

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Music

Year: Phase 1 - Year B

Singing

Focus: Singing with expression, pitch matching, rhythm, and basic performance

Subject content - Key stage 1

Pupils should be taught:

- Use voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically (optional extension)
- Listen with concentration and understanding to a range of music
- Experiment with, create, select and combine sounds using the inter-related dimensions of music

Prior Learning (what pupils already know and can do)

- **Sing** a variety of well-known nursery rhymes and songs confidently.
- **Perform** songs, rhymes, and poems with others.
- **Move rhythmically** and in time with music when appropriate.
- **Use instruments** and sounds to express themselves and explore rhythm and pitch.
- Show **imagination** and expression through music and dance.

End Points:

- Sing songs from memory with control of pitch and rhythm
- Keep a steady pulse using voice and movement
- Use expression and dynamics to communicate mood
- Perform a simple song with confidence to an audience
- Recognise and copy changes in pitch, tempo, and volume
- Sing in unison and participate in call-and-response structures
- Understand that music comes from different places and cultures

Key Vocabulary: to teach each session written in bold.

Session 1: Voice Exploration & Warm-Ups

Focus: Use voice expressively - **pitch, volume, tempo**

Learning objectives: Match pitch in echo, Explore dynamics (loud/quiet) and tempo (fast/slow), Develop confidence using the voice creatively

Songs:

- "Hello, How Are You?" (greeting song with actions)
- "John the Rabbit" (call and response - includes fun high/low pitches)
- Vocal warm-up: "Singing Down the Scale" (sol-mi-do pattern)
<https://www.youtube.com/watch?v=CT8x2bdOtD8&t=27s>

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Session 2: Action Songs & Rhythm

Skills: Pulse, rhythm, coordination

Objectives: Keep a steady beat using body percussion, Sing and move in time, Begin to feel rhythmic structure

Activities:

- Review last week's song
- Introduce new song with rhythm focus (e.g. "The Grand Old Duke of York")
- Use body percussion (claps, taps) to find the beats

Songs Pulse, rhythm, coordination

- *"The Grand Old Duke of York"* (marching and pulse work)
- *"Head, Shoulders, Knees and Toes"* (tempo variation game)
- *"Engine Engine Number Nine"* (chant with beat clapping)

Session 3: Singing Games

Focus: Singing in time, taking turns, pitch memory

Skills: Turn-taking, listening, social singing

Objectives: Sing in tune with others, Develop listening and memory, Explore pitch through fun play

Activities:

- Play singing games (e.g. "In and Out the Dusty Bluebells", "Doggie Doggie")
- Focus on singing in tune and in time with others
- Echo singing to reinforce pitch awareness

Songs

- *"Doggie, Doggie, Where's Your Bone?"* (call and response game)
- *"In and Out the Dusty Bluebells"* (circle singing game)
- *"I Hear Thunder"* (linked to weather & pitch)

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Session 4: Expression & Storytelling through Song

Focus: Character, dynamics, mood

Skills: Expression, understanding of mood in music

Objectives: Use voice to convey feelings, Recognise character in song, Explore storytelling and sequencing

Suggested Activities:

- Learn a song with clear narrative or emotion (e.g. "There Was a Princess Long Ago")
- Discuss how the voice can change to show feelings
- Use facial expressions and dynamics while singing

Songs

- "There Was a Princess Long Ago" (storytelling through song)
- *Little Peter Rabbit* (expression through facial movement and dynamics)
- "When Goldilocks Went to the House of the Bears" (character voices)

Session 5: Songs from Around the World

Focus: Cultural awareness, different languages and rhythms

Skills: *Listening, cultural awareness, global citizenship*

Objectives: Sing and move to music from other cultures, Discuss new rhythms and melodies, Appreciate music from a global perspective

Suggested Activities:

- Learn a simple folk song from another country (e.g. African call-and-response, Spanish lullaby)
- Clap and move to the beat
- Discuss instruments and culture of the song

Songs:

- "Che Che Koolay" (Ghanaian call and response)
- "Tzena, Tzena" (Israeli round - simple repeated phrases)
- "Canoe Song" (*My Paddle's Keen and Bright*) - Canadian folk song with movement

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Session 6: Performance Preparation & Sharing

Focus: Confidence, memory, teamwork

Objectives: Perform clearly and with expression, Work as a team, Share music with an audience (class/parents/video)

Suggested Activities:

- Choose 2-3 favourite songs from the term to practise
- Rehearse with basic movement or props
- Perform for another class or record the performance

Skills: Memory, confidence, teamwork

Songs for Performance (choose favourites):

- "The Grand Old Duke of York"
- "There Was a Princess Long Ago"
- "Che Che Koolay"
- "John the Rabbit"