**Year 1 Music Curriculum – Spring Term**

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| **Theme: Rhythm** |
| **Curriculum objectives** | **Vocabulary** | **Links across the curriculum** |
| • Play along to the pulse and maintain a steady tempo• Confidently copy given rhythms• Demonstrate and explain the difference between pulse and rhythm• Use graphic notation to record rhythms• Perform as part of a group and play rhythms in time• Comment on own and other people’s performances using Yr 1 vocabulary learnt | **Keyword** | Definition  |  |  | **PSHE** – **History –** **English** – **Science –**  |
| **Dynamics** | How loudly or softly to play a part or piece of music |  |  |
| **Pulse** | the regular ‘heartbeat’ of a piece,holding the core timing together in a piece of music. This is also known as the beat. |  |  |
| **Rest** | A moment of silence in music. Put in place of notes. |  |  |
| **Rhythm** | a pattern of sounds played through time,formed by a series of notes |  |  |
| **Tempo** | the speed at which a piece of music is played |  |  |
| **Pentatonic scale** | A musical [scale](https://www.britannica.com/art/scale-music) containing five different tones. It is thought that the pentatonic scale represents an early stage of musical development, because it is found, in different forms, in most of the [world’s music](https://www.britannica.com/art/global-music).  |  |  |
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| **Prior Learning:** | **Future Learning:*** I can confidently copy given rhythms
* I can demonstrate and explain the difference between pulse and rhythm
* I can play along to the pulse and maintain a steady tempo
* I can use graphic notation to record rhythms
* I can listen to ideas from others and use them to help improve my work
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| **Lesson Sequence** | **Key Knowledge** | **Key Skills** |
| 1. I can demonstrate and explain the difference between rhythm and pulse.
 | * To understand the difference between rhythm and pulse through clapping games.
* To develop understanding around accurate pulse keeping.
 | * I can sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in.
* I can sing simple songs with a very small range, mi-so and then slightly wider, including pentatonic songs.
* I can walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.
* I can respond to the pulse in recorded/live music through movement and dance.
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| 1. I can confidently copy given rhythms.
 | * To understand that body percussion can be used to show rhythm and pulse.
* To demonstrate the difference between rhythm and pulse through simple songs.
* To understand that rest are moment of silence in music, put in place of notes.
 | * Respond to the pulse in recorded/live music through movement and dance.
* Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.
* Sing simple songs with a very small range, mi-so and then slightly wider, including pentatonic songs
* Use body percussion, and classroom percussion to play repeated rhythm patterns and short, pitched patterns on tuned instruments to maintain a steady beat.
* Perform short copycat rhythm patterns accurately led by my teacher.
* Perform short repeating rhythm patterns while keeping in time with a steady beat.
* Recognise how graphic notation can represent created sounds.
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| 1. I can play along to a pulse and maintain a steady tempo.
 | * To understand that words and syllables can be used to create rhythms and help to maintain a steady pulse.
* To understand that words can be shown as syllabic beats in a graphic score.
 | * Sing simple songs with a very small range, mi-so and then slightly wider, including pentatonic songs
* Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.
* Use body percussion, and classroom percussion to play repeated rhythm patterns and short, pitched patterns on tuned instruments to maintain a steady beat.
* Perform short repeating rhythm patterns while keeping in time with a steady beat.
* Recognise how graphic notation can represent created sounds.
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| 1. I can record rhythms and perform them using a graphic score.
 | * To understand that graphic scores show the order of rhythms within a steady pulse.
* To understand that graphic notation can be experimented with by changing the order to express opinions and decisions about rhythmic changes.
 | * I can follow a graphic score using previously learnt notation.
* I can change the order of a rhythm within a graphic score.
* I can follow a leader in a group.
* Perform short copycat rhythm patterns accurately led by my teacher.
* Use body percussion, and classroom percussion to play repeated rhythm patterns and short, pitched patterns on tuned instruments to maintain a steady beat.
* Perform short repeating rhythm patterns while keeping in time with a steady beat within a group.
* Perform word-pattern chants; create, retain and perform my own rhythm patterns.
* Recognise how graphic notation can represent created sounds.
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| 1. I can perform as part of a group and play rhythms in time.
 | * To demonstrate good synthesis of previous learning by performing graphic scores in groups.
 | * Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.
* Respond to the pulse in recorded/live music through movement and dance
* Use patterns on tuned instruments to maintain a steady beat.
* Perform short repeating rhythm patterns while keeping in time with a steady beat.
* Perform word-pattern chants; create, retain and perform my own rhythm patterns.
* Recognise how graphic notation can represent created sounds.
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| 1. I can listen to ideas from others and use them to help improve my work.
 | * To understand how to improve past performances and use self-evaluation and observation to assess their own and others’ work.
* That responding to feedback and repeated practise can improve a performance.
 | * Perform short copycat rhythm patterns accurately led by my teacher.
* Perform short repeating rhythm patterns while keeping in time with a steady beat.
* Perform word-pattern chants; create, retain and perform my own rhythm patterns.
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| **Themes and links** |
| **Music themes** | **Where these are covered:** | **Links across the Geography curriculum** |
| **Pitch** |  |

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| **EYFS** |  |
| **2** |  |
| **3** |  |
| **4** |  |
| **5** |  |
| **6** |  |

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| **Dynamics** |  |
| **Tempo** |  |
| **Composition** |  |