



**The primary intent for our Key Stage 1 Music Curriculum: (what does ready for KS2 mean?)**

- Children enjoy music as more than 'background noise' – and from a range of music types
- Children know that music is an art – a way to express themselves and creativity
- Children know that they do not have to be able to play a tuned instrument to be good at and appreciate music
- Children confidently sing, either individually or as a group
- Children can compose simple compositions, with a growing knowledge of instruments and what they sound like, pitch, tempo and dynamics
- Gain the **key knowledge and skills** identified in each unit, so that they have a firm knowledge base to study at KS2

**Key Stage Overview**

	Autumn		Spring		Summer	
	1	2	1	2	1	2
Year 1		Toy Story		People who Help Us		It's a Bug's Life
Year 2	At the Café		Pirates		Seaside	

**Year 1**

Autumn term 2	Spring Term 2	Summer Term 2
<p><b>Toy Story</b></p> <p><b>Sounds interesting</b> Key Feature – exploring sounds. <b>The long and short of it</b> Key Feature - exploring duration.</p> <p><b>Performing – Singing:</b> Pupils should be taught to use their voice expressively and creatively by singing songs and speaking chants and rhymes. <i>sing phrases alone</i></p> <p><b>(Use their voices confidently to create sound effects. Explore different types of voices. Sing songs in different ways and discuss the effect. Sing the same song in different ways: loud, quiet; fast, slow, and in various moods)</b></p> <p><b>Performing – Playing:</b> Pupils should be taught to play tuned an untuned instruments musically. <b>(Describe, name and group a variety of instruments. Play instruments or use body percussion in different ways to create sound effects and follow directions to 'perform' a story together. Handle and play a variety of tuned and un-tuned instruments with control. Follow a conductor and be the conductor themselves, responding to a range of gestures for: start/stop, slow/fast, loud/quiet. Perform long and short sounds in response to symbols)</b></p> <p><b>Listening, developing knowledge and understanding:</b> Pupils should be taught to listen with concentration and understanding to a range of high quality live and recorded music.</p> <p><i>(Introduce the Xylophone or metallophone. Sing back melodic phrases from known songs. Express thoughts and feelings about music and respond physically through simple demonstration, language, movement and other art forms, giving simple justifications of reasons for response. Listen to a selection of music that has long (often slow) and short (often fast) sounds.)</i></p>	<p><b>People who help us/Looking after ourselves</b></p> <p><b>Feel the pulse</b> Key Feature - Exploring pulse and rhythm. <b>Taking off</b> Key Feature - exploring pitch</p> <p><b>Performing – Singing:</b> Pupils should be taught to use their voice expressively and creatively by singing songs and speaking chants and rhymes. <i>sing phrases alone</i></p> <p><b>(Chant and clap in time with a steady pulse. Slide the voice upwards in pitch to a high voice and downwards in pitch to a low voice. Sing songs while maintaining a steady beat: tapping/walking. Sing songs at different speeds)</b></p> <p><b>Performing – Playing:</b> Pupils should be taught to play tuned an un-tuned instruments musically.</p> <p><i>(Describe, name and group a variety of instruments. Handle and play a variety of tuned and un-tuned instruments with control. Sing a song they know well - one group taps the pulse on their thighs the other group taps the rhythm with two fingers on the palm of their hands. Sing a song they know well - one group taps the pulse on their thighs the other group taps the rhythm with two fingers on the palm of their hands</i></p> <p><b>Improvising and experimenting:</b> Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p><i>(Explore the concepts: loud/quiet, high/low, fast/slow. Explore the effect of silence. Make up simple dance patterns – keeping in time with the pulse and including rhythms)</i></p> <p><b>Listening, developing knowledge and understanding:</b> Pupils should be taught to listen with concentration and understanding to a range of high quality live and recorded music.</p> <p><b>(Recall and perform rhythmic patterns to a steady pulse. Use instruments to copy back 4-beat rhythm patterns. Express thoughts and feelings about music and respond physically through simple demonstration, language, movement and other art forms, giving simple justifications of reasons for response. Tap knees in time with 'steady beat' music. Play 'High-middle-low'; prepare two chime bars an octave apart. Introduce the middle note, G. Talk about high and low sounds in the environment and everyday life and imitate them with voices. Use hand position to reinforce high, middle, low)</b></p>	<p><b>It's a bugs life in the park</b></p> <p><b>What's the score</b> Key Feature – exploring instruments and sounds <b>Rain rain go away</b> Exploring timbre, tempo and dynamics</p> <p><b>Performing – Playing:</b> Pupils should be taught to play tuned an untuned instruments musically.</p> <p><i>(Describe, name and group a variety of instruments. Handle and play a variety of tuned and un-tuned instruments with control. Contribute ideas and control sounds as part of a class composition and performance. Follow a conductor and be the conductor themselves, responding to a range of gestures for: start/stop, slow/fast, loud/quiet. Perform long and short sounds in response to symbols.</i></p> <p><b>Improvising and experimenting:</b> Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p><i>(Make various sound effects to describe selected/ thematic words. Suggest which instruments would make a particular sound. Select sounds and sound sources carefully in response to a story suggest what sounds could be added to depict ideas. Make own short sequence of sounds using symbols as a support. Create and choose sounds in response to stimulus e.g. night-time, the seaside etc. Children order sounds in response to the stimulus and make their own short sequence of sounds using symbols as a support.</i></p> <p><b>Listening, developing knowledge and understanding:</b> Pupils should be taught to listen with concentration and understanding to a range of high quality live and recorded music.</p> <p><i>(Listen to pieces of music that describe e.g. The Sea/ Fireworks etc)</i></p>
<p><b>Key Vocabulary:</b></p> <p>loud Quiet Fast Slow Mood Conductor Orchestra</p> <p>Instrument – tambour, drum, triangle, tambourine, guiro, sleigh bells, metallophone Melody Recorded / live music</p>	<p><b>Key Vocabulary:</b></p> <p>Chant Clap Pulse Beat Tuned Un-tuned Rhythm</p> <p>Imitate Environment Pitch Rhythm pattern Silence</p>	<p><b>Key Vocabulary:</b></p> <p>Tempo Sequence Notation Symbols Feelings Impression Appreciate</p>

## Year 2

Autumn term 1	Spring Term 1	Summer Term 1
<p><i>At the Café</i></p> <p>This unit deepens learning from Year 1: People who help</p> <p><b>Feel the pulse</b> Key Feature - Exploring pulse and rhythm. <b>Taking off</b> Key Feature - exploring pitch</p> <p><b>Performing – Singing:</b> Pupils should be taught to use their voice expressively and creatively by singing songs and speaking chants and rhymes. <i>sing phrases alone</i></p> <p>(Chant and clap in time with a steady pulse. <b>Slide the voice upwards in pitch to a high voice and downwards in pitch to a low voice.</b> Sing songs while maintaining a steady beat: tapping/walking. Sing songs at different speeds)</p> <p><b>Performing – Playing:</b> Pupils should be taught to play tuned an un-tuned instruments musically.</p> <p>(Describe, name and group a variety of instruments. 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Use hand position to reinforce high, middle, low)</p> <p><b>Key vocabulary:</b> Steady Beat Pulse Keeping in time Express High/middle/low pitch Notes (as in a musical note)</p>	<p><i>Pirates</i></p> <p>This unit deepens learning from Year 1: Toy Story</p> <p><b>Sounds interesting</b> Key Feature – exploring sounds. <b>The long and short of it</b> Key Feature - exploring duration.</p> <p><b>Performing – Singing:</b> Pupils should be taught to use their voice expressively and creatively by singing songs and speaking chants and rhymes. <i>sing phrases alone</i></p> <p>(Use their voices confidently to create sound effects. Explore different types of voices. Sing songs in different ways and discuss the effect. 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Express thoughts and feelings about music and respond physically through simple demonstration, language, movement and other art forms, giving simple justifications of reasons for response. Listen to a selection of music that has long (often slow) and short (often fast) sounds.)</p> <p><b>Key Vocabulary:</b> Performance Audience Conductor Xylophone Metallophone Justify</p>	<p><i>Oh, I do like to be beside the seaside</i></p> <p>This unit deepens learning from Year 1: It's a bug's life</p> <p><b>What's the score</b> Key Feature – exploring instruments and sounds <b>Rain rain go away</b> Exploring timbre, tempo and dynamics</p> <p><b>Performing – Playing:</b> Pupils should be taught to play tuned an un-tuned instruments musically.</p> <p>(Describe, name and group a variety of instruments. 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## National Curriculum | KS1 Music

### 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.