**Year 1 Music Curriculum –Summer Term**

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| **Theme: Technology, structure and form** |
| **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** | how high or low a note is | **PSHE** – **History –** **English** – **Science –**  |
| **Audio recording** | make a recording of sound | **Pulse** | the regular ‘heartbeat’ of a piece, holding the core timing together in a piece of music |
| **Call and response** | Two distinct phrases, where the second phrase is heard as a direct responseto the first. | **Rhythm** | A pattern of sounds played through time, formed by a series of notes |
| **Dynamics** | the volume of sound | **Tempo** | the speed at which a piece of music is played |
| **Graphic score** | the representation of music through the use of visual symbols | **Verse** | a section of a song where the tune stays the same but the words change each time |
| **Lyrics** | the words to a song | **Music technology** |  Using an electronic device or equipment to make music |
| **Prior Learning:**Understanding the World- EYFS | **Future Learning:**Technology, structure and form- Year 2 |
| **Lesson Sequence** | **Key Knowledge** | **Key Skills** |
| 1. Demonstrate an understanding of musical structure
 | * Children will explore performing Michael Rosen’s We’re Going on a Bear Hunt before using it to create their own written verses.
 | * Sing a wide range of call and response songs to control vocal pitch and match the pitch I hear with accuracy.
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| 1. Use technology to create and change sounds.
 | * Children will use music technology to create their own rhythmic patterns. These rhythms will then be used to perform their lyrics over, created in the previous lesson.
 | * Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.
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| 1. Use technology to create and change sounds
 | * Children will use music technology to explore, alter and layer sounds and live performance.
 | * Create musical sound effects and short sequences of sounds in response to stimuli
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| 1. Demonstrate an understanding of musical structure
 | * Children will appraise a picture of a landscape to discuss the objects and animals. Discussions around the types of sounds that might be heard, and how to reproduce them using body percussion, will take place. Small groups will then perform their own short interpretations of the graphical score (the image).
 | * Create musical sound effects and short sequences of sounds in response to stimuli
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| 1. Demonstrate an understanding of musical structure
 | * Children will draw their own landscape inspired graphical scores. In small groups, they will rehearse their scores before performing them as part of a fluent class performance.
 | * Recognise how graphic notation can represent created sounds
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| 1. Comment and respond to recordings of own and other’s compositions
 | * Children will watch their performances from last lesson whilst making judgements and offering feedback to peers on what went well and what could be improved.
 | * Sing a wide range of call and response songs to control vocal pitch and match the pitch I hear with accuracy.
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| **Themes and links** |
| **Music themes** | **Where these are covered:** | **Links across the Music curriculum** |
| **Pitch** | * Lessons 1 and 6
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| **EYFS** | Understanding the World |
| **2** | Technology, structure and form |
| **3** | Technology, structure and form |
| **4** | Technology, structure and form |
| **5** | Technology, structure and form |
| **6** | Technology, structure and form |

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| **Dynamics** |  |
| **Tempo** | * Lesson 2
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| **Composition** | * Lessons 1, 2, 3 and 4
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