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