Music Curriculum - Year 1 and 2 - Cycle A

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		
	My Musical Heatbeat	Dance, Sing and Play!	Exploring Sounds	Learning to Listen	Having fun with improvisation	Let's perform together	
	Every piece of music has a heartbeat -	Music is made up of long and short	Music is made up of high and low sounds,	Listening is very important. You can	improvising is fun! It's an exciting	Singing, dancing and playing together	
	a musical heartbeat. In music, we call	sounds called 'rhythm' and high and	long and short sounds, and loud and quiet	listen with your eyes and ears, and	activity where everyone is	is called 'performing'. Performing	
	it the 'pulse' or the 'beat' of the music.	low sounds that we call 'pitch'. As you	sounds. Explore these sounds and create	you can also feel sound in your body.	creating something new. It can	together is great fun! Plan a concert	
	When you are listening and singing to	dance, sing, and play instruments with	your own very simple melodies.	What can you hear in this unit?	be a melody or a rhythm. When	together to celebrate all the songs you have learnt this year.	
	the music and songs in this Unit, try to	the music in this unit, explore these			you improvise, you can do it on	nave rearrie ems year.	
	find and keep the pulse or steady beat	sounds and how they work together			your own or in groups.		
	together. You might march, clap or						
	sway in time - find a movement that						
	helps you to keep the beat						
ial	How Can We Make Friends When We	How Does Music Tell Stories About the	How Does Music Make the World a Better	How Does Music Help Us to	What Songs Can We Sing to Help	How Does Music Teach Us About	
Social	Sing Together?	Past?	Place?	Understand Our Neighbours?	Us Through the Day?	Looking After Our Planet?	
Mu	Pulse and beat		Exploring sounds – pitch, volume,	Listening	Improvisation	Performance	
Musical Learning	Singing and listening are at the heart	Singing and listening are at the heart of	Singing and listening are at the heart of	Singing and listening are at the heart	Singing and listening are at the	Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these	
	of each lesson. Play, improvise and	each lesson. Play, improvise and	each lesson. Play, improvise and compose	of each lesson. Play, improvise and	heart of each lesson. Play,		
	compose using a selection of these	compose using a selection of these	using a selection of these notes: C, D, E, F,	compose using a selection of these	improvise and compose using a		
	notes: C, D, E, F, G	notes: C, D, E, F, F♯, G, A	F♯, G, A	notes: C, D, E, F, F♯, G, A	selection of these notes: C, D, E,	notes: C, D, E, F, F♯, G, A, B	
ž Š					F, F♯, G, A		
Resour	Internet access, IWB, sound	Internet access, IWB, sound	Internet access, IWB, sound bar/speaker,	Internet access, IWB, sound	Internet access, IWB, sound	Internet access, IWB, sound	
	bar/speaker, percussion instruments,	bar/speaker, percussion instruments,	percussion instruments, tuned	bar/speaker, percussion instruments,	bar/speaker, percussion	bar/speaker, percussion instruments, tuned instruments	
	tuned instruments	tuned instruments	instruments	tuned instruments	instruments, tuned instruments		

ocabulary

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

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.