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| **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
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| **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
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| **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** |
| **Autumn**South African music – Hands, Feet, Heart. | **Spring**Rock – I wanna play in a band. | **Summer**Friendship songsClassical |
| **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.
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| **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.