

Module 1: Forward Planning Grid

Musical Maths

Curriculum Organiser	Experiences and Outcomes	Learning Intentions	Success Criteria
<p>Numeracy (Number processes)</p>	<p>Early Level: MNU 0-02a <i>I have explored numbers, understanding that they represent quantities, and I can use them to count (beats in a bar).</i></p>	<p>We are learning about the symbols used to write music.</p>	<p>I know that music is written using special symbols called notes.</p>
	<p>First Level: MNU 1-03a <i>I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed.</i></p>	<p>We are learning the names of the different notes.</p> <p>We are learning about musical beats.</p> <p>We are learning how many beats are in each type of musical note.</p> <p>We are learning how these beats create simple musical rhythms.</p>	<p>I can identify bar lines and staves.</p> <p>I can recognise and name the main notes used including:</p> <ul style="list-style-type: none"> • Whole note • Minim • Crotchet • Quaver
<p>Numeracy (Expressions and equations)</p>	<p>First Level: MTH 1-15b <i>When a picture or symbol is used to replace a number in a number statement, I can find its value using my knowledge of number facts and explain my thinking to others.</i></p>	<p>We are exploring the relationship between music and counting.</p> <p>First Level Extension We are using maths to work out missing notes in unfinished rhythms.</p>	<p>I can correctly match note names to their music symbols.</p> <p>I can say how many beats each note lasts for.</p> <p>I can perform simple rhythms by counting beats.</p> <p>I can solve simple calculations where musical notes represent numbers.</p> <p>First Level Extension I know that there are 4 beats in a bar.</p> <p>I can complete an unfinished pattern of music by working out how many beats are missing.</p>

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Numeracy (Patterns and relationships)	<p>Early Level: MTH 0-13a <i>I have spotted and explored patterns in my own and the wider environment and can copy and continue these and create my own patterns.</i></p> <p>First Level: MTH 1-13a <i>I can continue and devise more involved repeating patterns or designs, using a variety of media.</i></p>	<p>We are exploring patterns using musical notes.</p> <p>We are using maths to create our own music patterns.</p>	<p>I can talk about the pattern of notes I see in a piece of music.</p> <p>I can complete an unfinished pattern by continuing the sequence of notes.</p> <p>I can create my own patterns using musical notes.</p>
Expressive Arts (Music)	<p>Early Level: EXA 0-17a/First Level: EXA 0-17a <i>I have the freedom to use my voice, musical instruments and music technology to discover and enjoy playing with sound and rhythm.</i></p> <p>First Level: EXA 1-16a <i>I can sing and play music, learning about musical notation.</i></p>	<p>We are learning about musical beats.</p> <p>We are learning how many beats are in each type of musical note.</p> <p>We are learning how these beats create simple musical rhythms.</p>	<p>I can say how many beats each note lasts for.</p> <p>I can perform simple rhythms by counting beats.</p>

Module 2: Forward Planning Grid

Incredible Instruments

Curriculum Organiser	Experiences and Outcomes	Learning Intentions	Success Criteria
Numeracy (Measure)	<p>Early Level: MNU 0-11a <i>I have experimented with everyday items as units of measure to investigate and compare sizes and amounts in my environment, sharing my findings with others.</i></p> <p>First Level: MNU 1-11a <i>I can estimate how long or heavy an object is, or what amount it holds, using everyday things as a guide, then measure or weigh it using appropriate instruments.</i></p>	<p>We are learning about how different instruments are made.</p> <p>We are comparing the size and sounds of each instrument.</p> <p>We are exploring how to measure the materials used to make each instrument.</p>	<p>I can name three different instruments from the brass family:</p> <ul style="list-style-type: none"> • French horn • Trombone • Trumpet <p>I can explain how the instruments are made using a range of appropriate vocabulary:</p> <ul style="list-style-type: none"> • Tube • Hollow • Winding • Brass <p>I can discuss how the size of an instrument affects its sound using appropriate vocabulary:</p> <ul style="list-style-type: none"> • Bigger/smaller • Longer/shorter • Deeper/higher <p>I can show what length of tubing is used in each instrument by accurately measuring its length using wool/rope or similar.</p>

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Numeracy (Shape)	<p>Early Level: MTH 0-16a <i>I enjoy investigating objects and shapes and can sort, describe and be creative with them.</i></p> <p>First Level: MTH 1-16a <i>I have explored simple 3D objects and 2D shapes and can identify, name and describe their features using appropriate vocabulary.</i></p>	<p>We are exploring the 2D and 3D shapes in the different instruments.</p>	<p>I can identify a range of 2D and 3D shapes featuring in each instrument including:</p> <ul style="list-style-type: none"> • Circle • Rectangle • Triangle • Cone • Cylinder • Stadium
Technology (Design)	<p>Early Level: TCH 0-09a <i>I can explore ways to design and construct models.</i></p> <p>Early Level: TCH 0-11a <i>I can explore and discover different ways of representing ideas in imaginative ways.</i></p> <p>First Level: TCH 1-09a <i>I can design and construct models and explain my solutions.</i></p>	<p>We are learning about how different instruments are made.</p> <p>We are measuring lengths to help us construct our own 2D models.</p> <p>We are constructing our own model instruments using a range of shapes.</p>	<p>I can correctly measure materials to construct 2D models of an instrument.</p> <p>I can discuss what shapes are needed to construct a 3D model of an instrument.</p> <p>I can build a model instrument using a range of materials and construction techniques including:</p> <ul style="list-style-type: none"> • Cutting • Sticking with glue • Sticking with tape • Fitting shapes together