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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 performancePERFORM 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 taughtBy 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 performancePERFORM 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 taughtBy 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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|  | Music Curriculum  |
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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 performancePERFORM 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 taughtBy 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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|  | 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** 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) GramophonedzieRound 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 performancePERFORM 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 taughtBy 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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|  | 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  |  | 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 performancePERFORM 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 taughtBy 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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|  | 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** **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 taughtBy 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.**
 |