

KS1 Medium Term Plan for Music

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Autumn	Samba drumming skills • Learning to keep a steady pulse. • Playing 4 different samba instruments. • Learning about timbre and basic dynamics. • Developing awareness of high and low pitch. • Exploring fast and slow tempi. - Identify silence and sounds that are loud and quiet and the differences between fast and slow speeds. - Play tuned and untuned instruments. - Recognise the difference between a steady beat and no beat and identify sections within a piece of music which sound the same or different. pBuzz skills – basic brass playing • Learning to produce a sound - vibrating lips. • Developing awareness of high and low pitch. • Exploring different sounds on the pBuzz. • Moving slide up & down to change pitch. • Playing basic tunes with backing track. - Identify high and low pitch sounds of long and short duration and recognise the difference between long and short sounds. - Experiment with creating and copying musical patterns. - Begin to improve their own and others' work.	Introduction to Boomwhackers • Exploring how the instruments work, how to hold them and produce a sound, and how the length of tube affects the pitch of the notes. • Working with colours and relating these to a graphic score using Swicks Classroom resources on YouTube. • Learning to play in time with the beat and to follow the score. Extension: using two different colours of boomwhacker to make the exercises more challenging. Singing skills • Learn “I Can Sing A Rainbow” and “Awesome Autumn”. • Kaboom body percussion – “The Bare Necessities” and “Trish Trash Polka” - Perform with confidence cumulative songs (songs with a simple melody that change each verse). Djembe Drumming • Developing awareness of how djembe drumming contributes to African culture and traditions. • Further develop djembe drumming skills. • Learn how to produce different beats; Bass stroke, open tone and slap. • Learn how solos fit into the groove patterns, and how to create one. • Develop improvisation skills further. • Learn about how a djembe piece is structured and how it fits together. • African song – Toom-Bah-Ee-Lero - Identify silence and sounds that are loud and quiet and the differences between fast and slow speeds. - Play tuned and untuned instruments. - Recognise the difference between a steady beat and no beat and identify sections within a piece of music which sound the same or different.

Singing festive songs

- Producing a Christmas performance.
 - Learning to play Sleigh Bells.
- Rehearse and perform with others, using untuned instruments and voices to sing songs, speak chants & rhymes.
 - Perform with confidence cumulative songs (songs with a simple melody that change each verse).
 - Understand that music can be used for particular purposes and occasions.
 - Use their voices expressively to rehearse and perform with others.

Christmas music

- Learn to sing a variety of Christmas songs; traditional carols and pop tunes.
 - Learn to play a couple of festive tunes using sleigh bells with a view to giving a performance.
- Rehearse and perform with others, using untuned instruments and voices to sing songs, speak chants & rhymes.
 - Perform with confidence cumulative songs (songs with a simple melody that change each verse).
 - Understand that music can be used for particular purposes and occasions.
 - Use their voices expressively to rehearse and perform with others.

Spring

Music and movement skills

- Exploring music by several great composers, Greig, Tchaikovsky and Strauss, using Kaboom body percussion resources.
 - Playing egg shakers, developing rhythm.
- Begin to explore their feelings about music using movement, dance and expressive language.
- Develop an understanding that music has been composed throughout history
- Understand how sounds can be made in different ways and described using given and invented signs and symbols.
- Begin to explore the sounds of their voices and various musical instruments, recognising the differences between singing and speaking and wood, metal, skin (drum) and 'shaker' sounds.
- Experiment with creating their own musical patterns and begin to identify one strand (section) of music or more.

Ukulele skills

- Basic introduction to the ukulele.
 - How to hold the instrument.
 - How to strum open strings to a steady pulse.
 - How to play the C chord.
- Identify high and low pitches, sounds of long and short duration and recognise the difference between long and short sounds.
- Identify silence and sounds that are loud and quiet and the differences between fast and slow speeds.
- Understand that tempo means speed, and identify the tempo of music as fast, moderate, slow, getting faster or getting slower.
- Play tuned and untuned instruments.

Glockenspiel skills

- Exploring pitch using simple exercises.
 - Developing control of the beater.
 - Learning to play a variety of simple tunes.
- Identify high and low pitches, sounds of long and short duration and recognise the difference between long and short sounds.
- Identify silence and sounds that are loud and quiet and the differences between fast and slow speeds.
- Understand that tempo means speed, and identify the tempo of music as fast, moderate, slow, getting faster or getting slower.
- Play tuned and untuned instruments.

Basic brass playing

- Learning to control a sound - varying lip action and breath control.
 - Further developing awareness of high and low pitch and how these can be achieved.
 - Exploring different sounds on the pBuzz.
 - Moving slide up & down to change pitch.
 - Developing a repertoire of well known tunes to perform with backing track.
- Identify high and low pitch sounds of long and short duration and recognise the difference between long and short sounds.
- Experiment with creating and copying musical patterns.
- Begin to improve their own and others' work.

Summer	Glockenspiel skills • Exploring pitch using simple exercises. • Developing control of the beater. • Learning to play a variety of simple tunes. - Identify high and low pitches, sounds of long and short duration and recognise the difference between long and short sounds. - Identify silence and sounds that are loud and quiet and the differences between fast and slow speeds. - Understand that tempo means speed, and identify the tempo of music as fast, moderate, slow, getting faster or getting slower. - Play tuned and untuned instruments. Bucket drumming skills • Learning to drum together as a team. • Developing left and right, spatial awareness. • Learning to keep a steady pulse. • Exploring fast and slow tempi. • Learning to read basic music; crotchets, quavers, crotchet rests, playing along. • Exploring a variety of musical styles, eg. • Folk music; The Wellerman • Rock Music; Seven Nation Army • Reggae; Three Little Birds - Identify silence & sounds that are loud & quiet and the differences between fast & slow speeds. - Understand that tempo means speed, and identify the tempo of music as fast, moderate, slow, getting faster or getting slower. - Can start and finish together and can keep to a steady pulse. - Recognise & match sounds with pictures of different instruments.	Ukulele skills • Further developing basic ukulele technique. • Developing good posture and correct hold. • Strumming open strings steadily. • How to play the C and A minor chords. - Identify high and low pitches, sounds of long and short duration and recognise the difference between long and short sounds. - Identify silence & sounds that are loud & quiet & the differences between fast and slow speeds. - Understand that tempo means speed, and identify the tempo of music as fast, moderate, slow, getting faster or getting slower. - Play tuned and untuned instruments. Singing skills - Rehearse and perform with others, using untuned instruments and voices to sing songs, speak chants & rhymes. - Perform with confidence cumulative songs (songs with a simple melody that change each verse). - Understand that music can be used for particular purposes and occasions. - Use their voices expressively to rehearse and perform with others. Bucket drumming skills • Developing ensemble drumming skills. • Developing left and right, spatial awareness. • Learning to keep a steady pulse. • Exploring fast and slow tempi. • Learning to read music; semibreves, crotchets, quavers & rests. • Exploring a variety of musical styles, e.g.: Classical Music; Tritsch Tratsch Polka • Rock Music; We Will Rock You • Reggae; Don't Worry, Be Happy - Identify silence and sounds that are loud and quiet and the differences between fast and slow speeds. - Understand that tempo means speed, and identify the tempo of music as fast, moderate, slow, getting faster or getting slower. - Can start and finish together and can keep to a steady pulse. - Recognise and match sounds with pictures of different instruments.
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