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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 on  the low table and in a strogage box underneath the table to encourage independent use of the area.  Children are encouraged to use the musical  instruments 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 play  percussion   * Specific music activities using the scheme   “Music Express” |