****

**Long Term Mapping**

**MUSIC KS1**

|  |  |  |  |
| --- | --- | --- | --- |
|  | | **Cycle 1** | **Cycle 2** |
| **(2022 - 2023)** | **(2023 - 2024)** |
| **Autumn** | **1** | Exploring Rhythm:  Rhythms from Around the World |  Drum Skills | Body Percussion | Tempo | Dynamics | Experiencing Music:  Listening | Expression |  Music and Movement |
| **2** |
| **Spring** | **1** | Using and Exploring our Voices | Creating Soundscapes:  Weather | Animals and their Habitats | Environments |
| **2** |
| **Summer** | **1** | Creating Music with Recycled Items |  Junk Percussion | Exploring Composition |
| **2** |

**\*As the subject content for the Key Stage One Music curriculum is relatively minimal, each cycle has general topic areas. If possible, you can match each topic to the current Primary creative curriculum theme.\***

**\*Music lessons in the autumn term may involve rehearsals for the primary Christmas productions.\***

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **MEDIUM-TERM PLANNING** | | | | | | | | | | | | |
| ***Aspiration for Life*** | | | Differentiated, aspirational targets dependent on pupil needs. | | ***Language for Life*** | | Explicit teaching / exposure to new and know vocabulary | | ***Learning for Life*** | | Opportunities to develop cross curricular skills e.g. drama | |
| **KS1 MUSIC CYCLE ONE (2022 – 2023)** | ***INTENT****: To instil in our students a love of music and a wide range of genres. To modernise the music curriculum to bring it in line with advancements in musical tastes, technology and potential future careers to provide creative, contemporary and engaging musical opportunities for our students. To provide musical performance opportunities that showcase the talents our outstanding students possess, promote Tor View in the wider community and develop confidence and self-esteem within our students.* | **EXPLORING RHYTHM**  **RHYTHMS FROM AROUND THE WORLD | DRUM SKILLS | BODY PERCUSSION** | | | | **USING AND EXPLORING OUR VOICES** | | | | **CREATING MUSIC WITH RECYLCED ITEMS**  **JUNK PERCUSSION** | | |
| **AUTUMN 1** | | **AUTUMN 2** | | **SPRING 1** | | **SPRING 2** | | **SUMMER 1** | | **SUMMER 2** |
| **SKILL FOCUS:**  INDIVIDUAL PERFORMANCE  IMPROVISATION  APPRASIAL & EVALUATION | | | | **SKILL FOCUS:**  CREATIVITY  LISTENING | | | | **SKILL FOCUS:**  COMPOSITION  GROUP PERFORMANCE  CREATIVITY | | |
| **ELEMENT FOCUS:**  RHYTHM | DYNAMICS | TEMPO | | | | **ELEMENT FOCUS:**  PITCH | DYNAMICS | | | | **ELEMENT FOCUS:**  PULSE | DURATION | TEMPO | | |
| **SUGGESTED AREAS OF STUDY | SUGGESTED PIECES OF MUSIC** | | | | | | | | | | |
| **Key Element Focus:**  **Tempo – Who can explain / demonstrate how to play *fast* and *slow*?**  **Dynamics - Who can explain / demonstrate how to play *loud* and *quiet*?**  **“It’s time to copy me” – Ask a learner to be the ‘drum master / leader.’ Allow them to improvise and create a beat – can other learners listen and repeat?**  **Body Part Percussion – Ask learners to use a body part to create a beat, e.g. clicking, stomping, clapping, tapping, humming etc. Other learners to copy and produce a beat together.**  **Body Part Percussion - *Simon Says* – Staff to lead, e.g. “Simon says…stamp your feet.”**  **“Clap your hands.”**  **“Simon says…hum quietly.”**  **Body Part Percussion – *Pass the Beat***  **Drum Circles:**  **Important to use visual cues for Go | Stop | Loud | Quiet | Fast | Slow (Communicate in Print).**  **Choose two learners to be *Drum Conductors*. One learner to control ‘go / stop’ and one to control tempo and dynamic visual cues. Other learners to follow the visual cues of the conductor, observing tempo and dynamics.**  **Drum Snake – Follow the beat around the circle. How quickly can the loop be completed?**  **Technology – Use of IPad apps to create beats**  **(Speak to subject lead for some suitable apps).**  **Experience and improvise with full drum kit (music room).**  **Suggested Listening | Areas of Focus:**  *African Drumming – Djembe / Bongo / Conga*  *Latin Samba*  *Afro – Caribbean Calypso*  *Indian – Tabla Drum*  *China – Tanggu Drum*  *Celtic – Bodhran Drum*  **Cultural Capital Opportunities:**  Exposure to new musical genres from across the globe – Africa, Latin America, Caribbean, India etc.  Exposure to new instruments from different cultures – e.g. Djembe, Dun-Duns, Samba instruments etc. | | | | **Key Element Focus:**  **Pitch – Who can explain / demonstrate how to hum or sing *high* and *low*?**  **Dynamics - Who can explain / demonstrate how to sing *loud* and *quiet*?**  **Simple Songs / Nursery Rhymes to sing / sign as a group:**  **For example:**  *Row Row Row your Boat*  *Ring-a-Ring O’ Roses*  *Wheels on the Bus*  *Old Macdonald had a Farm*  *Twinkle Twinkle Little Star*  *Incy Wincy Spider etc.*  **Vocal Warm Ups**  **Silly Sounds**  **Tongue Twisters**  **Breathing Exercises**  **Animal Noises**  **Sounds in the Environment (cars, birds etc.)**  [**https://rb.gy/eagy2a**](https://rb.gy/eagy2a)  [**https://rb.gy/du2z7e**](https://rb.gy/du2z7e)  **“It’s Time to Copy Me” – Jabadao-style music games, copying sounds and movements.**  **Switches for non-verbal students.**  **Loop Pedal – Record sounds & voices, creating a loop effect.**  **Exploring singing and dancing – famous songs with dance routines.**  **Karaoke!**  **Making independent choices of songs.**  **Showing preferences for genres.**  **Performing with a microphone and amp.**  [**https://www.bbc.co.uk/teach/ks1-music/zbcjscw**](https://www.bbc.co.uk/teach/ks1-music/zbcjscw)  **Recording our Voices using specialist microphone and recording equipment – listening back to our own voices and evaluating.**  **Create a soundscape with recording equipment, e.g:**  **Animal Environments – Animal sounds.**  **Weather – Thunderstorm.**  **Cultural Capital Opportunities:**  Exposure to nursery rhymes.  Exposure to a variety of new animals, habitats and environments, e.g. rainforest, jungle etc.  Performing in front of others. | | | | **Key Element Focus:**  **Tempo – Who can explain / demonstrate how to play *fast* and *slow*?**  **Duration – Can we make a sound *last longer*, e.g. after banging the drum, can we still hear its sound / vibrations?**  **Pulse – Who can maintain a *steady beat*?**  **1, 2, 3, 4, 1, 2, 3, 4**  **What does ‘recycled’ mean?**  **What is ‘junk / trash / rubbish?’**  **The Messy Magpie's 'I Recycle' Song**  [**https://www.twinkl.co.uk/resource/t-l-8638-the-messy-magpies-i-recycle-song**](https://www.twinkl.co.uk/resource/t-l-8638-the-messy-magpies-i-recycle-song)  **Watch, Listen & Appraise:**  **Examples of junk bands:**  [**https://rb.gy/aku5du**](https://rb.gy/aku5du)  [**https://rb.gy/qrwtcu**](https://rb.gy/qrwtcu)  **Stomp Performances**  **Brainstorm - ideas**  **for pieces of junk found in**  **School that can be used to make recycled instruments e.g. wipe tubs, tins, bottles, tissue boxes etc.**  **How to find**  **suitable junk to play / how to think creatively about making interesting sounds:**  <https://rb.gy/nhi6g5>  <https://rb.gy/nmcf4h>  **“JUNK HUNT”**  **Look around the classroom – what items would make a good sound when hit?**  **Experiment with junk using drum sticks. Which items sound best? Items not usable? Can different sounds be made with the same item, e.g. banging the lid, edge, sides?**  **Design, create & decorate**  **recycled instruments, e.g. Tissue / match box guitars, shakers, maracas, drums (from cans / tins) etc. Individual Performance – consider dynamics – who can make their recycled instrument loud or quiet?**  **Group Performance -**  **Create a recycled drum kit that can be played by several students.**  **Cultural Capital Opportunities:**  Performing / presenting in front of others as part of a group.  Understanding what recycling is & how to do it.  Being allowed the opportunity to use designing and creative skills. | | |
| **KEY MUSICAL VOCABULARY** | | | | | | | | | | |
| **Play | Bang | Slap | Tap | Boom | Fast | Faster | Slow | Slower | Loud | Louder | Soft | Softer | Quiet | Quieter | Drum | Drumming | Pattern | Beat | Conductor | Control | Vibration | Movement | Tempo | Dynamics | Bass | Drum Kit | Listen | Repeat | Copy** | | | | **Recording | Microphone | Singing | Signing | Voice | Humming | Sound | Vocal | Warm Up | Noise | Copy | Loop Pedal | Soundscape | Karaoke | Dancing | Choosing | Rhyme | Pitch | High | Low** | | | | **Recycled | Recycle | Junk | Dynamics | Loud | Quiet | Re-use | Recycled Instrument | Drum Kit | Design | Create | Different uses | Multiple purposes | Junk Hunt| Performance (Group / Individual) | Tempo | Fast | Slow | Long | Vibration | Steady Beat** | | |
| **IMPLEMENTATION** | | | | | | | | | | |
| **Week 1:** Body Part Percussion – Exploring sounds that can be made with our body.  **Week 2:** Body Part Percussion Games.  **Week 3:** Drumming Styles – Exploring a range of different drumming genres from around the world and specific instruments.  **Week 4:** Drum Circle – Focus on understanding and applying tempo and dynamics.  **Week 5:** Drum Circle – Conductor games.  **Week 6:** Technology based lesson.  **Week 7:** Assessment. | | | | **Week 1:** Silly sounds | Tongue twisters | Animal noises | Sounds in our environment.  **Week 2 & 3:** Nursery rhymes – Singing, signing and performing as a group – Making choices – Showing preferences.  **Week 4:** “It’s Time to Copy Me” – Jabadao-style vocal and movement activities.  **Week 5:** Karaoke - Making choices – Showing preferences.  **Week 6:** Recording session – Creating soundscapes.  **Week 7:** Assessment.  **(Begin lessons with vocal warm-ups)** | | | | **Week 1:** Think about and discuss recycling / re-using – what does it mean? Watch and listen to ‘junk bands.’  **Week 2:** The Messy Magpie's 'I Recycle' Song.  **Week 3:** Junk hunt – search around the classroom and school environments for items that can be re-used as junk percussion.  **Week 4:** Experiment with junk items. How many different ways can they be played? What sounds can be made? Consider tempo, duration and pulse.  **Week 5 & 6:** Design, create and decorate an instrument from junk, e.g. pringles tube shaker with rice.  **Week 7:** Assessment. | | |