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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 |
| **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. |
| **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 |