

Key Stage 1 - Music

National Curriculum

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 interrelated dimensions of music

Year 1

Autumn

Hey You! - Old school Hip Hop

Spring

Round and Round - Latin

Summer

Your Imagination - Using your imagination to explore music.
Classical

Listen and appraise.

- To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.

Games

- Find the pulse.
- Listen to the rhythm and clap back.
- Create rhythms for others to copy.
- Listen and sing back.

Singing

- Learn about voices, singing notes of different pitches (high and low).

- 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

- 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.

Improvisation

- Improvise own rhythms.
- Improvise with one or two notes.

Composition

- 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.

Performing

- Choose a song they have learnt from the Scheme and perform it.
- Add their ideas to the performance.
- Say how they feel about the performance

Key Vocabulary

Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.

Year 2

<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
South African music - Hands, Feet, Heart.	Rock - I wanna play in a band.	Friendship songs

Listen and appraise.

- To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.
- To learn how songs can tell a story or describe an idea.

Games

- Find the pulse.
- Listen to the rhythm and clap back.
- Create rhythms for others to copy.
- Listen and sing back.

Singing

- Learn about voices singing notes of different pitches (high and low).
- Learn that they can make different types of sounds with their voices - you can rap (spoken word with rhythm).
- Learn to find a comfortable singing position.
- Learn to start and stop singing when following a leader.

Playing

- Treat instruments carefully and with respect.
- Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).
- Play the part in time with the steady pulse.
- Listen to and follow musical instructions from a leader.

Improvisation

- Improvise own rhythms.
- Improvise with one or two notes.
- Use voices and instruments.

Composition

- Help create three simple melodies with the Units using one, three or five different notes.
- Learn how the notes of the composition can be written down and changed if necessary.

Performing

- Choose a song they have learnt and perform it.
- Add their ideas to the performance.
- Say how they feel about the performance.

Key Vocabulary

Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.

The Interrelated Dimensions of Music

- **Pulse** - the regular heartbeat of the music; its steady beat.
- **Rhythm** - long and short sounds or patterns that happen over the pulse.
- **Pitch** - high and low sounds.
- **Tempo** - the speed of the music; fast or slow or in-between.
- **Dynamics** - how loud or quiet the music is.
- **Timbre** - all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.
- **Texture** - layers of sound. Layers of sound working together make music very interesting to listen to.
- **Structure** - every piece of music has a structure e.g., an introduction, verse and chorus ending.
- **Notation** - the link between sound and symbol.