

Beaconsfield Primary School Curriculum Overview

Subject: Music	Year Group: 1
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Our weekly Music lessons are taught by a specialist Music teacher.

The music curriculum is supplemented with weekly singing assemblies (EYFS, KS1 & KS2) and lunchtime choirs (KS1 & KS2).

Autumn 1	Autumn 2	Spring 1
<p>Unit: 'Starting out with Music'</p> <p>Key Skills:</p> <p>All children will:</p> <ul style="list-style-type: none"> • Learn the term 'pulse' and experience tapping the heartbeat of the music. • Learn the term 'pitch' and that it describes how high or low a note is. <p>Most children will:</p> <ul style="list-style-type: none"> • Recognise high and low pitches played on an instruments. • Play untuned percussion instruments in time to the pulse. <p>Some children will:</p> <ul style="list-style-type: none"> • Develop language to describe changes and differences in dynamics and pitch, • Take a turn at a 'so mi' or 'so la mi' solo line as part of a game. 	<p>Unit: 'In the Autumn' (Pitch and Pulse)</p> <p>Key Skills:</p> <p>All children will:</p> <ul style="list-style-type: none"> • Learn the term 'rhythm' as the 'pattern of the words. • Recognise and recall songs they have already learnt. <p>Most children will:</p> <ul style="list-style-type: none"> • Sing with improved pitch-matching. • Accurately recall a lyric from a song when the teacher stops suddenly (on the glockenspiel). <p>Some children will:</p> <ul style="list-style-type: none"> • Tap either the pulse or the rhythm on the whiteboard accurately. • Recall 'so' and 'mi' hand signs and singing names. 	<p>Unit: 'Exploring Pulse and Rhythm'</p> <p>Key Skills:</p> <p>All children will:</p> <ul style="list-style-type: none"> • Pat or clap the pulse along to a rhyme with some confidence. • Sing with improved pitch-matching. <p>Most children will:</p> <ul style="list-style-type: none"> • Learn to recognise which pitch is higher or lower (so or mi). • Play the pulse with confidence along to recorded tracks, using percussion. <p>Some children will:</p> <ul style="list-style-type: none"> • Create an action on the pulse for other children to copy. • Develop language to describe what they hear on recorded tracks, in terms of tempo, pitch, dynamics or emotion.

Spring 2	Summer 1	Summer 2
<p>Unit: 'Exploring Pitch'</p> <p>Key Skills:</p> <p>All children will:</p> <ul style="list-style-type: none"> Develop good voice-use by copying back a range of different voices (high, whispering, different characters). Take part in a good-bye song with actions featuring pulse, pitch and rhythm. <p>Most children will:</p> <ul style="list-style-type: none"> Recognise pitches played - high, middle or low - and show this through using animal movements and/or movement with scarves. <p>Some children will:</p> <ul style="list-style-type: none"> Work successfully as part of a pair to play sticks or claves together through a call and response song. Demonstrate a growing understanding of pitch through the use of correct language or correct examples. 	<p>Unit: 'Animals'</p> <p>Key Skills:</p> <p>All children will:</p> <ul style="list-style-type: none"> Choose or copy new character actions on different rhythms (ta or ti-ti) and represent with a walking movement, actions or percussion. Move or play percussion with increasing confidence along to the pulse. <p>Most children will:</p> <ul style="list-style-type: none"> Sing songs that feature more complex pitches with some accuracy. Play or clap more complex rhythms through a rhyme (tiki-ti, ti-tiki) with some accuracy. <p>Some children will:</p> <ul style="list-style-type: none"> Be able to play either a ta or ti-ti rhythm (subconsciously), as part of a group, while other children play the opposite. Pass a scarf at the end of a song successfully and in good time. 	<p>Unit: 'Holiday Time'</p> <p>Key Skills:</p> <p>All children will:</p> <ul style="list-style-type: none"> Switch between rhythm and pulse through copying the movement of others. Recognise and recall songs from earlier in the year, from hearing them on the glockenspiel. <p>Most children will:</p> <ul style="list-style-type: none"> Demonstrate increased ability to hold their part within an ensemble performance by maintaining an ostinato or maintaining their part within a round. Demonstrate improved inner-hearing by being able to successfully perform known-songs with actions in the 'thinking voice'. <p>Some children will:</p> <ul style="list-style-type: none"> Play the pulse or rhythm as part of an ensemble performance with increased fluency and accuracy.