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| **Class One****Long Term Planning For The Music and Movement Area** |
| **Key Concepts – Skills – Attitudes – Knowledge*** Experiment with sound from a variety of sources
* Explore the characteristics of music, such as pitch, pace and dynamics
* Explore a wide range of music e.g. pop, classical, instrumental
* Explore music from different cultures.
* To begin an understanding that music can be recorded on manuscript paper, as words can be recorded.
* Experiment with different ways of moving to music.
* Share music with others and perform for a small audience
* Music is often played throughout the day to stimulate, calm and energise the children

**ATTITUDES:**Curiosity, Independence/responsibility, Sensitivity, Co-operation, Confidence, Concentration**SKILLS:**Communicating, Recording, Describing and explaining, Creating, Sequencing, Observing |
| **RESOURCES** | **ORGANISATION** |
| A portable storage box with the following* Bells – Desk and Wrist Bells
* Tambourine
* Mini cabasa
* Wooden shaker
* Pair of claves
* Rain maker
* Scarves
* Boom Whackers
* Xylophones
* CD player

Other percussion instruments in the music store | The musical instruments are displayed onthe low table and in a strogage box underneath the table to encourage independent use of the area.Children are encouraged to use the musicalinstruments in this area.**Music in Class One includes;*** Spontaneous singing and dancing
* Singing for attention
* Singing in a group with staff
* Working with an appropriate musical

background* Small group time with instruments and

opportunity to sing new songs and playpercussion* Specific music activities using the scheme

“Music Express” |