

**Medium Term Plan: Supporting Implementation of LTP/Progression Grid**

Subject: Music - SPRING	Year: 1
Unit Title: <b>Pitch</b>	
<b>NC/PoS: Singing, Listening, Composing and Performing</b> <ul style="list-style-type: none"> <li>• Use voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• Play tuned and untuned instruments musically</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>	
<b>Expected Prior Learning (what pupils already know and can do)</b> <ul style="list-style-type: none"> <li>• Use appropriate, justified movements to represent dynamics.</li> <li>• Identify sounds within the music and describe them using adjectives.</li> <li>• Recreate sounds using voice or body and extend ideas by adding dynamics.</li> <li>• Create appropriate, original sounds with their voice and body.</li> <li>• Use instruments to create loud and soft sounds.</li> <li>• Justify instrument and sound choices.</li> <li>• Follow instructions during a performance.</li> <li>• Create and play a musical score that showcases understanding by using dynamic symbols.</li> </ul>	
<b>End Points (what pupils MUST know and remember)</b> SINGING/ LISTENING / COMPOSING / PERFORMING – Know That and Know How <ul style="list-style-type: none"> <li>• Chant in time with others.</li> <li>• Make changes to the dynamics (volume) of their voice to represent a character.</li> <li>• Respond to hand signals when playing an instrument.</li> <li>• Choose a suitable sound to represent a point in the story.</li> <li>• Read simple rhythmic patterns comprising one beat sounds and one beat rests.</li> <li>• Clap or play a rhythmic pattern along with spoken words.</li> <li>• Play given sound patterns in time with the pulse.</li> <li>• Follow instructions during a performance.</li> <li>• Join in with repeated phrases using a character voice.</li> </ul>	
<b>Key Vocabulary</b> Character, voice, sound pattern	
<b>Lesson 1: Character voices</b>  To explore and change dynamics using the voice. Vocabulary: character, voice	
<b>Lesson 2: Starting with instruments</b>  To experiment with creating different sounds using a single instrument. Vocabulary: sound pattern	
<b>Lesson 3: Sound patterns</b>  To read simple rhythmic patterns comprising of one beat sounds and one beat rests. Vocabulary: Vocabulary for this lesson has already been introduced in Lessons 1 and 2.	
<b>Lesson 4: Responding to music</b>  To play sound patterns in time with the pulse using a visual stimulus. Vocabulary: Vocabulary for this lesson has already been introduced in Lessons 1-3.	
<b>Lesson 5: Fairytale performance</b>  To show awareness of different roles when performing in a group performance. Vocabulary: Vocabulary for this unit has already been introduced in Lessons 1-4.	
<b>Future learning this content supports:</b> This content will support future learning and development of complex rhythmic	

compositions to include syncopation, multi-part arrangements, multi-section pieces, clearer intent on technique and therefore higher skill levels in performance. Pitched note reading and performance, sight singing, full piece multi-part arrangement - both vocally and instrumentally.