

PEMBRIDGE CE PRIMARY SCHOOL LEARNING JOURNEY ITINERARY

Pembridge is a school where we encourage everyone to be inspired through faith in God and to live by Christian values so that our teaching and learning is of the highest quality, our whole community flourishes and we reflect all that is worthy of praise.

SUBJECT: Music

YEAR GROUPS: 1 and 2

PREVIOUS KNOWLEDGE We would expect most children to already be able to:

- Perform a song for an audience by following a melody, listen and respond to different moods in music, compose a simple rhythm.

At the end of KS1, children should be able to:

Performing:	Composing (including notation):	Appraising:
• use their voice to speak/sing/chant • join in with singing • use instruments to perform • look at their audience when they are performing • clap short rhythmic patterns • copy sounds • sing and follow the melody (tune) • sing accurately at a given pitch • perform simple patterns and accompaniments keeping a steady pulse • able to perform with others • play simple rhythmic patterns on an instrument • sing/clap a pulse increasing or decreasing in tempo	• make different sounds with their voice • make different sounds with instruments • identify changes in sounds • change the sound • repeat (short rhythmic and melodic) patterns • make a sequence of sounds • show sounds by using pictures • order sounds to create a beginning, middle and end • create music in response to (different starting points) • choose sounds which create an effect • use symbols to represent sounds • make connections between notations and musical sounds	• respond to different moods in music • say how a piece of music makes them feel • choose sounds to represent different things • recognise repeated patterns • follow instructions about when to play or sing • improve their own work • listen out for particular things when listening to music

Year	Autumn Term	Spring Term	Summer Term
A	Sing: Menu Song Can we develop muscle memory with a cumulative song? Can we create a theatrical performance using kitchen-themed sound-makers and props? Compose: Magical Musical Aquarium Can we respond to music by moving, exploring the sound of instruments and composing our own musical aquarium?	Sing: The King is in the Castle. Can we sing a song about people and mythical creatures that might inhabit a castle? How do we explore vocal and instrumental timbre, structure, rhyme, dynamics and pitch? Listen: Colonel Hathi's March Based around 'Colonel Hathi's March' from the Jungle Book, can we explore moving in time and exploring low and high pitch?	Sing: Who stole my chickens and my hens? Can we practise beat work and simple clapping games? Listen: 'Dawn' from Sea Interludes. Can we actively listen to 'dawn' from Benjamin Britten's Sea Interludes? Can we bring to life this piece by creating a moving, musical picture?
B	Sing: Tony Chestnut Song Can we explore call-and-response, improvise with our voices and instruments? Listen: Carnival of the Animals How can we explore 5 of the movements and find inspiration to create our own animal sound pictures?	Sing: Grandma Rap Can we explore beat and rhythm work, performing as a two-part round? Can we create 4-beat patterns with looped backing to perform with? Compose: Musical conversations How do we invent and compose short pieces featuring call-and-response and antiphony? Can we take turns, lead and follow, read a 'score', and create our own graphic scores?	Sing: Minibeasts Can we sing an alliterative song exploring timbre and rhythm? How do we use percussion instruments to represent the crawling, scurrying creatures? Listen: Orawa How can we invent new music using vocal chants and body percussion?

ASSESSMENT OPPORTUNITIES

Children will be able to demonstrate their learning through:

- Class performances to an audience in worship, composition opportunities and oral and written explanations during lessons.
- Give appreciation of a wide range of high-quality music.

ENRICHMENT OPPORTUNITIES

We will endeavour to include:

- Listen to a wide range of high quality music from different times.
- Performance opportunities to a wider audience including using percussion instruments.

SUBJECT-SPECIFIC VOCABULARY

We will expect children to use these words and phrases:

pitch, tempo, timbre, structure, beat, pulse, rhythm, crotchet, quaver, structure, texture, rest, tuned, untuned, percussion, articulation, character

CROSS-CURRICULAR LINKS

This itinerary fits with our other learning through:

- History, timelines.
- Science – animals including Humans.

LEARNING BEHAVIOURS Children will be expected to:

Tries new things	Listen to styles of music possibly not heard before and consider them.
Works hard	Give maximum effort at all times.
Concentrates	Listen carefully to music styles and follows instructions when performing.
Self-motivates	Work well in a group when writing simple compositions.
Imagines	Wonder about and describes how composers use different effects to paint a musical soundscape.
Improves	Reflect upon rhythms and lyrics and alters to ensure a good fit.
Understands others	Give an appreciation and understanding of different musical genres, even those they may not like.
Doesn't give up	Start again when things go wrong.