

The Red Door School



Music School Plan

Developed: 2020-2021

Next Review date: 2021-2022



School Plan: Music

Month	Theme	Year 1	Year 2
S E P T E M B E R	Myself	Strand: Listening and responding to music	
		Strand units: listening and responding to music	Strand units: listening and responding to music
		Differentiated activities Stage 1 (General): Listen to different popular tracks, identify preferred artists/songs Create displays of preferred artists, discuss reasons for liking them. Create playlists of preferred music for choice/free time. Imaginative movement play to variety of short music tracks with varying qualities (loud/soft/fast/slow etc.) Stage 2 (Mild): Listen to popular tracks, identify preferred artists Create choice boards of preferred music for choice/free time Use of action songs with wide range of movements/instruction Stage 3 (Moderate): Present students with choice board of tracks, identify preferred music Create individual/group choice boards for music time/down time Use of action songs with a particular focus of group imitation of an individual. (Happy and you know it for example)	Differentiated activities Stage 1 (General): Update preferences of preferred artists, hold small discussion on favourite songs, why etc. Students create their own playlists/choice boards Creating a storyscape to physically walk through while a song plays. Stage 2 (Mild): Update preferred songs/artists, groups to describe their songs – simple expressions. Update choice boards and free time choices Use props during action songs Stage 3 (Moderate): Present some new songs choices with visuals, add to choice boards if preferred. Work on identification of choice time in the schedule, independent initiation of music time at correct time. Use of props during action songs
	Linkage/Integration: SPHE, Literacy, Language and Comm	Linkage/Integration: PE, SPHE, Communication and Language	
My Family	Strand: Listening and responding to music		
	Strand units: listening and responding to music	Strand units: listening and responding to music	
	Differentiated activities Stage 1 (General): React to the beat in music – drumming circle, live imitation of steady beats, recordings of music with clear steady beat. Listen to fast/slow pieces of music, short/long sounds. Display/react to this in class with instruments/discussion Stage 2 (Mild) Demonstrate understanding of beat through reciting rap simple/poetry Make appropriate playlist for a given theme – dance vs relax (fast and slow) Respond independently and appropriately to situations that demand loud/soft noises – adjusting volume, loud and soft games.	Differentiated activities Stage 1 (General): Listen to live music on a range of different instruments – guitar, drum, tin whistle etc. Encouraging class to keep steady beat clapping along With live instruments, show clear examples of slow/fast music, short/long sounds and have students try to mimic this with voice/instruments where possible. Stage 2 (Mild): Enhance understanding of beat by attaching sleigh bells to wrists to emphasise the downbeat in a bar.	



		<p>Stage 3 (Moderate): Maintain steady beat with assistance – clapping along with physical assistance if needed. Recite songs quickly/slowly. Act out music fast/slow along with music – fast steps of a mouse/slow steps of giant etc. Control sounds they make – close door quietly, sing quiet, talk aloud etc.</p>	<p>React to music through dance/actions depending on the tempo. Doing artwork to music, reacting short/long sounds with the paint brush or other art tools. Stage 3 (Moderate): Enhance understanding of beat by attaching sleigh bells to wrists to emphasise the downbeat in a bar. Beats done on time with assistance if needed. Using a classroom sound thermometer to check-in what noise level they are at, developing awareness of sound around them.</p>
		Linkage/Integration: Literacy, Communication and Language, SPHE	Linkage/Integration: Science, Visual Arts, PE
OCTOBER	Autumn	Strand: Performing: playing instruments	
		Strand units: performing – playing instruments	Strand units: performing – playing instruments
		<p>Differentiated activities Stage 1 (General): Exploration of variety of percussion instruments, and their various sound qualities. Discussing and noting differences. Stage 2 (Mild): Exploration of percussion instruments, noting short/sustained sounds made by different materials. Stage 3 (Moderate): Exploring and playing instruments with assistance if needed. Identifying preferred instruments</p>	<p>Differentiated activities Stage 1 (General): Using homemade percussion instruments to accompany pieces of live/recorded music. Stage 2 (Mild): Using percussion instruments to accompany music with increased consciousness of musical elements. Stage 3 (Moderate): Playing variety of instruments with some assistance</p>
		Linkage/Integration:	Linkage/Integration: Visual Arts
	Halloween	Strand: Listening and responding to music	
		Strand units: exploring sounds - Vocal Sounds	Strand units: Exploring sounds - Body Percussion
<p>Differentiated activities Stage 1 (General): Listening, identifying and imitating sounds in the environment. Describing/Classifying sounds Stage 2 (Mild): Distinguish and describe vocal ranges in a piece of music Imitate patterns of long and short sounds vocally Stage 3 (Moderate): Listen to, identify, and communicate about sounds in the Environment using signs, pictures or gestures Playing sound lotto</p>		<p>Differentiated activities Stage 1 (General): Explore ways rhythm patterns and accompaniments can be performed using different parts of the body. Listening and repeating patterns of body percussion Stage 2 (Mild): Exploring patterns and rhythms that can be made with body percussion modelled by adults Stage 3 (Moderate): Exploring simple patterns and rhythms with assistance if needed.</p>	



N O V E M B E R	Planet Earth In Space	Linkage/Integration: Science, Communication and Language	Linkage/Integration:
		Strand: Listening and responding to music	
		Strand units: Exploring sounds - instruments	Strand units: Exploring sounds – instruments
		Differentiated activities Stage 1 (General): Exploring a wide range of instruments and their various sounds and qualities. Playing instrument bingo using downloaded sound clips Stage 2 (Mild): Comparing sounds between shop bought and home-made instruments. Stage 3 (Moderate): Explore variety of sounds that can be made with variety of instruments (blowing, plucking, striking, shaking etc.)	Differentiated activities Stage 1 (General): Explore imagery that different sounds can evoke (coconut halves sound like horses, sheets of metal sound like thunder etc.) Stage 2 (Mild): Using familiar instruments, make sound effects to fit in with key moments in a story. Stage 3 (Moderate): Explore how sounds can evoke simple imagery (drum beats like a giant’s footsteps, whistle like bird song).
Linkage/Integration: Communication and Language, Literacy	Linkage/Integration: Literacy, Visual Arts, Communication and Language		
D E C E M B E R	Christmas	Strand – Performing	
		Strand units: Song Singing	Strand units: Song Singing
		Differentiated activities Stage 1 (General): Perform simple Christmas songs showing a clear sense of dynamics where appropriate Stage 2 (Mild): Develop vocal range by singing from high-low/low-high pitches Develop ability to sing in unison in a group, doing simple harmony. Stage 3 (Moderate): Sing simple songs, filling in gaps in the song using voice, visual communication or Lámh.	Differentiated activities Stage 1 (General): Recognise and imitate melody in echoes and rounds (row your boat, little drummer boy etc.) Stage 2 (Mild): Recognise and sing familiar songs (rhymes, group songs) with increasing independence. Stage 3 (Moderate): Responding to musical ques while singing – louder, faster etc. Sing action songs with particular attention to pulse, rhythms and tempo
		Linkage/Integration:	Linkage/Integration: PE
J A N U A R Y	Winter- hot and cold	Strand: Listening and responding to music	
		Strand units: Exploring sounds - Body percussion	Strand units: Exploring sounds - Vocal sounds
		Differentiated activities Stage 1 (General): Explore the full range of sounds they can make using body percussion Stage 2 (Mild): Explore body percussion sounds paying close attention to body parts used, make a diagram. Stage 3 (Moderate):	Differentiated activities Stage 1 (General): Recognising difference between spoken and sung voice. Using sound words and word phrases to imitate sounds in the environment (bang bang, pitter patter etc.) Stage 2 (Mild):



		Imitate body percussion as modelled by adults/peers in a group setting (clapping, stamping feet, clicking fingers etc.)	Identify rhythm in natural speech, word games – tapping along with sentences Exploring sounds the voice can make through word/sound bingo Stage 3 (Moderate): Respond to and identify human sounds: laughing, talking, crying etc. Recording and playing students own voice to listen to. Matching photographs of familiar staff members/peers with recordings of their voices.
		Linkage/Integration:	Linkage/Integration: Science, Communication and Language, Literacy
	Weather	Strand: listening and responding to music	
		Strand units: listening and responding to music	Strand units: listening and responding to music
		Differentiated activities Stage 1 (General): Exploring pitch – high/low notes. Some solfa hand-signs. Explore sound qualities of different instruments when struck (long vs short sounds) Stage 2 (Mild): Explore sounds quality of different materials when struck (long vs short), imitate patterns of musical rhythms. Demonstrate understanding of high/low through imitation of notes – keyboard/harmonica etc. Stage 3 (Moderate): Imitate responses to high/low music – crouching and stretching appropriately. Responding/imitating to adult rhythms with assistance	Differentiated activities Stage 1 (General): Exploring pitch – all solfa hand signs. Identifying high/low notes and replicating them on pitched percussion. Explore how to create long/short sounds with one item – adding water to a cup, increasing/decreasing tension on rubber bands etc. Stage 2 (Mild): Explore pitch in common items – blowing into a bottle, water in a glass and how it can change Making long/short sounds with visual aids (big trees and little trees for example) work with repeated rhythms and patterns Stage 3 (Moderate): Play adult reaction games based on sounds the students make with voice/instruments – long/short sounds, high/low notes Responding to familiar adult led rhymes/songs with less assistance.
		Linkage/Integration: Literacy, Science	Linkage/Integration: Literacy, Science, Art
F E B R U A R Y	Love	Strand: Composing	
		Strand units: improvising and creating	Strand units: improvising and creating
		Differentiated activities Stage 1 (General): Gather sounds from a variety of sources in order to make a sound story. (Going on a Bear Hunt). Stage 2 (Mild): Give students a compositional idea to match sounds to; in the forest, at breakfast (kettle whistling, toast popping, scraping toast etc.) record and play.	Differentiated activities Stage 1 (General): Use musical ideas in a composition (drumming faster to illustrate running, syncopate rhythms to illustrate something chaotic happening). Stage 2 (Mild): Sound discussion: does egg shaker or drums sound like thunder, does a whistle or shaking card sound more like wind etc. Stage 3 (Moderate):



		<p>Stage 3 (Moderate): Using sounds to illustrating points in familiar songs/stories – going up a scale to illustrate the mouse in Hickory Dickory</p>	With verbal and physical prompts build a sequence of pre-recorded sounds to create a narrative.
		Linkage/Integration: Literacy	Linkage/Integration: Literacy
	Animals	<p>Strand: Listening and responding</p> <p>Strand units: Exploring sounds – vocal sounds</p> <p>Differentiated activities Stage 1 (General): Guessing vocal types (male, female, younger/older) from music excerpts. Stage 2 (Mild): Playing voice games to explore vocal sounds – tongue twisters, nursery rhymes etc. Stage 3 (Moderate): Explore vocal sounds through play opportunities Contribute songs and words while singing songs in group.</p>	<p>Strand units: Exploring sounds – Body percussion</p> <p>Differentiated activities Stage 1 (General): Students can come up with performance to make in pairs/groups for the class. Stage 2 (Mild): Students can perform simple rhythms to perform at a set point in a piece of music. Stage 3 (Moderate): Students may perform alternating series of movements and sounds (clapping and stamping in sequence, passing a clap around the room etc.)</p>
		Linkage/Integration:	Linkage/Integration:
M A R C H	Mothers Day St Patrick's Day	<p>Strand: Performing</p> <p>Strand units: Song-singing</p> <p>Differentiated activities Stage 1 (General): Showing steady pulse in familiar songs – stamping feet/clapping to the beat. Explore the difference between beat and rhythm through singing in unison group games Stage 2 (Mild): Explore the effect of singing on the body – feeling breath, throat/chest vibrations Stage 3 (Moderate): Sing a song paying attention to happy/loud and sad/quiet to evoke emotion in a piece.</p>	<p>Strand units: Song-singing</p> <p>Differentiated activities Stage 1 (General): Explore the difference between beat and rhythm through singing in unison group games Stage 2 (Mild): Singing in part/harmonizing with simple rounds – 1 group starting at one point in a song another joining in later at a predetermined spot. Stage 3 (Moderate): Respond to a 'conductor' while singing. Moving to loud/quiet/faster/slower as directed with hands/visuals/lámh.</p>
		Linkage/Integration: Science	Linkage/Integration: Literacy, Communication and Language
	Spring	<p>Strand: Listening and responding</p> <p>Strand units: Exploring sounds – body percussion</p> <p>Differentiated activities Stage 1 (General):</p>	<p>Strand units: Exploring sounds – vocal sounds</p> <p>Differentiated activities Stage 1 (General):</p>
		Linkage/Integration:	Linkage/Integration:



		<p>Respond and imitate patterns and rhythms and repeat in pairs/groups</p> <p>Stage 2 (Mild): Pass sounds around the room – claps, stamps, clicks, alternating on each rotation.</p> <p>Stage 3 (Moderate): Discover ways of making sounds in pairs/groups: creating clapping and slapping sequences.</p> <p>Linkage/Integration:</p>	<p>Recognise and demonstrate pitch differences</p> <p>Stage 2 (Mild): Distinguish and describe vocal ranges and tones heard in a piece of music.</p> <p>Stage 3 (Moderate): Listening, identifying and imitating sounds in the environment. Describing/Classifying sounds</p> <p>Linkage/Integration:</p>
A P R I L	Air and Water	Strand: Performance	Strand units: performing – playing instruments
		Differentiated activities	Differentiated activities
		<p>Stage 1 (General): Allow for opportunities for students to listen to a variety of live music.</p> <p>Stage 2 (Mild): Introduce graphic/pictorial notation and play group games with this (drums all playing when drum card is raised, whistles with whistle card etc.)</p> <p>Stage 3 (Moderate): Use a Big Mac or Talking Tiles to trigger sound effects appropriate to the performance. Use instruments only when others are (simple Go/Stop game)</p> <p>Linkage/Integration: Literacy</p>	<p>Stage 1 (General): Allow for opportunities for students to perform their own pieces of music</p> <p>Stage 2 (Mild): Introduce standard notation – playing labelled instruments along with simple melodies (very few notes)</p> <p>Stage 3 (Moderate): Respond to visual cues to play a certain instrument (symbols for wooden instruments, triangle, drums alternating)</p> <p>Linkage/Integration: Literacy</p>
	Easter	Strand: Composition	Strand units: improvising and creating
		Differentiated activities	Differentiated activities
		<p>Stage 1 (General): Create rhythmic patterns alternating between use of voice, body percussion and instruments</p> <p>Stage 2 (Mild): Play rhythm games, passing a simple beat around the room and have the students add on or change it as it moves.</p> <p>Stage 3 (Moderate): Experiment with sounds and sound makers available through ICT Practise and attend to the sounds made in group activities (primary movement)</p> <p>Linkage/Integration: Science, Communication and Language</p>	<p>Stage 1 (General): Create melodic answers to melodic questions – finish the start of a piece of music using their own instruments, voices etc. For example, changing the second verse in a well-known song.</p> <p>Stage 2 (Mild): Change the ending of a well-known nursery rhyme – either in content, pitch, dynamics etc.</p> <p>Stage 3 (Moderate): Finishing a piece of music differently – changing the last note to be high instead of low, loud instead of quiet. Increasing these changes to various important parts of well-known pieces.</p> <p>Linkage/Integration: Literacy, communication and Language</p>



M A Y	Outdoors	Strand: Performing	
		Strand units: early literacy	Strand units: early literacy
		Differentiated activities Stage 1 (General): Create pictures/symbols to illustrate music ideas in familiar pieces Stage 2 (Mild): Compare a musical idea to how it is displayed in a graphical score – seeing movement on the score/graphic score move depending on the pitch, rhythm etc. Stage 3 (Moderate): Using choice board with visuals/graphics to choose songs (star for twinkle twinkle, mouse and clock for Hickory Dickory etc.)	Differentiated activities Stage 1 (General): Compare and use some standard notation when creating music – metre(time) and rhythm notation Stage 2 (Mild): Display and compare standard notation for rhythm and practise – ta, ti-ti etc. Stage 3 (Moderate): With help follow a rhythm being played which is illustrated by simple symbols – point and look at drum picture when drums are being played, violin picture when violin is being played etc.
Linkage/Integration: Literacy, Communication and language		Linkage/Integration: Literacy, communication and Language	
J U N E	Holidays and Summer	Strand: Composition	
		Strand units: communicate and record compositions	Strand units: communicate and record compositions
		Differentiated activities Stage 1 (General): Discuss and compare compositions of others in group. Stage 2 (Mild): Discuss others’ compositions constructively in group Stage 3 (Moderate): Respond to others’ compositions with facial expression, through choice of visuals to express if they like/dislike something (traffic lights).	Differentiated activities Stage 1 (General): Record compositions in multiple types of ICT – tape recorder, Big Mac switch, and playing them for themselves or others. Stage 2 (Mild): With assistance, record and playback compositions with simple recorders Stage 3 (Moderate): Listen to and recognise recordings of their own pieces of music, their voice. Listen to/look at pictures/videos of their performance.
Linkage/Integration: Literacy, Communication and Language		Linkage/Integration: Communication and Lanugage.	