**Year 1 Music Curriculum – Autumn Term**

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| **Theme: Voice** | | | | | | | | | |
| **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 | **Pitch-match** | sing the same pitch as the leader | | | **PSHE** –  **History –**  **English** –  **Science –** |
| **A Capella** | singing without an instrumental accompaniment | **Pulse** | the regular ‘heartbeat’ of a piece, holding the core timing together in a piece of music | | |
| **Dynamics** | the volume of sound | **Tempo** | the speed at which a piece of music is played | | |
| **Melody** | the tune | **Pitch** | how high or low a note is | | |
| **Pause** | hold the note longer than usual |  |  | | |
| **Prior Learning:**  Understanding the World- EYFS | | | | | **Future Learning:**  Voice- Year 2 | | | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | | **Key Skills** | | |
| 1. Sing and perform songs, which contain a small range of notes, using clear diction and pitch match with increasing accuracy. | | * In this lesson, children will learn ‘Miss Mary Mack’ using actions to support the changes of pitch. They will practise using good diction to ensure they are singing words clearly. | | | | | * Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions and counting in. * Sing simple songs with a very small range, mi-so and then slightly wider, including pentatonic songs * Sing a wide range of call and response songs to control vocal pitch and match the pitch I hear with accuracy. | | |
| 1. Sing call and response songs which contain a small range of notes, pitch matching accurately and perform actions in time. | | * In this lesson, children will learn a popular Ghanaian call and response song, ‘Kye Kye Kule’. They will develop their understanding of pulse from Unit 1 to perform actions in time to the song. | | | | | * Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions and counting in. * Sing simple songs with a very small range, mi-so and then slightly wider, including pentatonic songs * Sing a wide range of call and response songs to control vocal pitch and match the pitch I hear with accuracy. | | |
| 1. Sing and perform songs, which contain a small range of notes using dynamics and follow performance instructions including starting and stopping with accuracy. | | * In this lesson, chn will learn the song ‘Pease Pudding Hot’ and think about how it could be performed using different dynamics when they sing. They will explore different performance directions to ensure everyone starts singing at the same time and uses the correct dynamics. They will start to practise using their inner voice by omitting certain words in the song. | | | | | * Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions and counting in. * Sing simple songs with a very small range, mi-so and then slightly wider, including pentatonic songs * Sing a wide range of call and response songs to control vocal pitch and match the pitch I hear with accuracy. | | |
| 1. Sing and perform songs, which contain a small range of notes, following  performance instructions including starting and stopping with accuracy   and recognise changes of pitch within a song. | | * In this lesson, chn will learn the song ‘Naughty Pussy Cat’ and identify changes in pitch. They will apply what they have learnt about clear diction to the lyrics of the song and follow performance directions. | | | | | * Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions and counting in * Sing simple songs with a very small range, mi-so and then slightly wider, including pentatonic songs * Sing a wide range of call and response songs to control vocal pitch and match the pitch I hear with accuracy | | |
| 1. Use dynamics and actions to enhance my performance, pitch match accurately and follow performance instructions.  I can comment on my own performance. | | * In this lesson, chn will decide how they are going to perform the songs they have learnt for a performance in Lesson 6. They will practise and refine the singing and performance skills they have learnt. | | | | | * Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions and counting in. * Sing simple songs with a very small range, mi-so and then slightly wider, including pentatonic songs * Sing a wide range of call and response songs to control vocal pitch and match the pitch I hear with accuracy. | | |
| 1. Use dynamics and actions to enhance my performance, pitch match accurately and follow performance instructions. | | * In this lesson, chn will perform the songs they have learnt, demonstrating the skills they have learnt. The audience will have an opportunity to feedback to the class and chn will be asked to reflect on their own performance and self-assess their skills. | | | | | * Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions and counting in. * Sing simple songs with a very small range, mi-so and then slightly wider, including pentatonic songs * Sing a wide range of call and response songs to control vocal pitch and match the pitch I hear with accuracy. | | |
| **Themes and links** | | | | | | | | | |
| **Music themes** | **Where these are covered:** | | | | | | | **Links across the Music curriculum** | |
| **Pitch** | * Lessons 1-6 | | | | | | | |  |  | | --- | --- | | **EYFS** | Understanding the World | | **2** | Voice | | **3** | Voice | | **4** | Voice | | **5** | Voice | | **6** | Voice | | |
| **Dynamics** | * Lessons 3, 5 and 6 | | | | | | |
| **Tempo** | * Lessons 2 and 3 | | | | | | |
| **Composition** |  | | | | | | |