

Year 1 Music Curriculum




National Curriculum aims:

The national curriculum for music aims to ensure that all pupils: perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.


National Curriculum KS1 subject content:


Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music

	Autumn 1	Autumn 2
Curriculum focus/links	Hey you!	Rhythm in the way we walk
Unit Theme	How pulse, rhythm and pitch work together	Pulse, rhythm and pitch, rapping, dancing and singing
Key vocabulary	Pulse, rhythm, pitch Backing, verse, hip-hop, solo, rapping, hook	Pulse, rhythm, pitch, dynamics Reggae, introduction, verse, bridge
Style of song/ supporting songs	<p style="text-align: center;">Old School Hip-Hop</p> <ul style="list-style-type: none"> • Me, Myself And I by De La Soul • Fresh Prince Of Bel-Air by Will Smith • Rapper's Delight by The Sugarhill Gang • U Can't Touch This by MC Hammer • It's Like That by Run DMC 	<p style="text-align: center;">Reggae</p> <ul style="list-style-type: none"> • The Planets, Mars by Gustav Holst (Classical) • Tubular Bells by Mike Oldfield (Pop) • The Banana Rap by Jane Sebba (Hip Hop) • Happy by Pharrell Williams (Pop) • When I'm 64 by The Beatles (Pop)


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	Spring 1	Spring 2
Curriculum focus/links	In the groove	Round and round
Unit Theme	How to be in the groove with different styles of music	Pulse, rhythm and pitch in different styles of music
Key vocabulary	Pulse, rhythm, pitch, dynamics, texture Blues, introduction, verse, chorus, bridge	Pulse, rhythm, pitch, dynamics, texture
Style of song/ supporting songs	<p>Blues, Baroque, Latin, Bhangra, Folk, Funk</p> <ul style="list-style-type: none"> • How Blue Can You Get by B.B. King (Blues) • Let The Bright Seraphim by Handel (Baroque) • Livin' La Vida Loca by Ricky Martin (Latin/Pop) • Jai Ho by J.R. Rahman (Bhangra/Bollywood) • Lord Of The Dance by Ronan Hardiman (Irish) • Diggin' On James Brown by Tower Of Power (Funk) 	<p>Bossa Nova</p> <ul style="list-style-type: none"> • Livin' La Vida Loca by Ricky Martin (Latin/Pop) • Imperial War March by John Williams (Film) • It Had Better Be Tonight by Michael Bubl� (Latin/Big Band) • Why Don't You by Gramophonedzie (Big Band/Dance) • Oya Como Va by Santana (Latin/Jazz)

	Summer 1	Summer 2
Curriculum focus/links	Your imagination	Carnival of the animals
Unit Theme	Using your imagination	The history of music, look back and consolidate your learning, learn some of the language of music.
Key vocabulary	Pulse, rhythm, pitch, dynamics, texture	Pulse, rhythm, pitch, dynamics, texture Classical
Style of song/ supporting songs	<p>Pop</p> <ul style="list-style-type: none"> • Supercalifragilisticexpialid ocious from Mary Poppins • Pure Imagination from Willy Wonka & The Chocolate Factory soundtrack • Daydream Believer by The Monkees • Rainbow Connection from The Muppet Movie • A Whole New World from Aladdin 	<p>Classical</p> <ul style="list-style-type: none"> • A Song Before Sunrise by Frederick Delius - 20th Century • The Firebird by Igor Stravinsky - 20th Century • The Bird by Sergei Prokofiev - 20th Century • Grand March from Aida by Giuseppe Verdi - Classical • Bolero by Maurice Ravel - 20th Century • The Lamb by John Tavener - Contemporary

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At Cullercoats Primary School, we use the Charanga Music Scheme. Knowledge and skills to be covered in Year 1

	<h2>Knowledge</h2>	<h2>Skills</h2>
<h3>Listen and appraise</h3>	<ul style="list-style-type: none"> To know 5 songs off by heart To know what the songs are about. To know and recognise the sound and names of some of the instruments they use. 	<p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p>
<h3>Games</h3>	<ul style="list-style-type: none"> To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. 	<p>There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song:</p> <ul style="list-style-type: none"> Game 1 - Have Fun Finding The Pulse! Find the pulse. Choose an animal and find the pulse Game 2 - Rhythm Copy Back Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat. Game 3 - Rhythm Copy Back, Your Turn Create rhythms for others to copy Game 4 - Pitch Copy Back and Vocal Warm-up 1 Listen and sing back. Use your voices to copy back using 'la', whilst marching to the steady beat Game 4a - Pitch Copy Back and Vocal Warm-up 2 Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'.
<h3>Singing</h3>	<p>To confidently sing or rap five songs from memory and sing them in unison</p>	<p>Learn about voices, singing notes of different pitches (high and low).</p> <ul style="list-style-type: none"> Learn that they can make different types of sounds with their voices - you can rap or say words in rhythm. Learn to start and stop singing when following a leader.
<h3>Playing</h3>	<ul style="list-style-type: none"> Learn the names of the notes in their instrumental part from memory or when written down. Learn the names of the instruments they are playing. 	<ul style="list-style-type: none"> Treat instruments carefully and with respect. Play a tuned instrumental part with the song they perform. Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). Listen to and follow musical instructions from a leader
<h3>Improvisation</h3>	<ul style="list-style-type: none"> Improvisation is about making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise! 	<p>Use the improvisation tracks provided. Improvise using the three challenges:</p> <ol style="list-style-type: none"> Clap and Improvise - Listen and clap back, then listen and clap your own answer (rhythms of words). Sing, Play and Improvise - Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. Improvise! - Take it in turns to improvise using one or two notes

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Composition	<ul style="list-style-type: none"> • Composing is like writing a story with music. • Everyone can compose. 	<ul style="list-style-type: none"> • Help to create a simple melody using one, two or three notes. • Learn how the notes of the composition can be written down and changed if necessary
Performance	A performance is sharing music with other people, called an audience.	<ul style="list-style-type: none"> • Choose a song they have learnt from the Scheme and perform it. • They can add their ideas to the performance. • Record the performance and say how they were feeling about it.
Singing	To confidently sing or rap five songs from memory and sing them in unison	<p>Learn about voices, singing notes of different pitches (high and low).</p> <ul style="list-style-type: none"> • Learn that they can make different types of sounds with their voices - you can rap or say words in rhythm. • Learn to start and stop singing when following a leader.
Playing	<ul style="list-style-type: none"> • Learn the names of the notes in their instrumental part from memory or when written down. • Learn the names of the instruments they are playing. 	<ul style="list-style-type: none"> • Treat instruments carefully and with respect. • Play a tuned instrumental part with the song they perform. • Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). • Listen to and follow musical instructions from a leader
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