

PLATT MUSIC LONG TERM PLAN:



At Platt Primary we use Music Express to support our teaching of music, drawing upon the range of musical ideas and activities that they provide.

Statements in **bold** are the National Curriculum requirements.

KEY STAGE 1:

YEAR 1	YEAR 2
<p>Begin to use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <ul style="list-style-type: none"> I can play and sing quietly and loudly I can play and sing short notes and long notes. I can play and sing high and low notes. I can take part in a group song performance. 	<p>Develop the use of voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <ul style="list-style-type: none"> I can sing songs with others or on my own, remembering the tune and keeping in time.
<p>Begin to play tuned and untuned instruments musically.</p> <ul style="list-style-type: none"> I know how to make a sound on several musical instruments, e.g. drum, triangle, recorder, keyboard. I can play and sing high and low notes. 	<p>Develop in playing tuned and untuned instruments musically.</p> <ul style="list-style-type: none"> I can keep a beat on my own. I can copy and play simple rhythms in time with other people. I can make up rhythms and patterns. I can play at different speeds (temp) and in different pulses (meters) I can make up short musical patterns in a group or on my own with beginning, middle and end, using different instruments or sounds.
<p>Begin to experiment with, create, select and combine sounds using the interrelated dimensions of music.</p> <ul style="list-style-type: none"> I know how to make a sound on several musical instruments, e.g. drum, triangle, recorder, keyboard. I can perform simple rhythms and songs by copying. I can choose sounds to represent ideas, e.g. horses hooves, money jingling, wind whistling etc. 	<p>Continue to experiment with, create, select and combine sounds using the interrelated dimensions of music.</p> <ul style="list-style-type: none"> I can copy and play simple rhythms in time with other people. I can make up rhythms and patterns. I can play at different speeds (temp) and in different pulses (meters) I can make up short musical patterns in a group or on my own with beginning, middle and end, using different instruments or sounds. I can use my own made up symbols to represent sounds.
<p>Begin to listen with concentration and understanding to a range of high-quality live and recorded music.</p> <ul style="list-style-type: none"> I can say whether music sounds happy or sad, and move to music according to how it feels, e.g. marching, sliding, jumping or dancing. 	<p>Continue to listen with concentration and understanding to a range of high quality live and recorded music.</p> <p>I can describe music using elements words such as high, low, slow, fast, long or short sounds and say how they affect the mood of the music.</p>