



**Primary PPA Cover**®

Raising attainment in primary schools

# Subject Pack

# KS1 Music



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# Music Objectives

- For children to learn why Music is important, to become familiar with the names and sounds of all basic percussion instruments as well as other musical terms.
- For children to develop their creative thinking skills and improve their motor skills To encourage children to become active listeners.
- To demonstrate that there are rewards from dedication and practice.
- To encourage children to learn about and to embrace other cultures through music.
- To develop confidence and listening skills.
- For children to explore emotions through music, helping them develop into young people and learn more about who they are.
- To raise attainment and enthusiasm in Music lessons.
- To make children aware of the importance of teamwork and coordination in a team.
- To make Music fun!

# Equipment List

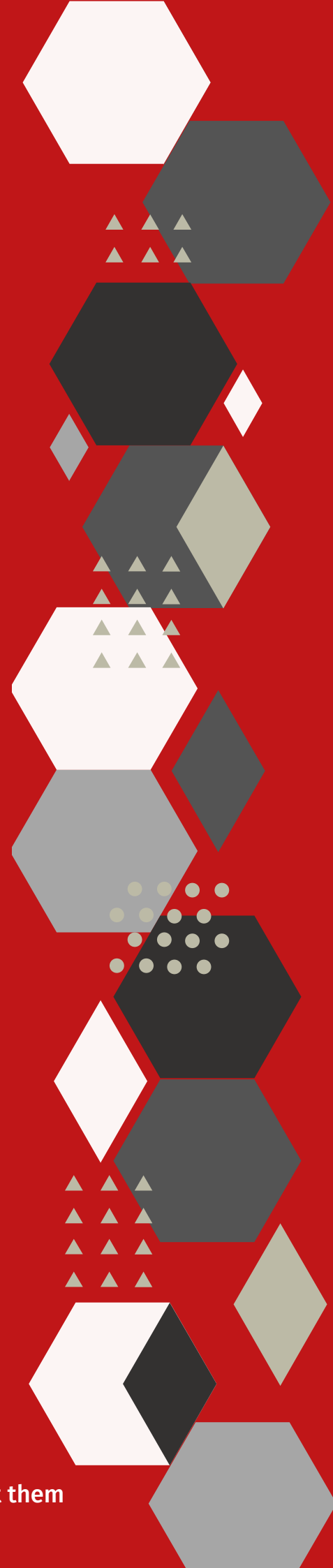
Equipment we will from school (if available):

- Parachute
- Beans bags
- Percussion instruments
- String
- IWB
- iPads

Equipment we will provide at no extra cost:

- Audio-visual resources
- Worksheets
- Presentations
- Reports/certificates for children

Our teachers will remind you of what they will be using in school the following week so that you can ensure that it is ready for them or let them know it is unavailable.



# EYFS/KS1 Scheme of Work

## KS1 DRAMA SCHEME OF WORK

EYFS

### Unit 1

Welcome To The Jungle  
Tarzan  
Celebrating our Differences  
Animating our Bodies  
Portraying characters through movement  
"Walking In the Jungle" Story

### Unit 2

Under The Sea  
Finding Nemo  
Family Relationships  
Making New Friends  
Facial Expressions  
Physical Theatre

## KS1 DRAMA SCHEME OF WORK

YEAR TWO

### Unit 1

Great Fire of London  
History  
Our Country  
British Values  
Hot Seating  
What would uou Save?  
Role Play  
Physical Theatre

### Unit 2

Nativity  
Performing as an Ensemble  
Retelling the Story  
Exploring Characters  
Using sets and Props  
RE

### Unit 3

We Are Explorers  
The World Around Us  
Dora The Explorer  
EAL  
MFL through Drama  
Travel

### Unit 4

Homes and Houses  
Goldilocks and the Three Bears  
Making Dens  
Sequencing and Patterns  
(links to numeracy)  
Chores  
Castles  
Role Play

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### Unit 3

WW II  
History  
Evacuees  
Portraying Emotion  
Monologues  
Blitz Poetry  
Exploring Costumes  
Our Identity  
Recreating The Famous Broadcast  
Air Raid Shelter

### Unit 4

What a Wonderful World  
Religion - The Last Supper  
History - Florence Nightingale  
Science - Outer Space  
PSHE - bullying

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### Unit 5

Pirates  
Pirate Role Play  
Coordination and Directions (maps)  
Treasure  
Wishes and Dreams  
Pirate Piggy Wiggy Story

### Unit 6

Circus  
Animals  
Magic  
Disguise and Costume  
Circus Vocabulary  
The Greatest Showman



### Unit 5

Soundscapes  
Links to Music  
Exploring Themes:  
City  
Rainforest  
Beach  
Supermarket  
Spatial Awareness  
Using Sound Effects  
Storytelling

### Unit 6

Land Ahoy!  
Pirates  
Captain Hook  
Voyages  
Wildlife  
Landscapes  
Geography  
Imaginative Learning  
Improvisation



## KS1 DRAMA SCHEME OF WORK

YEAR ONE

### Unit 1

The Gruffalo  
Using Language to recreate roles  
Explore Characters through  
Improvisation  
Meet a Creature  
Using the Voice to Portray Characters

### Unit 2

Funnybones  
Freeze Frames  
Retelling Stories  
Imaginary Mirrors  
Soundscapes  
Narration

### Unit 3

Fairytales  
Bringing Fairytales to life through  
Drama  
Universal Themes  
Storytelling  
Rehearsing Performances  
Cinderella  
Pinocchio  
Puss In Boots

### Unit 4

Peter Rabbit  
Stealing or Borrowing  
Follow the Leader  
Making Predictions  
Using Descriptive Language  
Homes and Houses

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### Unit 5

Soundscapes  
Links to Music  
Exploring Themes:  
Seaside  
City  
Jungle  
Spatial Awareness  
Working as an Ensemble  
Going on a Bear Hunt

### Unit 6

Tangled/Rapunzel  
Growth  
Healthy Eating  
Role Play  
Poetry  
Space, shape and Measure  
Feelings and Emotions  
Parents and Relationships



# KS2 Skill Progression - Reception

## Reception Unit 1

- To be able to respond to music accordingly using my body
- To be able to show their understanding of tempo through clapping and moving our bodies
- To understand tempo in a variety of music
- To be able to identify pulse in songs
- To be able to create long and short sounds
- To create our own piece of music using long and short sounds
- To review what we have learnt this unit

## Reception Unit 2

- To understand the importance of facial and vocal warm ups
- To learn to sing songs with a range of notes
- To perform actions to accompany songs
- To recognise high and low sounds
- To sing high and low sounds
- To sing high and low songs with actions for a final performance
- To recap what has been learnt in this unit and perform our Christmas song

## Reception Unit 3

- To be able to tap the rhythm and pulse of a song
- To understand the difference between rhythm and pulse
- To join in an ensemble maintaining a rhythm or pulse
- To be able to copy a rhythm and play it back
- To be able to recognise changes in tempo
- To play along with the rhythm of song
- To recap what we have learnt this term

## Reception Unit 4

- To understand and recognise pitch
- To identify high and low pitch sounds
- To sing notes of different pitches
- To understand and create Glissandos
- To recognise and control changes in pitch vocally and when playing instruments
- To compose music combining rhythm, pitch & tempo
- To demonstrate understanding of Pitch

## Reception Unit 5

- To explore and change sounds and music through play and technology
- To recreate sounds to use in a song
- To change sounds within music using technology
- To edit the song 'Old MacDonald had a farm' using technology
- To use technology to add sound effect to a story
- To create sounds to accompany a story and to perform the story

## Reception Unit 6

- To understand and sing a melody from a 20th century song
- To sing and perform a melody from a 20th century song
- To recognise differences between genres
- To listen to the way songs can change and develop to suit the times
- To learn a disco song from 20th Century
- To perform a disco song from 20th Century

# Year 1

## Year 1 Unit 1

- To understand the word "pulse" and demonstrate understanding using clapping technique
- To be able to respond to music using body parts
- To be able to play or sing long and short sounds
- To be able to follow a pulse and perform simple rhythms
- To be able to play a simple rhythm over a steady pulse
- To create and perform using instruments to keep the pulse and play the rhythm
- To review what we have learnt this unit

## Year 1 Unit 2

- To understand the importance of a vocal warm up
- To learn to recognise and repeat higher and lower sounds
- To understand and recognise basic graphic notation
- To explore "pause" and further graphic notation
- To recap pitch and explore dynamics & melody
- To perform songs with a range of notes
- To recap what has been learnt in this unit and perform our Christmas song

## Year 1 Unit 3

- To understand the difference between rhythm and pulse
- To maintain a pulse whilst performing a rhythm as a group
- To understand and perform movements to indicate rest
- To play rhythms using visual cues
- To perform rhythms at different tempos
- To play along with the rhythm of song
- To play crochets, quavers, minims and semibreves to the rhythm

## Year 1 Unit 4

- To recap what pitch is and how we recognise different levels of pitch
- To learn to identify high and low pitch sounds
- To sing notes of different pitches
- To understand and create Glissandos
- To recognise and control changes in pitch vocally and when playing instruments
- To compose music combining rhythm, pitch, dynamics, timbre & tempo
- To demonstrate understanding of pitch

## Year 1 Unit 5

- To explore and change sounds and music through play and technology
- To use technology to create and change sounds
- To further develop our knowledge on editing sounds using technology
- To edit the song 'Down in the Jungle'
- To use technology to add sound effect to a story
- To perform the story with our very own sounds

## Year 1 Unit 6

- To understand and sing a melody from a 20th century song
- To recognise differences between genres
- To listen to pulse in a country song and recreate in groups
- To listen to the way songs can change and develop to suit the times
- To learn a blues song from 20th Century
- To perform a blues song from 20th Century

# Year 2

## Year 2 Unit 1

- To be able to sing/play with a good sense of pulse
- To respond to music using our body parts
- To be able to sing/play with a good sense of pulse
- To sing/play with a good sense of pulse
- To be able to sing, play and perform with a good sense of pulse
- To create and perform a performance using instruments to keep the pulse or play a rhythm as part of a group.
- To review what we have learnt this unit

## Year 2 Unit 2

- To understand pitch and shape
- To understand the difference between the pulse and the rhythm
- To confidently change dynamics of a song
- To understand and recognise basic graphic notation
- To use "pause" in a piece of music and further explore graphic notation
- To learn to sing with accuracy within a range of notes
- To recap what has been learnt in this unit and perform our Christmas song

## Year 2 Unit 3

- To understand the difference between rhythm and pulse
- To maintain a pulse whilst performing a rhythm as a group
- To demonstrate understanding of rhythm
- To be able to recognise and perform rhythmic patterns in songs
- To perform parts of a song with a strong sense of pulse and rhythm
- To perform a rhythm with confidence
- To complete a series of activities to recap what we have learnt this term

## Year 2 unit 4

- To recap what pitch is and how we recognise different levels of pitch.
- To identify pitches when performing and playing instruments
- To sing and perform notes of different pitches
- To create rhythmic patterns with a variety of pitch
- To use graphic notation to demonstrate changes in pitch
- To compose music combining rhythm, pitch, dynamics, timbre & tempo
- To perform and provide feedback

## Year 2 Unit 5

- To understand 4/4 time
- To use technology to sequence our own patterns
- To create our own piece of music as a class
- To learn about musical structure
- To learn how to record our own music
- To edit our recorded music

## Year 2 unit 6

- To understand and sing a melody from a 20th century song
- To identify instruments used in a 20th century jazz song
- To recognise the pulse of a 20th century jazz song and play the pulse whilst singing
- To recognise differences between genres
- To listen to the way songs can change and develop to suit the times
- To learn and perform a blues song from 20th Century