



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; ♣ 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.

Subject Content National Curriculum

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		Spring		Summer	
	Questions and Answers	Christmas Nativity Performance	Sound and Symbol 1	Sound and Symbol 2	Sound and Pictures	Highs and Lows
Objectives	1. Understand what timbre means and identify percussion instruments by their sound. 2. Improvise using Question and Answer phrases on untuned instruments.	1. Enjoy learning to sing songs and start to understand the phrase ‘in tune with each other’. 2. Demonstrate an understanding of dynamics and tempo following written or visual instructions.	1. Play three notes on a tuned instrument, understanding which is the lowest, middle and highest pitch. 2. Recognise the sound of different families of instruments and how each make a sound.	1. Recognise and write music using dots (blobs), sticks and stave notation. 2. Understand and use gradations of dynamics, such as crescendo (getting louder), to add interest to a performance. I can make up my own music using our classroom instruments.	1. Match and create pictures/symbols to represent sound. 2. Capture, sequence and change sounds to make a musical story.	1. Understand the difference between a rhythm and pitch pattern. 2. Identify different pitches (highs and lows) in music and in sounds around the school.
‘I can’ Statements	If I close my eyes and listen, I know which of the instruments we use is being played. I can clap and play rhythms that I have made up by myself. I enjoy singing clearly and I can also hum the tune of the songs I have learnt.	I can enjoy singing songs and join in with confidence, showing that I am engaged and having a good time. I can sing in tune with others, listening carefully to match pitch and stay together as a group. I can maintain a steady tempo while singing, adjusting my pace as the song or teacher requests. I can use gestures, facial expressions, and movements to bring the story or mood of the song to life. I can sing loudly or quietly, fast or slow, and know the difference.	I can play short pieces using one, two and three notes. I can tell which note is the highest pitch, which is the lowest and which is in the middle. I can tell you how instruments make sound: a part of them has to vibrate I can recognise the sound of a brass instrument, a percussion instrument, a string instrument and a woodwind instrument. I know you can make sound by using a bow or plucking a violin's strings, buzzing your lips for a trumpet, blowing air in a recorder, or hitting a drum to make them all vibrate.	I can write and play from dots, sticks and stave notation. I can identify the strong beat in a bar of music. I can write and play patterns using the Rhythm Grid tool/printouts. I can follow the music we have written using Music Explorer I can demonstrate changes in dynamics, singing quietly and loudly, and follow instructions for getting louder (crescendo) or softer (decrescendo).	I can show if music is high or low (pitch), fast or slow (tempo), and loud (forte) or quiet (piano) (dynamics) by using my voice and my body. I can use my voice to play copycat games and perform a short, rhythmic rap with my friends. I can choose sounds from my voice, body, and instruments to create a sound picture that tells a story. I can invent my own symbols for sounds and create a 'musical map' (a graphic score) for my friends to follow. I can go on a 'musical adventure' to listen to songs from around the world and talk about how they sound and make me feel.	I can listen to a song and play a game with arrows (↑ ↓ →) to show if the notes go up, down, or stay the same. I can tell the difference between rhythm and pitch, and I can draw the shape of the tune in the air. I can be a 'sound detective' and listen for high, low, and middle sounds all around me. I can create my own body percussion pattern with stomps and claps, and use symbols like circles and triangles to write it down. I can be a star performer, sing my song and play my percussion piece for an audience, and talk about my favourite musical moments.
Vocabulary	See Folder for full vocab lists and glossary of terms.					
Progression	See Folder for full details of progression in the music units of learning.					