

Subject: Music		Cycle A Y1/2		Musical Theatre
KLIPS Pupils should be taught to: Performing <ul style="list-style-type: none">Use their voices expressively by singing songs and speaking chants and rhymes.Rehearse and perform with others (for example, starting and finishing together, keeping to a steady pulse). Listening <ul style="list-style-type: none">Listen with concentration to a range of high quality live and recorded music and I can internalise and recall sounds with increasing aural memory.Know how music is used for particular purposes (for example, for dance, as a lullaby). Creating <ul style="list-style-type: none">Explore and express ideas and feelings about music using movement, dance and expressive and musical language.Make improvements to my own work. Pitch <ul style="list-style-type: none">Identify high and low sounds. Duration <ul style="list-style-type: none">Recognise the difference between long and short sounds. Dynamics <ul style="list-style-type: none">Differentiate between loud sounds, quiet sounds and silence.		National Curriculum KS1 Programme of Study <ul style="list-style-type: none">use their voices expressively and creatively by singing songs and speaking chants and rhymesplay tuned and untuned instruments musicallylisten with concentration and understanding to a range of high-quality live and recorded musicexperiment with, create, select and combine sounds using the inter-related dimensions of music. KS2 Programme of Study <ul style="list-style-type: none">play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expressionimprovise and compose music for a range of purposes using the inter-related dimensions of musiclisten with attention to detail and recall sounds with increasing aural memoryuse and understand staff and other musical notationsappreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musiciansdevelop an understanding of the history of music Purpose of study Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.		
Key Vocabulary Pitch, pulse, dynamics, instruments, melody, voices, notes Keyboard, Drums, Bass, Pulse, Rhythm, Improvise, Perform, Audience, Imagination, improvise, dynamics, tempo		Key Questions <ul style="list-style-type: none">How does the song make you feel?Does the song tell a story?What does the song make you think of?How old do you think this piece of music is?What can you hear?What did you like about the song?What instruments can you hear?What happens to the tempo?Does happens to the dynamics?What happens to the pitch?		
Class Y1/2	Key Assessment Opportunities <ul style="list-style-type: none">The Key assessments opportunity will be the final performanceHowever, - Staff are advised to make assessment for learning judgements against the KLIPS each week as some of the KLIPS covered in this unit will potentially be specific to a lesson and therefore easier to assess			
	Task – week 6 The 6-week programme will build on and develop skills and knowledge. In week 6 there will be a ‘Final performance’	Working towards Beginning to show an understanding of:-		

	<p>Performing</p> <ul style="list-style-type: none"> • Use their voices expressively by singing songs and speaking chants and rhymes. • Rehearse and perform with others (for example, starting and finishing together, keeping to a steady pulse). <p>Listening</p> <ul style="list-style-type: none"> • Listen with concentration to a range of high quality live and recorded music and I can internalise and recall sounds with increasing aural memory. • Know how music is used for particular purposes (for example, for dance, as a lullaby). <p>Creating</p> <ul style="list-style-type: none"> • Explore and express ideas and feelings about music using movement, dance and expressive and musical language. • Make improvements to my own work. <p>Pitch</p> <ul style="list-style-type: none"> • Identify high and low sounds. <p>Duration</p> <ul style="list-style-type: none"> • Recognise the difference between long and short sounds. <p>Dynamics</p> <ul style="list-style-type: none"> • Differentiate between loud sounds, quiet sounds and silence. 	<ul style="list-style-type: none"> • Singing in time from memory, with some accuracy. • Chanting a simple line they hear spoken. • Thinking of simple actions that represent the words they hear • Knowing what it means to perform • Thinking about the dynamics of a song; showing some understanding what parts should be sung quietly and which should be sung loudly • Beginning to use their voice expressively to join in with repeated phrases. • Creating appropriate sounds on instruments and with voices. Following instructions during a performance, to play / sing both loud and quiet, fast and slow. <p>Expected Y1</p> <ul style="list-style-type: none"> • Singing in time from memory, with some accuracy. • Chanting a line, they hear spoken. • Thinking of actions that represent the words they hear • Knowing what it means to perform • Thinking about the dynamics of a song; knowing what parts should be sung quietly and which should be sung loudly • Using their voice expressively to join in with repeated phrases. • Creating appropriate sounds on instruments and with voices. Following instructions during a performance, to play / sing both loud and quiet, fast and slow. <p>Greater depth Y1</p> <ul style="list-style-type: none"> • Accurately Singing from memory • Staying in time with the other people • Independently including dynamics. • Playing percussion instrument in time alongside the group • Taking part with greater independence in all elements of the final composition • Saying how the volume (dynamics) and speed (tempo) changes the mood 	
		<p>Working Towards</p> <p>Beginning to show an understanding of:-</p> <ul style="list-style-type: none"> • Being able to sing back the melody line in time and at the correct pitch. • Singing along in time for the most part and showing some response parts of a song and including some actions. • Taking part in a class performance – singing • Showing some awareness of - Singing, playing and following instructions as well as describing the music. • Singing with increasing confidence and accuracy and finding multiple ways of making the same sound. • Performing their composition with increasing accuracy following the structure score. <p>Expected Y2</p> <ul style="list-style-type: none"> • Being successfully able to sing back the melody line in time and at the correct pitch. 	

		<ul style="list-style-type: none"> • Singing along in time to the response parts of a song and including actions. • Taking part in a class performance, singing and playing the pulse at the same time • Using their voice to create a variety of sounds, using dynamics to create atmosphere • Singing, playing and following instructions as well as describing the music. • Singing confidently and accurately and finding multiple ways of making the same sound. Creating a musical soundscape. • Performing their composition correctly and accurately, following the structure score. <p>Greater Depth Y2</p> <ul style="list-style-type: none"> • Performing solo or in a small group. • Performing their song with confidence with the inclusion of dynamics. Giving feedback to my classmates about performances. • Using musical vocabulary to justify their description of the mood of each piece, including dynamics, tempo and timbre. Describing the mood of the music. • Singing accurately and confidently as well as finding different but still appropriate ways of representing the same sound. 	

