

# Guerrilla Curriculum - Medium Term Planning Music Y1

The MTP will ID key learning and give a brief outline of context and activity. It will look at how to deliver key-skills and focus on what we will see if successful.



<b>Core Skills:</b>		
<p style="text-align: center;"><b>Active Learning</b></p> <ul style="list-style-type: none"> <li>• To seek out and enjoy challenges</li> <li>• To collaborate with others</li> <li>• To show commitment and perseverance</li> <li>• Assess themselves and others</li> </ul>	<p style="text-align: center;"><b>Basic Skills</b></p> <ul style="list-style-type: none"> <li>• To speak clearly and convey ideas confidently</li> <li>• To read and communicate ideas in writing efficiently and effectively</li> <li>• To calculate efficiently and apply skills to solve problems</li> <li>• To use new technologies confidently and purposefully</li> </ul>	<p style="text-align: center;"><b>Creative Thinking</b></p> <ul style="list-style-type: none"> <li>• To ask questions to extend thinking</li> <li>• To generate ideas and explore possibilities</li> <li>• To overcome barriers by trying out alternatives</li> <li>• To connect ideas and experiences in inventive ways</li> </ul>

<b>Key learning (What will the children learn?)</b>	<b>How What opportunities am I going to give the children so that they can learn?</b>	<b>Outcomes (What will the learning look like? How will the learning be recorded?)</b>
<p>Sing songs, chants and rhymes and begin to <b>explain</b> how music is made for different purposes  <b>N.C. Use their voices expressively and creatively by singing songs and speaking chants and rhymes</b></p> <p>Play tuned and un-tuned instruments and begin to <b>describe</b> some of the different ways that sounds can be made.  <b>N.C. Play tuned and untuned instruments musically.</b></p> <p>Begin to <b>appreciate</b> the pitch, dynamics and tempo within a piece  <b>N.C. Experiment with, create, select and combine sounds using the inter</b></p>	<p>Discuss who we would call in an emergency. What number would we call?</p> <p>Talk about and listen to emergency vehicles sirens. Explore pitch with relation to sirens with children on metallophone.</p> <p>Discuss speed on emergency vehicle's, how can they show that in their siren music (tempo).</p> <p>Create a class graphic score/story for the journey of a police car. Discuss how we can add in tempo and dynamics.</p>	<p>Learn 999 song and accompaniment on xylophone.</p> <p>In groups children to make up their own siren on metallophones/xylophones.</p> <p>Add tempo to siren music.</p> <p>In groups children to use class score to compose their own music. Perform to class. Suggest ways of improving composition. Work on improvements and perform again.</p>

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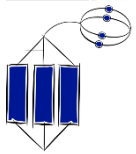
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<p>-related dimensions of music.</p> <p>Rehearse and perform with others and begin to <b>assess</b> their work suggesting some improvements</p>		
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<h2 style="text-align: center;">Assessment</h2>		
<p>Developing (Multistructural)</p> 	<ul style="list-style-type: none"> <li>• Sing songs, chants and rhymes and begin to <b>explain</b> how music is made for different purposes</li> <li>• Listen with concentration and begin to <b>recall</b> sounds with increasing aural memory</li> <li>• Play tuned and un-tuned instruments and begin to <b>describe</b> some of the different ways that sounds can be made.</li> </ul>	<p style="text-align: center;">Names of children</p>
<p>Securing (Relational)</p> 	<ul style="list-style-type: none"> <li>• Begin to <b>demonstrate</b> an understanding of how sound can be changed within a performance</li> <li>• Begin to <b>evaluate</b> an exemplar as a starting point for the process of critique by talking about likes and dislikes.</li> <li>• Listen with concentration and begin to <b>summarise</b> their ideas and feelings</li> <li>• Begin to <b>demonstrate</b> some control and rhythmic awareness when playing tuned and un-tuned instruments</li> </ul>	
<p>Enriched (Extended Abstract)</p>		

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- Begin to **appreciate** the pitch, dynamics and tempo within a piece
- Begin to **create** musical patterns that express their ideas and feelings using movement or dance
- Rehearse and perform with others and begin to **assess** their work suggesting some improvements