

WHITLEY MEMORIAL C of E AIDED PRIMARY SCHOOL



'Let your light shine' – Matthew 5:16

Curriculum Planning Subject: **Music** **KEY STAGE 1 Singing games**

Overview	Pupils should be taught to: <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 Group	Reception	Year 1	Year 2
Topic	Singing games	Singing games	Singing games
Duration	6 weeks	6 weeks	6 weeks
Key Learning: National Curriculum knowledge covered	To engage in new singing games. To sing simple songs from memory. To coordinate movement and actions with singing. To move with control and coordination.	Experience pitch and duration. Use voices expressively and creatively by singing songs with others and speaking chants and rhymes. Explore duration and pitch.	Experience pitch and duration. Use voices expressively and creatively by singing songs with others and speaking chants and rhymes. Explore duration and pitch. Play untuned instruments musically.
Key Progressive Skills: National Curriculum skills covered		<u>Responding and reviewing appraising skills</u> Explore and express ideas and feelings about music using movement, dance and expressive and musical language- To talk about how music makes you feel or want to move. E.g. it makes me want to jump/sleep/shout etc. To make improvements to my own work- To think about and make simple	<u>Responding and reviewing appraising skills</u> Explore and express ideas and feelings about music using movement, dance and expressive and musical language- To respond to different moods in music and explain thinking about changes in sound. To make improvements to my own work- To identify what improvements could be made to own work and make these changes, including altering use of voice, playing of and choice of instruments.

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		<p>suggestions about what could make their own work better. E.g: play faster or louder.</p>	
<p>Key Vocabulary National Curriculum and other</p>		<p><u>Inter-related dimensions of music</u> PULSE: the steady beat of a piece of a piece of music PITCH: the melody and the way the notes change from low to high and vice versa. RHYTHM: or duration is the pattern of long and short sounds in a piece of music. DYNAMICS: Loud and soft. TEMPO: Fast and slow. TIMBRE: The type of sound - whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments) TEXTURE: Layers of sound (number of instruments or voices playing together) STRUCTURE: The way the music is laid out -e.g. Verse, chorus, verse.</p>	