



# KS1 Curriculum Overview – Music



Cycle	Autumn	Spring	Summer
2022-2023	<b>Great Fire of London- Emergency!</b>	<b>Animal Kingdom</b>	<b>Super Heroes</b>
<u>Music</u>	<p>Active listening. Singing using my body to keep the beat. Circle/action dances. Keep a steady pulse in a group and solo with music accompaniment. Sing back short melodies that use around 2-3 notes. Charanga: Ho ho ho!</p>	<p>Playing Instruments - sorting percussion instruments by material and sound quality/timbre. Sing songs for playing together in the band adapt London Bridge – Killhope Wheel. Play longer phrases on untuned percussion instruments and body percussion. Sing simple songs and folk songs in rounds. Charanga: Zoo time</p>	<p>Experimenting with sounds - stories and descriptive ideas e.g. using sounds to represent ideas/ soundtracks for goody and baddies. Listen to super hero songs and theme tunes. Design own super hero song. Tuned percussion: responding to high and low sounds. Sing back short melodies that use 1-2 different pitches and develop the concept of pattern work in music using rhythm grids. Charanga: Friendship song</p>
2023-2024	<b>Toys</b>	<b>Dinosaurs</b>	<b>Captain Cook</b>
<u>Music</u>	<p>Listening to and singing animal songs and rhymes using descriptive language. Animal words - rhythm grids. Experimenting with sounds - descriptive weather sequences and using sounds to represent ideas: I hear thunder... Charanga: Great Composers/ Toys/Hey you!</p>	<p>Listening to and experimenting with sound: world music/songs and dances. Junk Percussion. Experiment with tuned and untuned instruments. African drumming/South America Samba Asia – tuned pentatonic chimes. Charanga – Dinosaurs.</p>	<p>Listening to and singing travelling songs (adapted): wheels on Bus / train... jungle trail, movement and actions/ pulse and rhythm. Listening and responding to music representing 'The Sea and Space' creating musical structures. Charanga – Different Places/ Journeys/I go Africa.</p>
2021-2022	<b>Castles</b>	<b>Weather</b>	<b>Rainforests</b>
<u>Music</u>	<p>Listening and experimenting with sounds. Listen and clap back (rhythms of words). 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. Medieval songs, instruments-fiddle, bagpipes, classical music. Charanga: The dragon song/Celts and Romans.</p>	<p>Listening and experimenting with sound. Weather, storm, wind, sunshine. Descriptive weather sequences: using sounds to represent ideas: I hear thunder. Listen to the rhythm, feel the pulse. Charanga: Your imagination.</p>	<p>Listening to and singing rainforest and jungle trail songs, movement and actions. Explore pulse and rhythm. Listen and respond to music representing the rainforest. To know 5 songs off by heart. Music from around the world.</p>

## National Curriculum – 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.

### Key Vocabulary to support Musical Elements

Musical Element	Year 1	Year 2
Rhythm, Metre and Tempo	Allegro, moderato, pulse, rhythm, tempo,	Allegro, moderato, pulse, beat, rhythm,
Pitch and Melody	Melody, pitch, tune	Melody, pitch, tune
Structure and Form	Bar	Bar, crotchet, minim, quaver, rest, repeat, round

### Progression of skills

		A Year 1 Musician will:	A Year 2 Musician will:
<b>Building Blocks</b>	Pulse	Keep a steady pulse in a group and be able to pick out two different tempos in music.	Keep a steady pulse in a group and solo with musical accompaniment; demonstrate ability to play 3/4 and 4/4 time signatures.
	Rhythm	Repeat back short basic rhythms and perform rhythmic ostinatos.	Repeat back longer rhythms from memory (at least 2 bars); Begin to recognise basic notation e.g. crotchets, quavers and minims.
	Melody (and notation)	Sing back short melodies that use 1-2 different pitches and develop the concept of pattern work in music using rhythm grids.	Sing back short melodies that use 2-3 notes; Perform from rhythmic notation including crotchets and minims.
<b>Strands of Learning</b>	Active Listening	Identify musical features in a range of high-quality live and recorded music; replicate basic rhythms heard.	Identify where elements change (e.g. music gets faster or louder) replicate these changes in a simple performance.
	Composing and improvising	Improvise simple rhythms based on a given stimuli.	Repeat back longer basic rhythms from memory (at least 2 bars) and add imitations of the rhythms as improvisation.
	Performing	Play basic rhythms on untuned percussion instruments and body percussion.	Play longer phrases on untuned percussion instruments and body percussion.
	Singing	Sing simple folk tunes in unison both with and without accompaniment or backing tracks.	Sing simple songs and folk songs in rounds.