

# Mersey Park Primary School Music Long Term Overview – Year 1



Target Tracker Assessment Focus	Weaving Knowledge, Skills and Understanding
<b>Performing</b>	
<ul style="list-style-type: none"> <li>• Listen to, copy and repeat a simple rhythm or melody</li> <li>• Learn and perform chants, rhythms, raps and songs</li> <li>• Work and perform together with others as an ensemble or as a group singing</li> <li>• Learn to follow the conductor or band leader</li> <li>• Sing songs musically and understand how to warm up and project the voice whilst demonstrating good posture</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use their voice to speak/sing/chant?</li> <li>• Do they join in with singing?</li> <li>• Can they use instruments to perform?</li> <li>• Do they look at their audience when they are performing?</li> <li>• Can they clap short rhythmic patterns?</li> <li>• Can they copy sounds?</li> </ul> <p><u>Challenge</u></p> <ul style="list-style-type: none"> <li>• Can they make loud and quiet sounds?</li> <li>• Do they know that the chorus keeps being repeated?</li> </ul>
<b>Composing (including notation)</b>	
<ul style="list-style-type: none"> <li>• Learn and perform chants, rhythms, raps and songs</li> <li>• Work and perform together with others as an ensemble or as a group singing</li> </ul>	<ul style="list-style-type: none"> <li>• Can they make different sounds with their voice?</li> <li>• Can they make different sounds with instruments?</li> <li>• Can they identify changes in sounds?</li> <li>• Can they change the sound?</li> <li>• Can they repeat (short rhythmic and melodic) patterns?</li> <li>• Can they make a sequence of sounds?</li> <li>• Can they show sounds by using pictures?</li> </ul> <p><u>Challenge</u></p> <ul style="list-style-type: none"> <li>• Can they tell the difference between long and short sounds?</li> <li>• Can they tell the difference between high and low sounds?</li> <li>• Can they give a reason for choosing an instrument?</li> </ul>
<b>Appraising</b>	
<ul style="list-style-type: none"> <li>• Listen to music with sustained concentration</li> <li>• Find the pulse whilst listening to music and using movement</li> <li>• Use the correct musical language to describe a piece of music</li> <li>• Recognise different instruments</li> <li>• Discuss feelings and emotions linked to different pieces of music</li> </ul>	<ul style="list-style-type: none"> <li>• Can they respond to different moods in music?</li> <li>• Can they say how a piece of music makes them feel?</li> <li>• Can they say whether they like or dislike a piece of music?</li> <li>• Can they choose sounds to represent different things?</li> <li>• Can they recognise repeated patterns?</li> <li>• Can they follow instructions about when to play or sing?</li> </ul>

- Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse
- Understand that pitch describes how high or low sounds are
- Understand that tempo describes how fast or slow the music is
- Understand that dynamics describe how loud or quiet the music is

#### Challenge

- Can they tell the difference between a fast and slow tempo?
- Can they tell the difference between loud and quiet sounds?
- Can they identify two types of sound happening at the same time?