**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
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| 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.
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| 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.
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| 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.
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| 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
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| 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.
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| **Themes and links** |
| **Music themes** | **Where these are covered:** | **Links across the Music curriculum** |
| **Pitch** | * Lessons 1, 2, 3 and 4
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| **EYFS** | Understanding the World |
| **2** | Pulse |
| **3** | Pulse |
| **4** | Pulse |
| **5** | Pulse |
| **6** | Pulse |

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| **Dynamics** |  |
| **Tempo** | * Lessons 2, 3, 4, 5 and 6
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| **Composition** | * Lessons 5 and 6
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