**Year 1 Music Curriculum – Autumn Term**

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| **Theme: Pulse** | | | | | | | | | |
| **Curriculum objectives** | | | **Vocabulary** | | | | | | **Links across the curriculum** |
| * 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. | | | **Keyword** | Definition | **Syllable** | parts/sounds in the word | | | **PSHE** –  **History –**  **English** –  **Science –** |
| **Pulse** | the regular ‘heartbeat’ of a piece, holding the core timing together in a piece of music | **Ostinato** | a short, persistently repeated phrase | | |
| **Tempo** | the speed at which a piece of music is played | **Downbeat** | the first beat in a group of beats (a bar) | | |
| **Staccato** | A short, detached note |  |  | | |
| **Rhythm** | The pattern of sounds played through time, formed by a series of notes |  |  | | |
| **Prior Learning:**  Understanding the World- EYFS | | | | | **Future Learning:**  Pulse – Year 2 | | | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | | **Key Skills** | | |
| 1. Create, explore, respond and identify long and short sounds | | * In this lesson, children will be introduced to long and short sounds. They will use their bodies to move and respond to these sounds. They will learn the word ‘staccato’. | | | | | * Sing simple songs with a very small range, mi-so and then slightly wider, including pentatonic songs | | |
| 1. Create, explore, respond and identify long and short sounds. | | * In this lesson, children will explore how instruments can be used to perform a variety of long and short sounds. They will identify long and short sounds with a simple graphic score and will respond appropriately. | | | | | * 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 * Recognise how graphic notation can represent created sounds. Explore and invent my own symbols. | | |
| 1. Keep a steady pulse and perform simple rhythms | | * In this lesson, children will learn a simple rhyme to explore and learn the concept of pulse through body movements. | | | | | * 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 to maintain a steady beat. * Perform short repeating rhythm patterns while keeping in time with a steady beat. * Respond to the pulse in recorded/live music through movement and dance. | | |
| 1. Keep a steady pulse and perform simple rhythms | | * In this lesson, children will be split into groups where they will perform either the pulse or the rhyme learnt in the previous lesson. | | | | | * 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 to maintain a steady beat. * Perform short repeating rhythm patterns while keeping in time with a steady beat. | | |
| 1. Create a group performance using instruments to keep the pulse or play a rhythm | | * In this lesson, children will produce and rehearse a short composition using the rhyme they learnt in the previous lesson. One part will play the pulse, the other will play the rhythm. | | | | | * Perform short copycat rhythm patterns accurately led by my teacher * 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 to maintain a steady beat * Perform short repeating rhythm patterns while keeping in time with a steady beat | | |
| 1. Comment on my own and other people’s performances. | | * In this lesson, children will watch their performances. They will give and receive feedback about the performances/compositions. | | | | | * 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 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. | | |
| **Themes and links** | | | | | | | | | |
| **Music themes** | **Where these are covered:** | | | | | | | **Links across the Music curriculum** | |
| **Pitch** | * Lessons 1, 2, 3 and 4 | | | | | | | |  |  | | --- | --- | | **EYFS** | Understanding the World | | **2** | Pulse | | **3** | Pulse | | **4** | Pulse | | **5** | Pulse | | **6** | Pulse | | |
| **Dynamics** |  | | | | | | |
| **Tempo** | * Lessons 2, 3, 4, 5 and 6 | | | | | | |
| **Composition** | * Lessons 5 and 6 | | | | | | |