

| Autumn 1 The World through our Senses | Autumn 2 Celebrations | Spring 1 Whatever the Weather | Spring 2 Toys | Summer 1 Amazing Architects | Summer 2 Flowers and Insects |
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| <ul style="list-style-type: none"> To learn to recognise different sound sources including animal sounds, household sounds and percussion instruments To begin to use musical terms to describe dynamics; forte, piano To play using different combinations of tempo and dynamics i.e. Loud and Slow To learn the names of percussion instruments To use our voices, bodies and percussion instruments to create sounds for 'We're going on a bear hunt, aiming for the appropriate timbre <p>Listening and Appraisal:</p> <ul style="list-style-type: none"> Vivaldi 'The four Seasons' - Autumn and Winter | <ul style="list-style-type: none"> To learn to sing and perform a range of songs from our Christmas production To smile whilst singing and show developing awareness of rhythm and pitch. To prepare to move expressively to music as part of our Christmas production | <ul style="list-style-type: none"> Listen with concentration and understanding Sing songs about weather Create simple rhythms, tunes and ostinatos To recreate weather sounds using their voices, bodies and instruments <p>Listening and Appraisal:</p> <ul style="list-style-type: none"> Vivaldi – The Four Seasons (Spring and Summer) | <ul style="list-style-type: none"> To feel the pulse of a song/beat To learn to clap and play the Trepak rhythm from the Russian Dance To create a Russian dance To move to the music expressively To be able to play simple rhythms with a steady beat To identify different rhythms by listening To tap the rhythm of names of toys To recognise the difference between beat/pulse and rhythm To become familiar with Tchaikovsky's The Nutcracker Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music To recognise changes in tempo To listen carefully and discuss, dynamics, tempo, instruments. To learn traditional song games To keep the pulse when | <ul style="list-style-type: none"> To learn to sing in tune To make up actions to songs To play a steady beat on un-tuned percussion To play simple rhythms To experience notes which rise by steps To make a simple graphic score To perform pitched sounds using a graphic score To recognise and sing high and low pitch To listen and appraise a range of Waltzes To begin to recognise a Waltz To recognise a range of sounds on a building site and recreate using percussion instruments <p>Listening and Appraisal:</p> <ul style="list-style-type: none"> Strauss waltzes Chopin waltzes | <ul style="list-style-type: none"> To learn to sing new songs about insects To listen carefully and identify which living creature is represented within a piece of music To move to music To copy dynamics, pitch and tempo with increased accuracy To copy short rhythmic phrases To perform drones with voices and instruments To know how to play higher or lower sounds on a tuned instrument To improvise and compose short rhythmic phrases using pictures of minibeasts To improvise and compose short tunes using pictures of minibeasts To compose mini tunes <p>Listening and Appraisal:</p> <ul style="list-style-type: none"> Chopin- Etude in F Minor Op25 No2 – The Bees Korsakov – The Flight of the bumblebee (3 versions) <ul style="list-style-type: none"> The ants go marching two by two The Ugly Bug Ball |

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| | | | <p>singing</p> <ul style="list-style-type: none">• To learn action songs• To improvise• To be able to stop and start• To investigate the sounds of different tuned percussion instruments <p>Listening and Appraisal:</p> <ul style="list-style-type: none">• Tchaikovsky – The Nut Cracker | | |
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