



Corporation Road Community Primary School

Music LTP

Music: Year 1/2A			
Vision: Learning music has intrinsic value and can be a positive device for social justice. Music is a universal language which connects us all together despite our academic, social, cultural, or economic backgrounds. The opportunity to engage in musical experiences is crucial for the development of the whole child. Music stimulates brain development in pupils, improving their communication, memory, thinking and creative skills, developing self-esteem, and improving their emotional well-being. By engaging in our progressive and enjoyable music curriculum, pupils learn the skills of performing, singing, composing, and improvising, while developing and building upon their appreciation of a variety of music, past and present. Children are nurtured and empowered to grow and flourish musically at their own pace, and find their talent as a musician, despite their starting points. Pupils leave with a range of musical skills, knowledge and an understanding and love of music which they can carry with them for the rest of their lives.			
Domains		Key Concepts	
Music genres and styles, history of music and great composers		Appreciation & Understanding, Listening and Vocabulary	
Play musically with increasing confidence and control		Performing, Singing, Instruments and Notation	
Musical composition and structure		Composing and Interrelated Dimensions	
Autumn 1	Autumn 2	Spring	Summer
Theme: Community	Theme: Legacy & Impact	Theme: Citizenship	Theme: Gender & Equality
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End Point: Community For children to understand how their community and others around the world have been influenced, and have influenced music, past and present, near and far.	End Point: Legacy & Impact Children will understand how composers and artists, past and present, have impacted and influenced society, socially, politically and culturally. Children will be able to see the impact they could have on music and their ability to make their mark on their local and wider community.	End Point: Citizenship Children will feel a sense of belonging to their immediate and wider community. Children will learn how music has influenced change, socially and politically, and how this change can bring about an improvement in the life chance of everyone within communities around the world.	End Point: Gender & Equality Children will know that everyone should have equal opportunities within music. Our children will learn how music was influenced by the beliefs of society during different eras and how gender, sexual orientation, ethnicity, race, class, income, health and disability, race and beliefs have been influenced by music and how their acceptance in music has changed and improved throughout history.

Harvest Performance		Christmas Performance		Hey You!		In the Groove (Glockenspiels)	
							
Year 1	Year 2	Year 1	Year 2	Year 1	Year 2	Year 1	Year 2
<ul style="list-style-type: none"> - State what they like or dislike about a piece of music. - Listen to a piece of music, identifying if it is fast or slow, happy, or sad. - Talk about the songs/pieces of music which they enjoy. - Perform with awareness of others (e.g. take turns in a performance and sing/play with peers). - Sing with a sense of shape and melody. - Rhythm, Pulse – steady beat, fast, slow, Pitch – high sounds, low sounds 	<ul style="list-style-type: none"> - Explain what they like or dislike about a piece of music and why. - Describe how an instrument is being used to represent a sound or objects (e.g. a flute for a bird or a drum for thunder.) Begin to recall sounds. - Describe basic elements of a piece of music e. pace, volume, emotion). - Use own voice in different ways, including speaking, singing, and chanting for different effects). - Use own voice in different ways, including using a loud or soft voice, and sing simple repeated phrases. - Rhythm, Pulse, Pitch, Melody – high and low, Dynamics – loud, quiet, soft 	<ul style="list-style-type: none"> - State what they like or dislike about a piece of music. - Listen to a piece of music, identifying if it is fast or slow, happy, or sad. - Talk about the songs/pieces of music which they enjoy. - Perform with awareness of others (e.g. take turns in a performance and sing/play with peers). - Sing with a sense of shape and melody. - Rhythm, Pulse – steady beat, fast, slow, Pitch – high sounds, low sounds 	<ul style="list-style-type: none"> - Explain what they like or dislike about a piece of music and why. - Describe how an instrument is being used to represent a sound or objects (e.g. a flute for a bird or a drum for thunder.) Begin to recall sounds. - Describe basic elements of a piece of music e. pace, volume, emotion). - Use own voice in different ways, including speaking, singing, and chanting for different effects). - Use own voice in different ways, including using a loud or soft voice, and sing simple repeated phrases. - Rhythm, Pulse, Pitch, Melody – high and low, Dynamics – loud, quiet, soft 	<ul style="list-style-type: none"> - State what they like or dislike about a piece of music. - Listen to a piece of music, identifying if it is fast or slow, happy, or sad. - Talk about the songs/pieces of music which they enjoy. - Perform with awareness of others (e.g. take turns in a performance and sing/play with peers). - Sing with a sense of shape and melody. - Rhythm, Pulse – steady beat, fast, slow, Pitch – high sounds, low sounds 	<ul style="list-style-type: none"> - Explain what they like or dislike about a piece of music and why. - Describe how an instrument is being used to represent a sound or objects (e.g. a flute for a bird or a drum for thunder.) Begin to recall sounds. - Describe basic elements of a piece of music e. pace, volume, emotion). - Use own voice in different ways, including speaking, singing, and chanting for different effects). - Use own voice in different ways, including using a loud or soft voice, and sing simple repeated phrases. - Rhythm, Pulse, Pitch, Melody – high and low, Dynamics – loud, quiet, soft 	<ul style="list-style-type: none"> - State what they like or dislike about a piece of music. - Listen to a piece of music, identifying if it is fast or slow, happy, or sad. - Talk about the songs/pieces of music which they enjoy. - Perform with awareness of others (e.g. take turns in a performance and sing/play with peers). - Control playing to produce the longest, shortest, quietest and loudest sound. Copy back a rhythm pattern. - Begin to represent sounds with drawings. - Make sounds in different ways, including hitting, blowing, and shaking. - Rhythm, Pulse – steady beat, fast, slow, Pitch – high sounds, low sounds 	<ul style="list-style-type: none"> - Explain what they like or dislike about a piece of music and why. - Describe how an instrument is being used to represent a sound or objects (e.g. a flute for a bird or a drum for thunder.) Begin to recall sounds. - Describe basic elements of a piece of music e. pace, volume, emotion). - Use own voice in different ways, including speaking, singing, and chanting for different effects). - Play with control – getting louder/quieter; faster/slower; keeping a steady beat at different tempi. Use tuned instruments to perform a two-note repeated pattern to accompany a song. - Follow a simple piece of written rhythmic notation. - Carefully choose instruments to combine layers of sound, showing awareness of the combined effect. - Rhythm, Pulse, Pitch, Melody – high and low, Dynamics – loud, quiet, soft

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