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|  | Music Curriculum |
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|  | Year 1 |

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| **Vertical Concepts** | **Pulse** | **Rhythm** | **Pitch** | **Tempo** | **Dynamics** | **timbre** | **Texture** | **Structure** | **Notation** |
| **Disciplinary Knowledge** | **Listen and Appraise** | | | **Musical Activities** | | | **Performance** | | |

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| **Terms** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Music**  **Topic** | **Hey You** | **Rhythm In The Way**  **We Walk and The Banana Rap** | **In the Groove** | **Round and Round** | **Your Imagination** | **Reflect, Rewind & Replay** |
| **Style of main song** | Old School Hip-Hop | Reggae | Blues, Baroque,  Latin, Bhangra, Folk, Funk | Bossa Nova | Pop | Classical |
| **Unit theme** | How pulse, rhythm and pitch work together. | Pulse, rhythm and pitch, rapping, dancing and singing. | How to be in the groove with different styles of music. | Pulse, rhythm and pitch in different styles of music. | Using your imagination. | The history of music, look back and consolidate your learning, learn some of the language of music. |
| **Instrument** | Glockenspiels | Ocarinas | Glockenspiels | Ocarinas | Glockenspiels | Ocarinas |

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| **Sequence** | **1** | **2** | **3** | **4** | **5** | **6** |
| **Substantive Knowledge to be taught.**  **Disciplinary Knowledge:**  **Listen and Appraise**  **Musical Activities**  **Performance** | **Listen and Appraise**  Hey You! by Joanna Mangona  **Musical Activities**  -Warm-up Games  -Flexible Games (optional)  -Start to learn the song  Hey You!  **Performance**  Sing the song | **Listen and Appraise**  Me, Myself And I by De La Soul  **Musical Activities**  -Warm-up Games  -Flexible Games (optional)  -Sing the song Hey You!  -Play instrumental parts Hey You!  **Performance**  Sing the song and play instrumental parts within the song | **Listen and Appraise**  Fresh Prince of Bel Air by Will Smith  Hey You!  **Musical Activities**  -Warm-up Games  -Flexible Games (optional)  -Sing the song Hey You!  -Play instrumental parts  -Improvise (optional extension activities for improvisation)  **Performance**  Sing the song and improvise using voices and/or instruments within the song | **Listen and Appraise**  Rapper’s Delight by The Sugarhill Gang  Hey You!  **Musical Activities**  -Warm-up Games  -Flexible Games(optional)  -Sing the song Hey You!  -Play instrumental parts  -Improvise option (optional extension activities for improvisation)  -Compose  **Performance**  Sing the song and perform composition(s) within the song | **Listen and Appraise**  U Can’t Touch This by MC Hammer  Hey You!  **Musical Activities**  -Warm-up Games  -Flexible Games (optional)  -Sing the song Hey You!  -Play instrumental parts  -Improvise option (optional extension activities for improvisation)  -Play your composition(s) within the song  **Performance**  Choose what you perform today. Start to prepare for the end-of-unit performance | **Listen and Appraise**  It’s Like That by Run DMC  Hey You!  **Musical Activities**  -Warm-up Games  -Flexible Games (optional)  -Sing the song Hey You!  -Choose and play any of the options below, then decide which one to practise for the end-of-unit performance:  . Play instrumental parts  . Improvise option (optional extension activities for improvisation)  . Play your composition(s) within the song  -Choose and play any of the options below, then decide which one to practise for the end-of-unit performance  **Performance**  Prepare for the end-of-unit performance  PERFORM TO YOUR CLASS |

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| **Key Vocabulary** | | |
| **Tier 2** | | **Tier 3** |
| * Pulse * Rhythm * Pitch * rap * improvise * compose | * melody * bass guitar * drums * decks * perform |  |

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| **Assessment:** |
| **Substantive knowledge to be explicitly taught By the end of this unit children will know:** |
| **Listen and Appraise** |
| * **Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music.** * Find the pulse to any other song. * **Recognise and name 2 or more instruments they hear: Male vocal, Bass guitar, drum, decks** |
| **Musical Activity** |
| **Find the Pulse:**   * **March in time with the pulse** * **Be an animal finding the pulse.** |
| **Clap Rhythms:**   * **Copy back the rhythms they hear** * **Clap the rhythm of their name over the track** * Create their own rhythm for others to copy. |
| **Sing:**   * **Rap and sing in time to the music** |
| **Play instrumental parts:**   * **Play accurately and in time as part of the performance.** * **Most will play C** * Some will play C+G |
| **Improvise:**   * **In the lesson as part of the performance** * **Most will play C** * Some will play C+G |
| **Compose:**   * **A simple melody using simple rhythms** * **Use as pat of the performance.** * **Most will play C+D** * Some will play C, D + E |
| **Perform and Share** |
| * **Share and perform the learning that has taken place.** * **Perform song and instruments in class** * **Introduce performance to an audience.** |

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|  | Music Curriculum |
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|  | Year 1 |

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| **Vertical Concepts** | **Pulse** | **Rhythm** | **Pitch** | **Tempo** | **Dynamics** | **timbre** | **Texture** | **Structure** | **Notation** |
| **Disciplinary Knowledge** | **Listen and Appraise** | | | **Musical Activities** | | | **Performance** | | |

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| **Terms** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Music**  **Topic** | **Hey You** | **Rhythm In The Way**  **We Walk and The Banana Rap** | **In the Groove** | **Round and Round** | **Your Imagination** | **Reflect, Rewind & Replay** |
| **Style of main song** | Old School Hip-Hop | Reggae | Blues, Baroque,  Latin, Bhangra, Folk, Funk | Bossa Nova | Pop | Classical |
| **Unit theme** | How pulse, rhythm and pitch work together. | Pulse, rhythm and pitch, rapping, dancing and singing. | How to be in the groove with different styles of music. | Pulse, rhythm and pitch in different styles of music. | Using your imagination. | The history of music, look back and consolidate your learning, learn some of the language of music. |
| **Instrument** | Glockenspiels | Ocarinas | Glockenspiels | Ocarinas | Glockenspiels | Ocarinas |
|  | <https://www.lincsmusicservicedigital.org/schem> **login: 279410**  **Password: zfcry77k2e** | | | | | |

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| **Sequence** | **1** | **2** | **3** | **4** | **5** | **6** |
| **Substantive Knowledge to be taught.**  **Disciplinary Knowledge:**  **Listen and Appraise**  **Musical Activities**  **Performance** | **Listen and Appraise**  Rhythm In The Way We Walk by Joanna Mangona  **Musical Activities**  -Flexible Games  -Vocal warm ups  -Start to learn to sing the song Rhythm In The Way We Walk  **Performance**  Sing the song | **Listen and Appraise**  The Planets:Mars by Gustav Holst  Rhythm In The Way We Walk by Joanna Mangona  **Musical Activities**  -Flexible Games  -Vocal warm ups  -Continue to l earn the song Rhythm In The Way  We Walk  **Performance**  Sing the song | **Listen and Appraise**  Tubular Bells by Mike Old eld  Rhythm In The Way We Walk by Joanna Mangona  **Musical Activities**  -Flexible Games  -Vocal warm ups  -Continue to l earn the song Rhythm In The Way  We Walk  **Performance**  Sing the song | **Listen and Appraise**  The Banana Rap  **Musical Activities**  -Flexible Games  -Vocal warm ups  -Start to learn The Banana Rap  **Performance**  Rap! | **Listen and Appraise**  Happy by Pharrell Williams  The Banana Rap  **Musical Activities**  -Flexible Games  -Vocal warm ups  -Coninue to learn The  Banana Rap  **Performance** Rap! | **Listen and Appraise**  When I’m 64 by The Beatles  The Banana Rap  **Musical Activities**  -Flexible Games  -Vocal warm ups  -Continue to learn The Banana Rap  **Performance**  Prepare for the end-of-unit performance  PERFORM TO YEAR 2 |

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| **Key Vocabulary** | | |
| **Tier 2** | | **Tier 3** |
| * Pulse * Rhythm * Pitch * Rap * Melody * Singers * Keyboard | * Bass * guitar * percussion * trumpets * saxophone * perform |  |

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| **Assessment:** |
| **Substantive knowledge to be explicitly taught By the end of this unit children will know:** |
| **Listen and Appraise** |
| * **Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music.** * Others will find the pulse to any other unit song * **Recognise and name at least 2 instruments they hear: Singers, keyboard, bass, guitar, percussion, trumpets and saxophones.** |
| **Musical Activity** |
| **Find the Pulse:**   * **March to the pulse** * **Copy and clap back rhymes.** * **Be an animal and keep the pulse.** |
| **Clap Rhythms:**   * **Copy back the rhythms they hear.** * **Clap the rhythm of your name.** * Clap the rhythm to their favourite colour * Make up their own rhythm |
| **Sing:**   * **Rap and sing in time to the music.** * **Start to understand that pitch is high and low sounds.** |
| **Perform and Share** |
| * **Share and perform the learning that has taken place.** * **Perform song and instruments to Year 2** * **Introduce performance to an audience.** |

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| **Vertical Concepts** | **Pulse** | **Rhythm** | **Pitch** | **Tempo** | **Dynamics** | **timbre** | **Texture** | **Structure** | **Notation** |
| **Disciplinary Knowledge** | **Listen and Appraise** | | | **Musical Activities** | | | **Performance** | | |

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| **Terms** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Music**  **Topic** | **Hey You** | **Rhythm In The Way**  **We Walk and The Banana Rap** | **In the Groove** | **Round and Round** | **Your Imagination** | **Reflect, Rewind & Replay** |
| **Style of main song** | Old School Hip-Hop | Reggae | Blues, Baroque,  Latin, Bhangra, Folk, Funk | Bossa Nova | Pop | Classical |
| **Unit theme** | How pulse, rhythm and pitch work together. | Pulse, rhythm and pitch, rapping, dancing and singing. | How to be in the groove with different styles of music. | Pulse, rhythm and pitch in different styles of music. | Using your imagination. | The history of music, look back and consolidate your learning, learn some of the language of music. |
| **Instrument** | Glockenspiels | Ocarinas | Glockenspiels | Ocarinas | Glockenspiels | Ocarinas |
|  | <https://www.lincsmusicservicedigital.org/schem> **login: 279410**  **Password: zfcry77k2e** | | | | | |

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| **Sequence** | **1** | **2** | **3** | **4** | **5** | **6** |
| **Substantive Knowledge to be taught.**  **Disciplinary Knowledge:**  **Listen and Appraise**  **Musical Activities**  **Performance** | **Listen and Appraise**  In The Groove – Joanna Mangona  How Blue Can You Get - B.B. King  **Musical Activities**  -Warm-up Games  -Flexible Games (optional)  -Start to learn the song In The Groove  **Performance**  Sing the song | **Listen and Appraise**  In The Groove – Joanna Mangona  How Blue Can You Get - B.B. King  **Musical Activities**  -Warm-up Games  -Flexible Games (optional)  -Sing the song In The  Groove  -Play instrumental parts  **Performance**  Sing the song and play instrumental parts within the song | **Listen and Appraise**  In The Groove – Joanna Mangona  Livin’ La Vida Loca - Ricky Martin  **Musical Activities**  -Warm-up Games  -Flexible Games (optional)  -Sing the song In The  Groove  -Play instrumental parts  Improvise (optional extension activities for improvisation)  **Performance**  Sing the song and improvise using voices and/or instruments within the song | **Listen and Appraise**  In The Groove – Joanna Mangona  Jai Ho - J.R. Rahman  **Musical Activities**  -Warm-up Games  -Flexible Games (optional)  -Sing the song In The  Groove  -Play instrumental parts  -Improvise option (optional extension activities for improvisation)  -Compose  **Performance**  the song and perform composition(s) within the song | **Listen and Appraise**  In The Groove – Joanna Mangona  Lord Of The Dance - Ronan Hardiman  **Musical Activities**  -Warm-up Games  -Flexible Games (optional)  -Sing the song In The Groove  -Play instrumental parts  -Improvise option (optional extension activities for improvisation)  -Play your composition(s) within the song  **Performance**  Choose what you perform today. Start to prepare for the end-of-unit performance | **Listen and Appraise**  In The Groove – Joanna Mangona  Diggin’ On James Brown - Tower of Power  **Musical Activities**  -Warm-up Games  -Flexible Games **(**optional)  -Sing the song In The  Groove  -Choose and play any of the options below, then decide which one to practise for the end-of-unit performance:  . Play instrumental parts  . Improvise option (optional extension activities for improvisation)  . Play your composition(s) within the song  -Choose and play any of the options below, then decide which one to practise for the end-of-unit performance  **Performance**  Prepare for the end-of-unit performance  PERFORM TO PARENTS |

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| **Key Vocabulary** | | |
| **Tier 2** | | **Tier 3** |
| * Blues * Baroque * Latin * Irish Folk * Funk * Pulse | * Rhythm Pitch * Compose * Improvise * Perform * groove |  |

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| **Assessment:** |
| **Substantive knowledge to be explicitly taught By the end of this unit children will know:** |
| **Listen and Appraise** |
| * **Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music.** * Others will find the pulse to any other unit song * **Identify five different music styles: Blues, Baroque, Latin, Irish Folk, Funk and name some of them.** * **Dance to each style or move to the pulse – be ‘In The Groove!’** |
| **Musical Activity** |
| **Find the Pulse:**   * **March to the pulse** * **Copy the actions on-screen** * **Choose an animal and keep the pulse.** |
| **Clap Rhythms:**   * **Copy back the rhythms they hear.** * **Clap the rhythm of their name.** * **Clap the rhyme of their favourite food.** * Make up their own rhymes |
| **Sing:**   * **Together and in time, in all the different styles.** |
| **Play instrumental parts:**   * **Play accurately and in time as part of the performance.** * **Most will play C** * Some will play C+D |
| **Improvise:**   * **In the lesson as part of the performance** * **Most will play C** * Some will play C+D |
| **Compose:**   * **A simple melody using simple rhythms** * **Use as prat of the performance.** * **Most will play C+D** * Some will play C, D + E |
| **Perform and Share** |
| * **Share and perform the learning that has taken place.** * **Perform song and instruments to parents** * **Introduce performance to an audience.** |

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| **Vertical Concepts** | **Pulse** | **Rhythm** | **Pitch** | **Tempo** | **Dynamics** | **timbre** | **Texture** | **Structure** | **Notation** |
| **Disciplinary Knowledge** | **Listen and Appraise** | | | **Musical Activities** | | | **Performance** | | |

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| **Terms** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Music**  **Topic** | **Hey You** | **Rhythm In The Way**  **We Walk and The Banana Rap** | **In the Groove** | **Round and Round** | **Your Imagination** | **Reflect, Rewind & Replay** |
| **Style of main song** | Old School Hip-Hop | Reggae | Blues, Baroque,  Latin, Bhangra, Folk, Funk | Bossa Nova | Pop | Classical |
| **Unit theme** | How pulse, rhythm and pitch work together. | Pulse, rhythm and pitch, rapping, dancing and singing. | How to be in the groove with different styles of music. | Pulse, rhythm and pitch in different styles of music. | Using your imagination. | The history of music, look back and consolidate your learning, learn some of the language of music. |
| **Instrument** | Glockenspiels | Ocarinas | Glockenspiels | Ocarinas | Glockenspiels | Ocarinas |
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| **Sequence** | **1** | **2** | **3** | **4** | **5** | **6** |
| **Substantive Knowledge to be taught.**  **Disciplinary Knowledge:**  **Listen and Appraise**  **Musical Activities**  **Performance** | **Listen and Appraise**  Round And Round (Bossa Nova) by Joanna Mangona  **Musical Activities**  -Warm-up Games  -Flexible Games (optional)  --Start to learn the song  Round And Round  **Performance**  Sing the song | **Listen and Appraise**  Livin’ La Vida Loca (Latin/Pop) by Ricky Martin  Round And Round  **Musical Activities**  -Warm-up Games  -Flexible Games (optional)  -Sing the song Round  And Round  -Play instrumental parts  **Performance**  Sing the song and play instrumental  parts within the song | **Listen and Appraise**  The Imperial March, Darth Vader’s  Theme (March Of The Empire) (Film) by John Williams  Round And Round  **Musical Activities**  -Warm-up Games  -Flexible Games (optional)  -Sing the song Round  And Round  -Play instrumental parts  -Improvise (optional extension activities for improvisation)  **Performance**  Sing the song and play instrumental  parts within the song | **Listen and Appraise**  It Had Better Be Tonight (Latin/Big Band) by Michael  Bublé  Round And Round  **Musical Activities**  -Warm-up Games  -Flexible Games (optional)  -Sing the song Round  And Round  -Play instrumental parts  -Improvise option (optional extension activities for  improvisation)  **Performance**  Sing the song and perform composition(s) within the song | **Listen and Appraise**  Why Don’t You by (Dance/Big Band) Gramophonedzie  Round And Round  **Musical Activities**  -Warm-up Games  -Flexible Games (optional)  -Sing the song Round  And Round  -Play instrumental parts  -Improvise option (optional extension activities for improvisation)  **Performance**  Choose what you perform today. Start to prepare for the end-of-unit performance | **Listen and Appraise**  Oye Como Va (Latin/Jazz) by  Santana  Round And Round  **Musical Activities**  -Warm-up Games  -Flexible Games (optional)  -Sing the song Round  And Round  -Choose and play any of the options below, then decide which one to practise for the end-of-unit performance:  . Play instrumental parts  . Improvise option (optional extension activities for  improvisation)  -Choose and play any of the options, then decide which one to practise for the end-of-unit performance  **Performance**  Prepare for the end-of-unit performance  PERFORM TO KS1 |

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| **Key Vocabulary** | | | | |
| **Tier 2** | | | **Tier 3** | |
| * Keyboard * Bass * Guitar * Percussion * Trumpets * Saxophones * Pulse | * Rhythm * Pitch * Improvise * Compose * Perform * audience | |  | |
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| **Assessment:** |
| **Substantive knowledge to be explicitly taught By the end of this unit children will know:** |
| **Listen and Appraise** |
| * **Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music.** * Others will find the pulse to any other unit song * **Recognise and name 2** or more **instruments they hear: singers, keyboard, bass, guitar, percussion, trumpets and saxophones.** |
| **Musical Activity** |
| **Find the Pulse:**   * **March in time with the pulse** * **Copy the actions on-screen.** * **Use their imaginations to find the pulse.** |
| **Clap Rhythms:**   * **Copy back the rhythms they hear** * **Clap the rhythm of the name.** * **Clap the rhythm of their favourite animal.** * Make up their own rhyme. |
| **Sing:**   * **The song together with their actions** |
| **Play instrumental parts:**   * **Play accurately and in time as part of the performance.** * **Most will play D, F, C + D** |
| **Improvise:**   * **In the lesson as part of the performance** * **Most will play D** * **Some will play D + E** |
| **Perform and Share** |
| * **Share and perform the learning that has taken place.** * **Perform song and instruments to KS1** * **Introduce performance to an audience.** |

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| **Vertical Concepts** | **Pulse** | **Rhythm** | **Pitch** | **Tempo** | **Dynamics** | **timbre** | **Texture** | **Structure** | **Notation** |
| **Disciplinary Knowledge** | **Listen and Appraise** | | | **Musical Activities** | | | **Performance** | | |

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| **Terms** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Music**  **Topic** | **Hey You** | **Rhythm In The Way**  **We Walk and The Banana Rap** | **In the Groove** | **Round and Round** | **Your Imagination** | **Reflect, Rewind & Replay** |
| **Style of main song** | Old School Hip-Hop | Reggae | Blues, Baroque,  Latin, Bhangra, Folk, Funk | Bossa Nova | Pop | Classical |
| **Unit theme** | How pulse, rhythm and pitch work together. | Pulse, rhythm and pitch, rapping, dancing and singing. | How to be in the groove with different styles of music. | Pulse, rhythm and pitch in different styles of music. | Using your imagination. | The history of music, look back and consolidate your learning, learn some of the language of music. |
| **Instrument** | Glockenspiels |  | Glockenspiels | Ocarinas | Glockenspiels | Ocarinas |
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| **Sequence** | **1** | **2** | **3** | **4** | **5** | **6** |
| **Substantive Knowledge to be taught.**  **Disciplinary Knowledge:**  **Listen and Appraise**  **Musical Activities**  **Performance** | **Listen and Appraise**  Your Imagination by Joanna Mangona and Pete Readman  **Musical Activities**  -Warm-up Games  -Flexible Games (optional)  -Start to learn the song  Your Imagination  **Performance**  Sing the song | **Listen and Appraise** Supercalifragilistice xpialidocious from Mary Poppins  Your Imagination  **Musical Activities**  -Warm-up Games  -Flexible Games (optional)  -Sing the song Your  Imagination  -Play instrumental parts  **Performance**  Sing the song and play instrumental  parts within the song | **Listen and Appraise**  Pure Imagination from Willy Wonka & The Chocolate  Factory soundtrack  Your Imagination  **Musical Activities** Warm  -up Games  -Flexible Games (optional)  -Sing the song Your  Imagination  -Play instrumental parts  -Improvise (optional extension activities for improvisation)  **Performance**  Sing the song and improvise using voices and/or instruments within the song | **Listen and Appraise**  Daydream Believer by The Monkeys  Your Imagination .  **Musical Activities**  -Flexible Games (optional)  -Sing the song Your  Imagination  -Play instrumental parts  -Improvise option (optional extension activities for  improvisation)  **Performance**  Sing the song and perform composition(s) within the song | **Listen and Appraise**  Rainbow Connection from The Muppet Movie  Your Imagination  **Musical Activities**  -Warm-up Games  -Flexible Games (optional)  -Sing the song Your  Imagination  -Play instrumental parts  -Improvise option (optional extension activities for improvisation) | **Performance**  Choose what you perform today. Start to prepare for the end-of-unit performance  PERFORM TO PARENTS |

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| **Key Vocabulary** | | |
| **Tier 2** | | **Tier 3** |
| * Keyboard * Drums * Bass * Pulse * Rhythm * Pitch | * Improvise * Compose * Perform * Audience * imagination |  |

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| **Assessment:** |
| **Substantive knowledge to be explicitly taught By the end of this unit children will know:** |
| **Listen and Appraise** |
| * **Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music.** * Others will find the pulse to any other unit song * **Recognise and name 2** or more **instruments they hear: keyboard, drums, bass, a female singer.** |
| **Musical Activity** |
| **Find the Pulse:**   * **Be a pop star finding the pulse** * **Use their imagination to find the pulse.** |
| **Clap Rhythms:**   * **Copy back the rhythems.** * **Clap the rhythm of their name.** * **Clap the rhythm of their favourite animal** * **Clap the rhythm of their favourite colour** * Make up their own rhymes |
| **Sing:**   * **In unison and in two parts.** |
| **Play instrumental parts:**   * **Play accurately and in time as part of the performance.** * **Most will play C** * Some will play C+ D |
| **Perform and Share** |
| * **Share and perform the learning that has taken place.** * **Perform song and instruments to parents.** * **Introduce performance to an audience.** |

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|  | Year 1 |

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| **Vertical Concepts** | **Pulse** | **Rhythm** | **Pitch** | **Tempo** | **Dynamics** | **timbre** | **Texture** | **Structure** | **Notation** |
| **Disciplinary Knowledge** | **Listen and Appraise** | | | **Musical Activities** | | | **Performance** | | |

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| **Terms** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Music**  **Topic** | **Hey You** | **Rhythm In The Way**  **We Walk and The Banana Rap** | **In the Groove** | **Round and Round** | **Your Imagination** | **Reflect, Rewind & Replay** |
| **Style of main song** | Old School Hip-Hop | Reggae | Blues, Baroque,  Latin, Bhangra, Folk, Funk | Bossa Nova | Pop | Classical |
| **Unit theme** | How pulse, rhythm and pitch work together. | Pulse, rhythm and pitch, rapping, dancing and singing. | How to be in the groove with different styles of music. | Pulse, rhythm and pitch in different styles of music. | Using your imagination. | The history of music, look back and consolidate your learning, learn some of the language of music. |
| **Instrument** | Glockenspiels | Ocarinas | Glockenspiels | Ocarinas | Glockenspiels | Ocarinas |
|  | <https://www.lincsmusicservicedigital.org/schem> **login: 279410**  **Password: zfcry77k2e** | | | | | |

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| **Sequence** | **1** | **2** | **3** | **4** | **5** | **6** |
| **Substantive Knowledge to be taught.**  **Disciplinary Knowledge:**  **Listen and Appraise**  **Musical Activities**  **Performance** | **Listen and Appraise**  **Reflect and Rewind**  Reflect - A Song Before Sunrise by Delius - 20th Century  Rewind and Listen Out! The  Fresh Prince Of Bel Air by  Will Smith  **Musical Activities**  **Reflect, Rewind and Replay**  -A composition activity using First Composer  -Rhythm Grid work  -The Language of Music  -Rewind and Replay  (Revision) - revisit songs from the year  **Perform and Share Replay**  Prepare for a performance of songs and activities from the year | **Listen and Appraise**  **Reflect and Rewind**  Reflect - The Firebird by Stravinsky - 20th Century  Rewind and Listen Out!  When I'm 64 by The Beatles  **Musical Activities**  **Reflect, Rewind and Replay**  -Warm-up games with Hey You!  -A composition activity using First Composer -Rhythm Grid work  -The Language of Music  -Rewind and Replay  (Revision) - revisit songs from the year  **Perform and Share Replay**  Prepare for a performance of songs and activities from the year. | **Listen and Appraise**  **Reflect and Rewind**  Reflect - The Bird by  Prokofiev - 20th Century  Rewind and Listen Out! Jai  Ho by A. R. Rahmen  **Musical Activities**  **Reflect, Rewind and Replay**  -Flexible games with Rhythm In The Way We Walk  -A composition activity using First Composer  -Rhythm Grid work  -The Language of Music  -Rewind and Replay (Revision)  - revisit songs from the year  **Perform and Share**  **Replay**  Prepare for a performance of songs and activities from the  year. | **Listen and Appraise**  **Reflect and Rewind**  Reflect - Grand March from  Aida by Verdi - Classical  Rewind and Listen Out! Oye Como Va by Santana  **Musical Activities**  **Reflect, Rewind and Replay**  -Warm-up games with In The Groove  -A composition activity using First Composer  -Rhythm Grid work  -The Language of Music  -Rewind and Replay  (Revision) - revisit songs from the year  **Perform and Share**  **Replay**  Prepare for a performance of songs and activities from the year. | **Listen and Appraise**  **Reflect and Rewind**  Reflect - Boléro by Ravel -  20th Century  Rewind and Listen Out! Pure  Imagination from the film  Charlie And The Chocolate Factory  **Musical Activities**  **Reflect, Rewind and Replay**  -Warm-up games with Round And Round  -A composition activity using First Composer  -Rhythm Grid work  -The Language of Music Rewind and Replay Revision) - revisit songs from the year  **Perform and Share Replay**  Prepare for a performance of songs and activities from the year. | **Listen and Appraise**  **Reflect and Rewind**  Reflect - The Lamb by John  Tavener - Contemporary  Rewind and Listen Out!  Rainbow Connection sung by Kermit The Frog  **Musical Activities**  **Reflect, Rewind and Replay**  -Warm-up games with  Your Imagination  -A composition activity using First Composer Rhythm Grid work  -The Language of Music Rewind and Replay  (Revision) - revisit songs from the year  **Perform and Share**  **Replay**  Prepare for a performance of songs and activities from the  year.  PERFORM TO WHOLE SCHOOL |

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| **Key Vocabulary** | | |
| **Tier 2** | | **Tier 3** |
| * 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. |  |

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| **Assessment:** |
| **Substantive knowledge to be explicitly taught By the end of this unit children will know:** |
| **Listen and Appraise** |
| * **Listen and appraise Classical Music** |
| **Musical Activity** |
| **Sing:**   * **Singing** |
| **Play instrumental parts:**   * **Continue to embed the foundations of the interrelated dimensions of music using voices and instruments** * **Play instruments within the song** |
| **Improvise:**   * **Improvisation using voices and instruments** |
| **Compose:**   * **Composition** |
| **Perform and Share** |
| * **Share and perform the learning that has taken place.** * **Perform song and instruments to whole school.** * **Introduce performance to an audience.** |