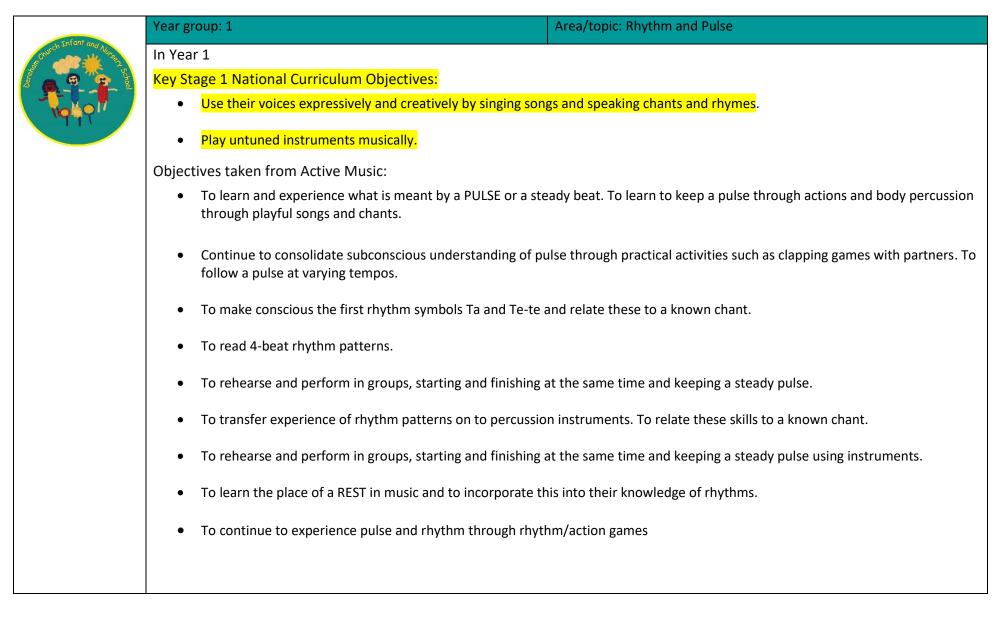
Dereham Church Infant and Nursery School- Music

Year 1 Autumn 2 MTP



| Prior learning | Future learning |
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| In Reception, children learned To consolidate the feeling of pulse through singing games and activities. To engage in music making and sing simple songs from memory. To copy actions and make up own actions when following/keeping a steady beat. To respond to cue words. To engage in pat-a-cake clapping games. To chant rhymes from memory. To subconsciously internalise the rhythm of the words of the rhyme through chanting, clapping and thinking. To play to the words of a given rhyme on un-tuned percussion instruments. To chant, clap and use thinking voices as part of the learning process. To practice and perform a well-known chant in a group, starting and finishing at the same time and keeping to a steady pulse. | In Year 2 Key Stage 1 National Curriculum Objectives: Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play untuned instruments musically. Objectives taken from Active Music: Continue to learn and experience what is meant by a pulse or a steady beat. Consolidate understanding of pulse through practical activities such as clapping games with partners. Understand and clarify the difference between rhythm and pulse. Revise the 'rest' and read and internalise rhythm patterns. Learn about ostinatos. Transfer experience of rhythm and pulse on to percussion instruments. Listen to each other, start and finish at the same time and keep a steady pulse. Perform and appraise. Internalise rhythms and phrases with increasing aural memory. Follow, compose and perform rhythm patterns in groups, using a written rhythm sequence/ symbols. |

| What pupils need to know or do to be secure | | |
|---|-----------------------------------|--|
| Key knowledge and skills | Possible evidence | |
| Children will be able to keep a pulse through actions and body percussion through playful songs and | Teachers can record performances. | |
| chants. | | |

| Children will be able to perform in a group, starting and finishing at the sa using instruments. Children will be able to read and interpret 4- beat rhy | |
|--|---|
| Key vocabulary | |
| Beat, pulse, rhythm, pattern, rest. | |
| Common misconceptions | Books linking to this area |
| Children may struggle to maintain a steady beat. Children may struggle to read and interpret 4-beat rhythm patterns. | All Join In- Quentin Blake |
| Memorable first hand experiences | Opportunities for communication |
| Nativity performance. Collective Worship performances. | Children will communicate through songs, chants and rhymes. |

DCINS Reasonable adjustments for pupils with SEND

| Communication and Interaction | Cognition and Learning |
|--|--|
| Children do not have to sing words when performing chants and rhymes, they can just play along to steady beat. | Teacher could use metronome app to support children keeping a steady beat. |
| Social, Emotional and Mental health | Sensory and Physical |
| Children can work in smaller group or with 1:1. | Children can use different musical instruments to keep a steady beat, or ear defenders. |