Music Curriculum – Year 1 and 2– Cycle B



Our schemes of work are also aligned with the Department for Education document "Model Music Curriculum which can be found at

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974366/Model_Music_Curriculum_Full.pdf

Pedagogy - The Music curriculum within our schools is based upon 7 key areas of knowledge – listening/appraising, the dimensions of music, signing, playing, improvising, composing and performing. Each aspect of music is covered within all year groups except for the EYFS (where we cover 4 of the 7 areas explicitly). Rather than simply covering knowledge and then moving on, the scheme seeks to ensure that the correct knowledge is introduced in the age appropriate year group. All knowledge is then repeated and most embedded (covered for a third time) prior to the pupils beginning their next stage of education in Year 7.

Expressive Arts in the Early Year Foundation Stage – See Early Years Curriculum

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Expressive Arts and Design

ELG: Creating with Materials Children at the expected level of development will:

- *Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- ♣Share their creations, explaining the process they have used;
- A Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- ♣Invent, adapt and recount narratives and stories with peers and their teacher;
- ♣Sing a range of well-known nursery rhymes and songs;
- ♣Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music.

National Curriculum Subject Content Key stage 1

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		Sprin	g	Summer		
	Pulse, Rhythm and Pitch	Playing in an Orchestra	Inventing a Musical Story	Recognising Different Sounds	Exploring Improvisation	Our Big Concert	
	Music has a pulse, a steady beat.	Playing together is a very	Music is used for many reasons and can help us to	When voices or instruments work		Put on a big concert! Present your	
	Music is also made up of long and	important part of learning	tell a story and express our feelings. Music can be	together to play different pitches that	Explore improvisation a bit	choice of songs to create a	
	short and high and low sounds, called	music. There are many	loud or soft, fast or slow, smooth and connected,	sound at the same time, we can hear	further in this unit. Perhaps use	performance. Remember to introduce	
	'rhythm' and 'pitch'. These elements	ensembles, bands and groups	or short and detached. We can also use instruments with different sounds to help	harmony in music! Explore the voices and	two or three notes and have a go	the songs and tell your audience what	
	combine when we sing and play. As	you can play in. One of these	communicate a story and different emotions.	instruments used within the music in this	playing or singing on your own.	you have learnt	
	you listen to, sing, play and dance to	groups is an orchestra. This unit	Explore the music in this unit and try to connect	unit to identify how and when harmony	Explore and have fun!		
	the music in this unit, explore these	these features the orchestra - what your feelings with what you hear. Do any of t		takes place. How many different			
	elements of music and how they work	can you learn about the	songs tell a story? Use the music in this unit to	instruments can you recognise in the			
	together.	orchestra?	explore loud and soft sounds.	songs in this unit?			
<u>_</u>	How Does Music Help Us to Make	How Does Music Teach Us	How Does Music Make the World a Better	How Does Music Teach Us About Our	How Does Music Make Us	How Does Music Teach Us About	
Social Question	Friends?	About the Past?	Place?	Neighbourhood?	Happy?	Looking After Our Planet?	
Spotlight	Pulse, Rhythm and Pitch	Playing in an Orchestra	Inventing a Musical Story	Listening	Improvisation	Performing	
	Singing and listening are at the heart	Singing and listening are at the	Singing and listening are at the heart of each	Singing and listening are at the heart of	Singing and listening are at the	Singing and listening are at the heart	
bū	of each lesson. Play, improvise and	heart of each lesson. Play,	lesson. Play, improvise and compose using a	each lesson. Play, improvise and compose	heart of each lesson. Play,	of each lesson. Play, improvise and	
ical	compose using a selection of these	improvise and compose using a	selection of these notes: C, D, E, F, G, A, Bb, B	using a selection of these notes: C, D, E, F,	improvise and compose using a	compose using a selection of these	
Musical Learning	notes: C, D, E, F, G, A	selection of these notes: C, D, E,		G, A, Bb, B	selection of these notes: C, D, E,	notes: C, D, E, F, F♯, G, A, B♭, B	
≥ <u> </u>		F, G, A, Bb, B			F, G, A, Bb, B		
5	Internet access, IWB, sound	Internet access, IWB, sound	Internet access, IWB, sound bar/speaker,	Internet access, IWB, sound bar/speaker,	Internet access, IWB, sound	Internet access, IWB, sound	
Resou	bar/speaker, percussion instruments,	bar/speaker, percussion	percussion instruments, tuned instruments	percussion instruments, tuned	bar/speaker, percussion	bar/speaker, percussion instruments,	
œ 8	tuned instruments	instruments, tuned instruments		instruments	instruments, tuned instruments	tuned instruments	

Beat/pulse - Beat and pulse are used synonymously to refer to the regular heartbeat of the music – the 'steady beat'

Duration - The word used in music to refer to the length of a sound or silence

Dynamics/volume - The loudness of the music, usually described in terms of loud/quiet

Melody - A tune

Notations - Ways of writing music down – examples include graphic notation and staff notation

Pictorial symbols - A simple form of notation in which a picture is used to represent a sound, eg car picture = motor sounds

Symbol - Any written representation of a sound

Pitch - Refers to the complete range of sounds in a piece of music from the lowest to the highest

Playing methods - Acoustic (non-electronic) sounds are made by shaking, scraping, tapping, or blowing a sound maker

Rest - A silence

Rhythm - Patterns of long and short sounds played within a steady beat

Tempo (plural tempi) - The speed at which music is performed, usually described in terms of fast/slow

The table below shows how this is implemented within our scheme of work:

Introduce

Repeat Embed

	The table below shows now this is implemented within our scheme of work: Introduce Repeat Embed							
Year Group	Listen and Appraise	Interrelated Dimensions (games)	Singing	Playing	Improvising	Composition	Performance	
R	To know twenty nursery rhymes off by heart. To know the stories of some of the nursery rhymes.	To know that we can move with the pulse of the music. To know that the words of songs can tell stories and paint pictures.	To sing or rap nursery rhymes and simple songs from memory. Songs have sections.				A performance is sharing music.	
1	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.	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.	To confidently sing or rap five songs from memory and sing them in unison.	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.	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!	Composing is like writing a story with music. Everyone can compose.	A performance is sharing music with other people, called an audience.	
2	To know five songs off by heart. To know some songs have a chorus or a response/answer part. To know that songs have a musical style.	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. Rhythms are different from the steady pulse. We add high and low sounds, pitch, when we sing and play our instruments.	To confidently know and sing five songs from memory. To know that unison is everyone singing at the same time. Songs include other ways of using the voice e.g. rapping (spoken word). To know why we need to warm up our voices.	Learn the names of the notes in their instrumental part from memory or when written down. Know the names of untuned percussion instruments played in class.	Improvisation is 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, and you can use one or two notes.	Composing is like writing a story with music. Everyone can compose.	A performance is sharing music with an audience. A performance can be a special occasion and involve a class, a year group or a whole school. An audience can include your parents and friends.	