

Pudsey Bolton Royd Primary School Music Long-Term Plan

Year 1

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>
Enquiry Questions		
Unit 1 – How Can We Make Friends When We Sing Together?	Unit 2 – How does music tell stories about the past?	Unit 3 - How does music make the world a better place?
Outcomes		
Listening and Responding to Music: Listen and Respond – Piano Sonata No. 11 – III. Rondo Alla Turca AND We Are Together Work through the Listen and Respond activity (Step 6) on the screen. Please use the Unit 1 Listen and Respond Guide for specific answers. The children may use their Listen and Respond Worksheets, where they can record their comments, responses and answers, whether written or drawn. In addition/alternatively, you can record their responses in a separate document. Demonstrates an awareness of pulse/beat when listening, moving to and performing music. Theory Quiz	Listening and Responding to Music: Listen and Respond – Sleigh Ride AND I'm A Little Teapot Work through the Listen and Respond activity (Step 6) on the screen. Please use the Unit 2 Listen and Respond Guide for specific answers. The children may use their Listen and Respond Worksheets, where they can record their comments, responses and answers, whether written or drawn. In addition/alternatively, you can record their responses in a separate document. Demonstrates an understanding and use of basic differences in pitch (high and low) and note duration (long and short). Theory Quiz	Listening and Responding to Music: Listen and Respond – Cinderella, Op. 87: 37 – Waltz-Coda AND Baby Elephant Work through the Listen and Respond activity (Step 6) on the screen. Please use the Unit 3 Listen and Respond Guide for specific answers. The children may use their Listen and Respond Worksheets, where they can record their comments, responses and answers, whether written or drawn. In addition/alternatively, you can record their responses in a separate document. Demonstrates an understanding and use of basic differences in tempo (fast and slow) and dynamics (loud and quiet). Theory Quiz
Linked Texts		
N/A	N/A	N/A
Linked Experiences		
N/A	N/A	N/A
Overview		
In this unit, the Musical Spotlight is 'Introducing Beat'. You will still be embedding and learning about all the Foundational Elements of Music, but with a focus on the pulse or beat. You will be working implicitly with all the other Foundational Elements of Music as you go through the steps of the unit. In this unit, we ask 'How Can We Make Friends When We Sing Together?' as an entry point for the broad Social Theme of 'Music Is a Peacebuilder and Friendmaker'. Aside from peace and friendship, this theme is relevant to learning topics such as kindness, responsibility, charity, diplomacy and other topics as you, the teacher, see fit.	In this unit, the Musical Spotlight is 'Adding Rhythm and Pitch'. You will still be embedding and learning about all the Foundational Elements of Music, but with a focus on rhythm and pitch. You will continue to work implicitly with all the other Foundational Elements of Music as you go through the steps of the unit. Remember that every piece of music has a pulse or beat – the heartbeat of the music – and that is where it starts. In this unit, we ask 'How Does Music Tell Stories About the Past?' as an entry point for the broad Social Theme of 'Music Is a Storyteller and Time Traveller'. Aside from considering how music relates to history, stories, our past (and our future!), this theme is relevant to learning topics such as cultural identity, changing ideas and inventions over time, creativity, film, TV, communication and other topics as you, the teacher, see fit.	In this unit, the Musical Spotlight is 'Introducing Tempo and Dynamics'. You can introduce the musical words and ideas into your classroom discussions about your musical learning, while continuing to work implicitly with all the other Foundational Elements of Music as you go through the steps of the unit. In this unit, we ask 'How Does Music Make the World a Better Place?' as an entry point for the broad Social Theme of 'Music Is a Changemaker'. Aside from social justice and political issues, this is relevant to learning topics such as psychology, feelings, emotions and other topics as you, the teacher, see fit.

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Knowledge and/or Skills Covered		
<ul style="list-style-type: none"> • Demonstrate an understanding and appropriate use of musical language (including basic musical elements), from both prior and new learning. • Demonstrate a basic understanding of how feelings can connect with/relate to music. • Demonstrate some basic understanding of musical style. 	<ul style="list-style-type: none"> • Demonstrate an understanding and appropriate use of musical language (including basic musical elements), from both prior and new learning. • Demonstrate a basic understanding of how feelings can connect with/relate to music. • Demonstrate some basic understanding of musical style. 	<ul style="list-style-type: none"> • Demonstrate an understanding and appropriate use of musical language (including basic musical elements), from both prior and new learning. • Demonstrate a basic understanding of how feelings can connect with/relate to music. • Demonstrate some basic understanding of musical style.
National Curriculum Attainment Targets		
Use their voices expressively and creatively by singing songs and speaking chants and rhymes listen with concentration and understanding to a range of high-quality live and recorded music	Use their voices expressively and creatively by singing songs and speaking chants and rhymes listen with concentration and understanding to a range of high-quality live and recorded music	Use their voices expressively and creatively by singing songs and speaking chants and rhymes listen with concentration and understanding to a range of high-quality live and recorded music
Important Vocabulary		
Pulse, Rhythm.	Pulse, Rhythm, Pitch, high and low.	Pulse, Rhythm, Pitch, high and low, Tempo, Fast and slow.

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<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Enquiry Questions		
Unit 4 - How does music help us to understand our neighbours?	Unit 5 - What songs can we sing to help us through the day?	Unit 6 -
Outcomes		
Performing ● Singing, rapping or rhyming as part of a choir/group. ● Beginning to demonstrate good singing posture – standing up straight with relaxed shoulders. ● Singing unit songs from memory. ● Listening out for when a piece of music is ‘in time’ or ‘out of time’. ● Having a go at singing a solo. ● Trying to understand the meaning of the song. ● Understanding and following the leader or conductor. ● Adding actions to a song. Theory Quiz	● Beginning to create personal musical ideas using the given notes for this unit. ● Following a steady beat and staying ‘in time’. ● Understanding that improvisation is about making up your own very simple tunes on the spot. Theory Quiz	
Linked Texts		
N/A	N/A	N/A
Linked Experiences		
N/A	N/A	N/A
Overview		
In this unit, the Musical Spotlight is ‘Combining Pulse, Rhythm and Pitch’. Introduce this into the lesson while continuing to work implicitly with all the other Foundational Elements of Music as you go through the steps of the unit In this unit, we ask ‘How Does Music Help Us to Understand Our Neighbours?’ as an entry point for the broad Social Theme of ‘Music Is a Builder of Community and Guardian of Cultural Identity’. Aside from culture and identity, this is relevant to learning topics such as community, nationality, where we come	In this unit, the Musical Spotlight is ‘Having Fun with Improvisation’. Think about this with the children in your classroom activities and discussions, while continuing to work implicitly with all the other Foundational Elements of Music as you go through the steps of the unit. In this unit, we ask ‘What Songs Can We Sing to Help Us Through the Day?’ as an entry point for the broad Social Theme of ‘Music Is a Friend, Guide and Support’. This is relevant to learning topics such as identity, motivation, sports, courage, comfort,	

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from, team building, sport and other topics, as you, the teacher, see fit.	feelings, psychology, values, loneliness, friendship and other topics as you, the teacher, see fit.	
Knowledge and/or Skills Covered		
Find and keep a steady beat together. Understand the difference between creating a rhythm pattern and a pitch pattern. Copy back simple rhythmic patterns using long and short. Copy back simple melodic patterns using high and low.	Find and keep a steady beat together. Understand the difference between creating a rhythm pattern and a pitch pattern. Copy back simple rhythmic patterns using long and short. Copy back simple melodic patterns using high and low.	
National Curriculum Attainment Targets		
use their voices expressively and creatively by singing songs and speaking chants and rhymes listen with concentration and understanding to a range of high-quality live and recorded music	use their voices expressively and creatively by singing songs and speaking chants and rhymes listen with concentration and understanding to a range of high-quality live and recorded music	
Important Vocabulary		
Pulse, Rhythm, Pitch.	Pulse, Rhythm, Pitch, Create, Make it up.	