chorus. Children will compose to make a graphic score and finish the lesson with a performance of Daisy Bell.</p>	<p>I can move and dance with the music.</p> <p>I can talk about feelings created by the music/song.</p> <p>I have fun and enjoy performing.</p> <p>I can find the steady beat.</p> <p>I can copy back simple rhythmic patterns using long and short.</p> <p>I can copy back simple melodic patterns using high and low.</p> <p>I can sing as part of a group.</p>	<ul style="list-style-type: none"> • Daisy Bell song

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<p><i>Singing</i></p> <p><i>Listening</i></p> <p><i>Performing and Composing</i></p> <p><i>Musicianship</i></p>	<p>Similarity and Difference</p> <p>Written, oral and creative expression</p>	5	<p>OO: I can sing and perform with a group using a steady beat and simple rhythmic patterns.</p> <p>LO: I can find and keep a steady beat. I can copy back simple melodic patterns using high and low and long and short. I can sing and perform as part of a group.</p> <p>We Talk to the Animals: Children to find the beat and pulse as in previous lessons. Children to listen and appraise the song and then learn it. Children to perform the song as a whole class or in groups.</p>	<p>I can move and dance with the music.</p> <p>I can talk about feelings created by the music/song.</p> <p>I have fun and enjoy performing.</p> <p>I can find the steady beat.</p> <p>I can copy back simple rhythmic patterns using long and short.</p> <p>I can copy back simple melodic patterns using high and low.</p> <p>I can sing as part of a group.</p>	<ul style="list-style-type: none"> • We talk to animals song
	<p>Similarity and Difference</p> <p>Written, oral and creative expression</p>	6	<p>Assessment</p> <p>OO: I can sing and perform with a group using a steady beat and simple rhythmic patterns.</p> <p>LO: I can find and keep a steady beat. I can copy back simple melodic patterns using high and low and long and short. I can sing and perform as part of a group.</p> <p>Children to listen to a piece of music and complete a quiz answering questions under the following categories : Texture—Is there one voice or more? Dynamics— Is the music quiet or loud? Beat or pulse—Does the music have a steady beat? Articulation - Is it a smooth or spiky sounding song? Children to then be split into groups to perform the songs they have learnt throughout the unit. Teachers to record performances.</p>	<p>I can move and dance with the music.</p> <p>I can talk about feelings created by the music/song.</p> <p>I have fun and enjoy performing.</p> <p>I can find the steady beat.</p> <p>I can copy back simple rhythmic patterns using long and short.</p> <p>I can copy back simple melodic patterns using high and low.</p> <p>I can sing as part of a group.</p>	<ul style="list-style-type: none"> • iPad to record performances.

Autumn Term 2 Year 1

Autumn 2

Adding Rhythm and Pitch

How does music help tell stories about the past?

<i>Prior Learning</i>	<ul style="list-style-type: none"> • What songs can you remember singing in Nursery and Reception? • Can you think of a song that tells a story? (Humpty Dumpty, Grand old Duke of York, Miss Polly had a dolly, Baa Baa Black sheep?) • What's your favourite song? Does it tell a story?
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<i>End Points</i>	<ul style="list-style-type: none"> • Find and keep a steady beat. Copy simple melodic patterns using high and low. Copy simple melodic patterns using long and short. Sing and perform songs as part of a group.
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<i>Vocabulary</i>	Sing, perform, listen, tempo, fast, slow, loud, quiet, steady beat, rhythm, patterns, long, short, like, dislike, appraise, move, dance, rhyme, chant.
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Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching Points	Skills	Resources
<p style="text-align: center;"><i>Singing</i></p> <p style="text-align: center;"><i>Listening</i></p> <p style="text-align: center;"><i>Performing and Composing</i></p> <p style="text-align: center;"><i>Musicianship</i></p>	<p style="text-align: center;"><i>Similarity and Difference</i></p> <p style="text-align: center;"><i>Written, oral and creative expression</i></p>	1	<p>OO: I can sing and perform with a group using a steady beat and simple rhythmic patterns.</p> <p>LO: I can find and keep a steady beat. I can copy back simple melodic patterns using high and low and long and short. I can sing and perform as part of a group.</p> <p>Twinkle, Twinkle Little Star: Children to find the pulse and beat, clap out short and long patterns and sing high and low notes. As a class, improvise together finding the pulse and clapping short and long patterns. Children to listen and respond to the song Twinkle, Twinkle little star articulating feelings, thoughts, likes and dislikes. Children then learn to sing the song as a whole class or in groups. Playing the glockenspiel to parts of the song and then improvise by clapping. Children to perform the song as a group.</p>	<p>I can sing simple songs, chants and rhymes from memory.</p> <p>I can describe the tempo as fast and slow.</p> <p>I can describe the dynamics as loud and quiet.</p> <p>I have fun and enjoy performing.</p> <p>I can find the steady beat.</p> <p>I can copy back simple rhythmic patterns using long and short</p> <p>I can copy back simple melodic patterns using high and low.</p>	<ul style="list-style-type: none"> • Glockenspiels.

Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching Points	Skills	Resources
<p><i>Singing</i></p> <p><i>Listening</i></p> <p><i>Performing and Composing</i></p> <p><i>Musicianship</i></p>	<p>Similarity and Difference</p> <p>Written, oral and creative expression</p>	4	<p>OO: I can sing and perform with a group using a steady beat and simple rhythmic patterns.</p> <p>LO: I can find and keep a steady beat. I can copy back simple melodic patterns using high and low and long and short. I can play a short part of music on a glockenspiel.</p> <p>Dancing Dinosaurs: Children to find the pulse and beat, clap out short and long patterns and sing high and low notes. As a class, improvise together finding the pulse and clapping short and long patterns. Children to listen and respond to the song Dancing Dinosaurs articulating feelings, thoughts, likes and dislikes. Children then learn to sing the song as a whole class or in groups. Playing the glockenspiel to parts of the song and then improvise by clapping. Children to perform the song as a group.</p>	<p>I can move and dance with the music.</p> <p>I can talk about feelings created by the music/song.</p> <p>I have fun and enjoy performing.</p> <p>I can find the steady beat.</p> <p>I can copy back simple rhythmic patterns using long and short.</p> <p>I can copy back simple melodic patterns using high and low.</p> <p>I can sing as part of a group.</p>	<ul style="list-style-type: none"> • Dancing Dinosaurs song • Glockenspiels
	<p>Similarity and Difference</p> <p>Written, oral and creative expression</p>	5	<p>OO: I can sing and perform with a group using a steady beat and simple rhythmic patterns.</p> <p>LO: I can find and keep a steady beat. I can copy back simple melodic patterns using high and low and long and short. I can</p> <p>Rock a bye baby Children to find the pulse and beat, clap out short and long patterns and sing high and low notes. As a class, improvise together finding the pulse and clapping short and long patterns. Children to listen and respond to the song Rock a bye baby expressing their thoughts and feelings. Children to learn to sing the song as a whole class. Children to sing and perform the song as a group. .</p>	<p>I can move and dance with the music.</p> <p>I can talk about feelings created by the music/song.</p> <p>I have fun and enjoy performing.</p> <p>I can find the steady beat.</p> <p>I can copy back simple rhythmic patterns using long and short.</p> <p>I can copy back simple melodic patterns using high and low.</p> <p>I can sing as part of a group.</p>	<ul style="list-style-type: none"> • Daisy Bell song

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<p><i>Singing</i></p> <p><i>Listening</i></p> <p><i>Performing and Composing</i></p> <p><i>Musicianship</i></p>	<p><i>Similarity and Difference</i></p> <p><i>Written, oral and creative expression</i></p>	<p>6</p>	<p>Assessment</p> <p>OO: I can sing and perform with a group using a steady beat and simple rhythmic patterns.</p> <p>LO: I can find and keep a steady beat. I can copy back simple melodic patterns using high and low and long and short. I can sing as part of a group.</p> <p>Children to perform a song that they have learnt in this unit. Children to play short piece of music on a glockenspiel and teachers to record. Complete a quiz.</p>	<p>I can move and dance with the music.</p> <p>I can talk about feelings created by the music/song.</p> <p>I have fun and enjoy performing.</p> <p>I can find the steady beat.</p> <p>I can copy back simple rhythmic patterns using long and short.</p> <p>I can copy back simple melodic patterns using high and low.</p> <p>I can sing as part of a group.</p>	<ul style="list-style-type: none"> • Ipad to record performances. • Glockenspiels. • Prepare answer sheets for the quiz.

Spring Term 1 Year 1

Spring 1

Introducing Tempo and Dynamics

How does music make the world a better place?

<i>Prior Learning</i>	<ul style="list-style-type: none"> • Listen to a piece of music . Is the first note longer than the last? • Can you describe the music? Is it fast or slow? Is it high or low? • What songs can you sing? Do they have high and low parts? Is the music to your song fast or slow?
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<i>End Points</i>	<ul style="list-style-type: none"> • Find and keep a steady beat • Copy simple melodic patterns using high and low • Copy simple melodic patterns using long and short • Sing and perform songs as part of a group.
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<i>Vocabulary</i>	Sing, perform, listen, tempo, fast, slow, loud, quiet, steady beat, rhythm, patterns, long, short, like, dislike, appreciate, move, dance, rhyme, chant.
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Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching Points	Musical Reference Points	Resources
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<i>Singing</i> <i>Listening</i> <i>Performing and Composing</i> <i>Musicianship</i>	<i>Similarity and Difference</i> <i>Written, oral and creative expression</i>	1	<p>OO: I can sing and perform with a group using a steady beat and simple rhythmic patterns.</p> <p>LO: I can find and keep a steady beat. I can copy back simple melodic patterns using high and low and long and short. I can sing as part of a group.</p> <p>If You're happy and you know it!: Children to find the pulse and beat, clap out short and long patterns and sing high and low notes. As a class, improvise together finding the pulse and clapping short and long patterns. Children to listen and respond to the song expressing their thoughts and feelings. Children to learn to sing the song as a whole class. Children to sing and perform the song as a group. .</p>	<ul style="list-style-type: none"> • I can sing simple songs, chants and rhymes from memory. I can describe the tempo as fast and slow. I can describe the dynamics as loud and quiet. I have fun and enjoy performing. I can find the steady beat. I can copy back simple rhythmic patterns using long and short I can copy back simple melodic patterns using high and low. 	
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Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching Points	Skills	Resources
<p><i>Singing</i></p> <p><i>Listening</i></p> <p><i>Performing and Composing</i></p> <p><i>Musicianship</i></p>	<p>Similarity and Difference</p>	<p>2</p>	<p>OO: I can sing and perform with a group using a steady beat and simple rhythmic patterns.</p> <p>LO: I can find and keep a steady beat. I can copy back simple melodic patterns using high and low and long and short. I can play a short part of music on a glockenspiel.</p> <p>Sing me a song: Children to find the pulse and beat, clap out short and long patterns and sing high and low notes. As a class, improvise together finding the pulse and clapping short and long patterns. Children to listen and respond to the song Sing me a song articulating feelings, thoughts, likes and dislikes. Children then learn to sing the song as a whole class or in groups. Playing the glockenspiel to parts of the song and then improvise by clapping. Children to then compose using a graphic score. Children to perform the song as a group.</p>	<p>I can move and dance with the music.</p> <p>I can talk about feelings created by the music/song.</p> <p>I have fun and enjoy performing.</p> <p>I can find the steady beat.</p> <p>I can copy back simple rhythmic patterns using long and short.</p> <p>I can copy back simple melodic patterns using high and low.</p> <p>I can sing as part of a group.</p>	<ul style="list-style-type: none"> • Sing me a song • Glockenspiels
	<p>Similarity and Difference</p> <p>Written, oral and creative expression</p>	<p>3</p>	<p>OO: I can sing and perform with a group using a steady beat and simple rhythmic patterns.</p> <p>LO: I can find and keep a steady beat. I can copy back simple melodic patterns using high and low and long and short. I can</p> <p>Sparkle; Children to find the pulse and beat, clap out short and long patterns and sing high and low notes. As a class, improvise together finding the pulse and clapping short and long patterns. Children to listen and respond to the song Sing me song expressing their thoughts and feelings. Children to learn to sing the song as a whole class. Children to sing and perform the song as a group. .</p>	<p>I can move and dance with the music.</p> <p>I can talk about feelings created by the music/song.</p> <p>I have fun and enjoy performing.</p> <p>I can find the steady beat.</p> <p>I can copy back simple rhythmic patterns using long and short.</p> <p>I can copy back simple melodic patterns using high and low.</p> <p>I can sing as part of a group.</p>	<ul style="list-style-type: none"> • Daisy Bell song

Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching Points	Skills	Resources
<p><i>Singing</i></p> <p><i>Listening</i></p> <p><i>Performing and Composing</i></p> <p><i>Musicianship</i></p>	<p>Similarity and Difference</p> <p>Written, oral and creative expression</p>	4	<p>OO: I can sing and perform with a group using a steady beat and simple rhythmic patterns.</p> <p>LO: I can find and keep a steady beat. I can copy back simple melodic patterns using high and low and long and short. I can sing as part of a group.</p> <p>Rhythm in the way we walk: Children to find the pulse and beat, clap out short and long patterns and sing high and low notes. As a class, improvise together finding the pulse and clapping short and long patterns. Children to listen and respond to the song Sing me a song articulating feelings, thoughts, likes and dislikes. Children then learn to sing the song as a whole class or in groups.</p>	<p>I can move and dance with the music.</p> <p>I can talk about feelings created by the music/song.</p> <p>I have fun and enjoy performing.</p> <p>I can find the steady beat.</p> <p>I can copy back simple rhythmic patterns using long and short.</p> <p>I can copy back simple melodic patterns using high and low.</p> <p>I can sing as part of a group</p>	<ul style="list-style-type: none"> • Rhythm in the way we walk
	<p>Similarity and Difference</p> <p>Written, oral and creative expression</p>	5	<p>OO: I can sing and perform with a group using a steady beat and simple rhythmic patterns.</p> <p>LO: I can find and keep a steady beat. I can copy back simple melodic patterns using high and low and long and short. I can play a short piece of music on a glockenspiel.</p> <p>Big Bear Funk: Children to find the pulse and beat, clap out short and long patterns and sing high and low notes. As a class, improvise together finding the pulse and clapping short and long patterns. Children to listen and respond to the song articulating feelings, thoughts, likes and dislikes. Children then learn to sing the song as a whole class or in groups. Playing the glockenspiel to parts of the song and then improvise by clapping. Children to then compose using a graphic score. Children to perform the song as a group.</p>	<p>I can move and dance with the music.</p> <p>I can talk about feelings created by the music/song.</p> <p>I have fun and enjoy performing.</p> <p>I can find the steady beat.</p> <p>I can copy back simple rhythmic patterns using long and short.</p> <p>I can copy back simple melodic patterns using high and low.</p> <p>I can sing as part of a group.</p>	<ul style="list-style-type: none"> • Big Bear Funk • Glockenspiels

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<p><i>Singing</i></p> <p><i>Listening</i></p> <p><i>Performing and Composing</i></p> <p><i>Musicianship</i></p>	<p><i>Similarity and Difference</i></p> <p><i>Written, oral and creative expression</i></p>		<p>Assessment</p> <p>OO: I can sing and perform with a group using a steady beat and simple rhythmic patterns.</p> <p>LO: I can find and keep a steady beat.</p> <p>I can copy back simple melodic patterns using high and low and long and short.</p> <p>I can play a short part of music on a glockenspiel.</p>	<p>I can move and dance with the music.</p> <p>I can talk about feelings created by the music/song.</p> <p>I have fun and enjoy performing.</p> <p>I can find the steady beat.</p> <p>I can copy back simple rhythmic patterns using long and short.</p> <p>I can copy back simple melodic patterns using high and low.</p> <p>I can sing as part of a group.</p>	<ul style="list-style-type: none"> •
					<ul style="list-style-type: none"> •