**Year 1 Music Curriculum – Spring Term**

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| **Theme: Rhythm** | | | | | | | | | |
| **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 | **Rest** | A moment of silence in music. Put in place of notes. | | | **PSHE** –  **History –**  **English** –  **Science –** |
| **Dynamics** | How loudly or softly to play a part or piece of music | **Rhythm** | a pattern of sounds played through time, formed by a series of notes | | |
| **Graphic notation** | using non-standard symbols to represent written music | **Tempo** | the speed at which a piece of music is played | | |
| **Ostinato** | a repeated musical phrase or rhythm | **Pulse** | the regular ‘heartbeat’ of a piece, holding the core timing together in a piece of music.  This is also known as the beat. | | |
| **Prior Learning:**  Understanding the World- EYFS | | | | | **Future Learning:**  Rhythm- Year 2 | | | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | | **Key Skills** | | |
| 1. Demonstrate and explain the difference between pulse and rhythm | | * Children will learn clapping games and use them to understand the difference between rhythm and pulse. They will go on to play further games which allow them to develop their understanding around accurate pulse keeping. | | | | | * 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. * 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. * Respond to the pulse in recorded/live music through movement and dance | | |
| 1. Confidently copy given rhythms | | * Children will continue to extend their learning around pulse and rhythm. They will practice using their body to demonstrate the difference between rhythm and pulse whilst also being introduced to the concept of rests in a song. | | | | | * 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. Play along to a pulse and maintain a steady tempo | | * Children will look closely at how words and syllables can be used to create rhythms and help to maintain a steady pulse. They will clap the syllables of the words ‘bee’ and ‘spider’ whilst saying the phrases with accurate timing, following 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. Record rhythms and perform them using a graphic score | | * Children will be building on prior learning and working with graphic scores to perform actions and rhythms over a steady pulse. Children will be able to experiment and make changes to their graphic notation, expressing their opinions about rhythmic changes. | | | | | * 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. * Perform word-pattern chants; create, retain and perform my own rhythm patterns. * Recognise how graphic notation can represent created sounds. | | |
| 1. Perform as part of a group and play rhythms in time. | | * Children will demonstrate their overall learning from the unit by performing their graphic scores in groups as part of a class performance. These will be videoed and then used during the next lesson. | | | | | * 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. Listen to ideas from others and use them to help improve my work | | * Children will watch their previous performances and use self-evaluation and observation to assess their own and others’ work. They will use this feedback to try and improve on what they did and give a final repeat performance at the end of the lesson. | | | | | * 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 Music curriculum** | |
| **Pitch** | * Lessons 1, 2, 3 and 4 | | | | | | | |  |  | | --- | --- | | **EYFS** | Understanding the World | | **2** | Rhythm | | **3** | Rhythm | | **4** | Rhythm | | **5** | Rhythm | | **6** | Rhythm | | |
| **Dynamics** | * Lesson 1 | | | | | | |
| **Tempo** | * Lessons 1-6 | | | | | | |
| **Composition** | * Lessons 4, 5 and 6 | | | | | | |