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| Music Curriculum Planning (Love Music Trust)*‘Being Our Best Selves’* |
| **Year group R** | **Objectives** | **End points** |
| **Autumn Term** **Autumn**  | * Start and finish together with others (P1)
* Sing and chant familiar rhymes and songs in unison, responding to simple visual directions (e.g., stop, start, loud and quiet) and counting in (P1)
* Participate in singing games (P1)
* Respond to music in an intuitive way through movement, matching emotions, tempo and dynamics (U1)
* To respond to questions about a piece of music they have listened to i.e., how does it make you feel? Giving a reason linked to music (L1)
* Learn to handle and produce different sounds on untuned percussion instruments (P1)
* Explore how sounds can be used to respond to a stimulus including story, photo, picture, prop (C1)
 | By the end of the unit:* All pupils will: take part in a spoken chant and have some awareness of the pulse
* Most pupils will: sing in unison and be able to move to the pulse of the music; will know how to handle a variety of percussion instruments
* Some pupils will have progressed further and will: be able to play along to the pulse of a song on percussion instruments
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| **Spring Term** **Animals**  | * Sing and chant familiar rhymes and songs in unison, responding to simple visual directions (e.g., stop, start, loud and quiet) and counting in (P1)
* Participate in singing games (P1)
* Start and finish together with others (P1)
* Sing simple songs with a range of 3 notes (C-E) e.g., doorbell sound (P1)
* Learn to handle and produce different sounds on untuned percussion instruments (P1)
* Respond to music in an intuitive way through movement, matching emotions, tempo and dynamics (U1)
* Identify high and low (pitch) and fast and slow (tempo) when listening to music (L1)
* To respond to questions about a piece of music they have listened to i.e., how does it make you feel? Giving a reason linked to music (U1)
 | By the end of the unit:* All children will be able to sing a simple song starting and finishing with others; they will be able to produce different sounds on percussion instruments and move in time to the music
* Most children will be able to sing a song with a 3-note range accurately, identify high and low sounds and fast and slow; they will be able to match emotions and tempo of music when moving
* Some children will have progressed further and will be able to respond to questions about music they have listened to.
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| **Summer Term** **Friends**  | * Start and finish together with others (P1)
* Respond to music in an intuitive way through movement, matching emotions, tempo and dynamics (U1)
* Learn to handle and produce different sounds on untuned percussion instruments (P1)
* To respond to questions about a piece of music they have listened to i.e. How does it make you feel? Giving a reason linked to music (L1)
* Sing simple songs with a range of up to three notes (G-E) (P1)
* Participate in singing games (P1)
* Identify high and low (pitch), fast and slow (tempo) when listening to music (L1)
* Collect and create sounds for a known story or poem (C1)
 | By the end of the unit:* **All pupils will:** Sing in unison with others and play in response to a picture stimulus
* **Most pupils will:** Sing in unison with others, starting to move to the pulse of the music and select sounds to make a picture stimulus
* **Some pupils will have progressed further and will:** Sing tunefully and rhythmically with others and manipulate musical sounds to illustrate a picture stimulus
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