**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 | | | | |
| **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. | | |
| 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. | | |
| 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. | | |
| 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. | | |
| 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. | | |
| 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. | | |
| **Themes and links** | | | | | | | | | |
| **Music themes** | **Where these are covered:** | | | | | | | **Links across the Geography curriculum** | |
| **Pitch** |  | | | | | | | |  |  | | --- | --- | | **EYFS** |  | | **2** |  | | **3** |  | | **4** |  | | **5** |  | | **6** |  | | |
| **Dynamics** |  | | | | | | |
| **Tempo** |  | | | | | | |
| **Composition** |  | | | | | | |