

| | | | | Activities and Resources |
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| | COMPOSITION AND PERFORMANCE | PLAYING AND SINGING | IMPROVISATION | |
| Autumn 1 | <ul style="list-style-type: none"> To create a melody using one or two notes Understand everyone has the ability to compose a piece of music. | <ul style="list-style-type: none"> To learn the names of each percussion instrument they use. (tuned and untuned instruments) To treat instruments carefully and use them accordingly. To learn how to use their voice to create different sounds such as high and low pitch. | <ul style="list-style-type: none"> To be able to make up their own tunes on the spot Understand everyone can improvise. Using own music improvisation tracks to listen and clap back | <ul style="list-style-type: none"> Basic percussion instruments to name Build on previous percussion instrument knowledge from EYFS. Glockenspiels <p>PLEASE ADD ACTIVITIES THAT LINK WITH YOUR TOPICS IF YOU WOULD LIKE</p> |
| Autumn 2 | <ul style="list-style-type: none"> To build on their knowledge of melody and to create their own using one two or three notes. (b,a and g) Begin to understand that composing music is like writing a story (link to topics) | <ul style="list-style-type: none"> Continue to learn how to use their own voices and change it. Play a percussion instrument as part of a song. Understand when to start and stop singing, following a leader. To be confident in singing 5 songs from memory. Begin to learn how to sing their five songs in unison. | <ul style="list-style-type: none"> Continue to create their own tunes, without writing them down. Know that the tunes they create are unique and belong to them. Use own song for improvisation tracks to listen and clap back, then listen and clap their own answer to the songs. | <ul style="list-style-type: none"> Glockenspiels Percussion instruments |
| Spring 1 | <ul style="list-style-type: none"> To use their knowledge of stories and fairy tales to write a simple tune to go with it. Continue to develop their ability to create tunes using up to three notes. Begin to learn how | <ul style="list-style-type: none"> Begin to understand that they can use their voices to sing songs in a variety of different ways incusing rapping lyrics or saying words in rhymes. Begin to know the names of the notes they play during their part of the song. Begin to learn how to sing their five songs in unison. | <ul style="list-style-type: none"> Build on their improvisation knowledge and continue to create their own tunes using a larger range of instruments. Sing, Play and Improve – Use voices and instruments, listen and sing back, then listen and play their answer using one or two notes. | |

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| | notes are written down. | | | |
| Spring 2 | <ul style="list-style-type: none"> Continue to develop their ability to write notes down and begin to understand how to change them when necessary. Begin to share their own tunes with others. | <ul style="list-style-type: none"> Begin to follow musical instructions from a leader. Continue to build on their abilities to play an instrument and follow notes. To continue to develop their repertoire of songs and use their increasing knowledge of changing their voice to different parts of the songs. | <ul style="list-style-type: none"> learn to Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play their answer using one or two notes. | |
| Summer 1 and 2 | <ul style="list-style-type: none"> To share their compositions with their groups/or class with confidence. Choose a song they have learnt from your own library of sings and perform it to the class Add their own ides to their performance. Record their performance and discuss how they feel about it. | <ul style="list-style-type: none"> To have a good understanding of the notes they play on their instrument and can sometimes name each one when it is written. Be confident in following a leader Learn to play an instrumental part that matches their musical challenge. | <ul style="list-style-type: none"> Take it in turns to improvise and make up tunes using one or two notes. | |

Year 2
MUSIC LTP

Activities and Resources

COMPOSITION AND PERFORMANCE

PLAYING AND SINGING

IMPROVISATION

Autumn 1

- Building on skills from Year 1, continue to understand that writing music is like writing a story.
- Know that everyone is capable of composing music.
- To begin to create melodies using an increasing number of notes (up to 5).
- Using songs they know, continue to learn how to add their own ideas.

- Children understand how to follow a leader when singing and when they have to stop/start.
- Develop their understanding of using their voices, recapping on previous learning. Children understand that voices used can be of low or high pitch during a song.
- Children begin to learn to find their own comfortable singing position.
- Recapping on naming instruments used in class.

- Recapping on learning from Year 1, children can improvise their own tunes, on the spot.
- To have the ability to understand that everyone can improvise.

- Glockenspiels
- Percussion instruments
- Songbirds (By City Music Service)

Autumn 2

- To develop their skills in creating melodies using 1,3 or 5 notes
- Using songs they know, begin to perform in front of an audience, building on children's confidence and building on their performances in Year 1.

- Develop their knowledge of using their voices to change songs, such as rapping lyrics, but understanding that the rhythm is still present.
- Continue to develop their own singing and performing positions.
- Learn to play an instrumental part that matches their musical challenge, as developed in Year 1.
- Introduce children to a new instrument (Ocarina) and discuss the sounds it makes and the notes you can play in preparation for a taught session.

- Know that during improvisation, you can use a variety of notes.
- To continue to develop a love of improvising and allow children to create their own tunes.
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- Percussion instruments
- Ocarinas
- Glockenspiels

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| Spring 1 | <ul style="list-style-type: none"> Recap on previous learning and build upon children's knowledge of notes. Write own notes or follow notes from Ocarina booklets in readiness for performance. | <ul style="list-style-type: none"> Understand the meaning of unison, knowing it means everyone sings at the same time. Use ocarinas to encourage children to perform in unison. Follow the leader when playing the instrument, knowing when it's time to stop and start. Begin to learn to play the instrument and follow a steady pulse. | <ul style="list-style-type: none"> Use ocarinas to improvise their own tunes using notes we have covered. | |
| Spring 2 | <ul style="list-style-type: none"> Choose their own songs from the ocarina booklet and learn notes in order to play a song. Write down their notes and develop the skill of reading notes. Add their own ideas to their chosen song. | <ul style="list-style-type: none"> To begin to play a repertoire of songs from memory using the ocarinas. Continue to develop children's love of singing through playing with songs and performing together. | <ul style="list-style-type: none"> Experiment with different ways of making sounds using instruments. Use ocarinas and percussion instruments to improvise. | |
| Summer 1 and 2 | <ul style="list-style-type: none"> Children can confidently read a selection of notes and write them down. Children can select songs they have song or songs for their instruments and perform them. Children share ideas of how to change songs. Record children's performances and discuss after, taking about how the children feel. | <ul style="list-style-type: none"> Children will have developed their ability to follow a leader for singing and follow a leader when playing an instrument. Know their own comfortable position for singing and performing. Play their musical parts with rhythm and pulse. | <ul style="list-style-type: none"> Children can take it in turns to improvise and share their ideas and skills. | |

