

KS1 Music Phase Subject Plan

For Hangleton pupils, the Music curriculum inspires children to be creative, and to think and act as musicians through singing, listening, describing, appraising, composing and performing.

	Reception	Core KS1
Listening & Appraising	By the end of Reception, children should be able to:	By the end of KS1, children should be able to:
	• Listen with concentration and developing understanding to a range of music (action songs, nursery rhymes). • Be exposed to a range of instruments. • Find and clap the pulse to the music they are listening to. • Respond to music by discussing how it makes them feel. • Learn how to be an audience & performer.	• Listen and respond with developing confidence to a range of music from a range of cultures and times. • Listen to changes in timbre, dynamics and identify contrasts of high and low pitches. • Start to recognise the sounds that different instruments make and recognise these instruments within a piece of music. • Begin to listen and reflect on each other's compositions and show an understanding of how to improve own compositions. • Reflect on music and say how it changes,(fast, slow, loud and soft), how it makes you feel and gain confidence when analysing and describing these changes in music.
Performance and Composition	By the end of Reception, children should be able to:	By the end of KS1, children should be able to:
	• Use classroom instruments with growing confidence and control • Learn to sing along with nursery rhymes, action songs, perform with growing confidence, expression and awareness • Repeat simple rhythmic patterns, joining in with simple songs, keeping in time and following the directions of the leader. • Clap and improvise simple rhythmic patterns. • Have an awareness of loud and soft and fast and slow, and the difference between their talking and singing voice.	• Play instruments and body percussion with a sense of pulse, control and musicality. • Perform by using their voices expressively, keeping in time using simple beats and rhythms, with an awareness of pitch & vocal technique. • Sing a variety of songs in unison, round and in two parts with developing confidence. • Understand how to play an instrument with care and attention. • Sing, play, improvise and copy back simple rhythms with increasing confidence. Use notation (eg symbols) and follow a leader/conductor. • Joining in group performances showing an awareness of others within your group - and your role within the performance; with a sense of ensemble.

		• Compose short pieces in a group with a start, middle and end using hand held percussion. Play compositions as an ensemble/band to an audience.
Theoretical	By the end of Reception, children should be able to:	By the end of KS1, children should be able to:
	• Introduce some of the dimensions of music for example rhythm, beat or pulse, pitch, tempo, dynamics • Introduction to simple musical notation	• Develop further understanding of the dimensions of music • Develop understanding of rhythms/rhythmic notation/ graphic notation and formal notation.
Vocabulary	Rhythm, beat, pulse, pitch (high, low) tempo (fast and slow) dynamics (whispering, quiet, loud).	Rhythm, beat, pulse, pitch (high, low) tempo (fast and slow) dynamics (whispering, quiet, loud), compose, notation
Topic Links	Song and percussion links to Reception topics	Song and percussion links to KS1 topics
Enquiry questions	How can we describe what we can hear? How can we describe music? How does it feel to listen to music? How does it feel to play or perform music? What can music look like?	How can we describe what we can hear? How can we describe music? How does it feel to listen to music? How does it feel to play or perform music? What can music look like?