



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;
- ♣ 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

Spring

Summer

Resources

!Unit: Hands, Feet, Heart Style: South African styles Topic and cross-curricular links: South African music and Freedom Songs. Nelson Mandela as a famous and influential person in our lifetimes. Historical context of musical styles. Links to other units: Fishing Song - Britten - KS2/ages 7-11 (see Freestyle	Unit: Ho Ho Ho Style: Christmas, Big Band, Motown, Elvis, Freedom Songs Topic and cross-curricular links: Christmas. Literacy - Christmas vocabulary. Historical context of musical styles. Links to other units: Christmas units	Unit: I Wanna Play In A Band Style: Rock Topic and cross-curricular links: Teamwork, working together. The Beatles. Historical context of musical styles. Links to other units: Livin' On A Prayer - KS2/ages 7-11 (Scheme Year 5) Don't Stop Believin' - KS2/ages 7-11 (see Freestyle	Unit: Zootime Style: Reggae Topic and cross-curricular links: Animals, poetry and the historical context of musical styles. Links to other units: Three Little Birds - KS2/ages 7-11 (Scheme Year 3)	Unit: Friendship Song Style: Coming soon! Topic and cross-curricular links: Coming soon! Links to other units: Coming soon	Unit: Reflect, Rewind and Replay Style: Western Classical Music and your choice from Year 2 Topic and cross-curricular links: Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music. Links to other units: All Year 2 units
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Internet access, IWB, sound bar/speaker, percussion instruments, tuned instruments	Internet access, IWB, sound bar/speaker, percussion instruments, tuned instruments	Internet access, IWB, sound bar/speaker, percussion instruments, tuned instruments	Internet access, IWB, sound bar/speaker, percussion instruments, tuned instruments	Internet access, IWB, sound bar/speaker, percussion instruments, tuned instruments	Internet access, IWB, sound bar/speaker, percussion instruments, tuned instruments
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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.

	Listen and Appraise	Games:	Singing	Playing	Improvisation	Composition	Performance
Assessment Criteria - Year 1	Knowledge: 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 Skills: To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.	Knowledge: 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.	Knowledge: To confidently sing or rap five songs from memory and sing them in unison. Skills: 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.	Knowledge: 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. Skills: 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. 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.	Knowledge: 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!	Knowledge: Composing is like writing a story with music. Everyone can compose. Skills: 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.	Knowledges: A performance is sharing music with other people, called an audience. Skills: Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it.

Assessment Criteria - Year 2	<p>Knowledge:</p> <p>To know five songs off by heart.</p> <p>To know some songs have a chorus or a response/answer part.</p> <p>To know that songs have a musical style.</p> <p>Skills:</p> <p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p> <p>To learn how songs can tell a story or describe an idea.</p>	<p>Knowledge:</p> <p>To know that music has a steady pulse, like a heartbeat.</p> <p>To know that we can create rhythms from words, our names, favourite food, colours and animals.</p> <p>Rhythms are different from the steady pulse.</p> <p>We add high and low sounds, pitch, when we sing and play our instruments.</p>	<p>Knowledge:</p> <p>To confidently know and sing five songs from memory.</p> <p>To know that unison is everyone singing at the same time.</p> <p>Songs include other ways of using the voice e.g. rapping (spoken word).</p> <p>To know why we need to warm up our voices.</p> <p>Skills:</p> <p>Learn about voices singing notes of different pitches (high and low).</p> <p>Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).</p> <p>Learn to find a comfortable singing position.</p> <p>Learn to start and stop singing when following a leader.</p>	<p>Knowledges:</p> <p>Learn the names of the notes in their instrumental part from memory or when written down.</p> <p>Know the names of untuned percussion instruments played in class.</p> <p>Skills:</p> <p>Treat instruments carefully and with respect.</p> <p>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).</p> <p>Play the part in time with the steady pulse.</p> <p>Listen to and follow musical instructions from a leader.</p>	<p>Knowledge:</p> <p>Improvisation is making up your own tunes on the spot.</p> <p>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.</p> <p>Skills:</p> <p>Use the improvisation tracks provided.</p> <p>Improvise using the three challenges:</p> <p>1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes</p>	<p>Knowledge:</p> <p>Composing is like writing a story with music.</p> <p>Everyone can compose.</p> <p>Skills:</p> <p>Help create three simple melodies with the Units using one, three or five different notes.</p> <p>Learn how the notes of the composition can be written down and changed if necessary.</p>	<p>Knowledge:</p> <p>Skills: A performance is sharing music with an audience.</p> <p>A performance can be a special occasion and involve a class, a year group or a whole school.</p> <p>An audience can include your parents and friends.</p> <p>Choose a song they have learnt from the Scheme and perform it.</p> <p>They can add their ideas to the performance.</p> <p>Record the performance and say how they were feeling about it.</p>
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