**Year 1 Music Curriculum – Summer Term 2**

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| **Theme: 20th Century Music** | | | | | | | | | |
| **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 | **Lyrics** | The words of a song | | | **PSHE** –  **History –**  **English** –  **Science –** |
| **Acoustic instruments** | instruments that do not use electrical amplification | **Melody** | notes that are played one after the other to make a tune (a melody) | | |
| **Dynamics** | how loudly or softly to play a piece of music | **Rhythm** | the pattern of sounds played through time, formed by a series of notes | | |
| **Genre** | a style, or particular type of music | **Strophic form** | each verse or section of a song being sung to the same tune | | |
| **Graphic score** | using non-standard symbols to represent written music | **Tempo** | The speed at which a piece of music is played | | |
| **Groove** | a long section of music with the same rhythm parts repeated for dancing to | **Texture** | how the melody, rhythms, and harmony are combined, determining the overall quality of the sound in a piece of music | | |
| **Pulse** | the regular ‘heartbeat’ of a piece, holding the core timing together in a piece of music | **Timbre** | The quality or ‘colour’ of sound that makes one voice or instrument different from another. | | |
| **Solo** | Played or sung by one performer |  |  | | |
| **Prior Learning:**  Understanding the World- EYFS | | | | | **Future Learning:**  20th Century Music -Year 2 | | | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | | **Key Skills** | | |
| 1. Identify and perform features of contemporary folk music. | | * Key musical features of folk music. * Folk music often features thoughtful lyrics to make people think. | | | | | * Sing simple songs, chants and rhymes from memory. * Sing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in. | | |
| 1. Identify and perform features of experimental music | | * Key features of experimental music. * Musical instruments can be played unconventionally. | | | | | * Recognise how graphic notation can represent created sounds * Explore and invent my own symbols. | | |
| 1. Identify and perform features of disco music. | | * Key features of disco music. * The meaning of groove. * A groove can be created with many instruments, this includes body percussion. | | | | | * Respond to the pulse in recorded/live music through movement and dance | | |
| 1. Create and practise a piece of music using features of other genres | | * Creating compositions can be made in response to and featuring elements of the key features of folk, experimental and disco music. * Compositions must be planned and rehearsed in advance. | | | | | * 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. * Create musical sound effects and short sequences of sounds in response to stimuli. | | |
| 1. Create and improve a piece of music using features of other genres | | * Rehearsing performances provide the creative opportunities to improve compositions. | | | | | * 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. * Create musical sound effects and short sequences of sounds in response to stimuli. | | |
| 1. Comment on my own and other people’s performances. | | * Compositions are performed to audiences. * Authentic feedback provides a helpful response to musical performance. | | | | | * Peer-assess and self-assess the compositions using success criteria. * Feedback findings in a group setting. | | |
| **Themes and links** | | | | | | | | | |
| **Music themes** | **Where these are covered:** | | | | | | | **Links across the Music curriculum** | |
| **Pitch** | * Lessons 1, 4 and 5 | | | | | | | |  |  | | --- | --- | | **EYFS** | Understanding the World | | **2** | 20th Century Music | | **3** | 20th Century Music | | **4** | 20th Century Music | | **5** | 20th Century Music | | **6** | 20th Century Music | | |
| **Dynamics** | * Lessons 1, 4 and 5 | | | | | | |
| **Tempo** | * Lesson 3 | | | | | | |
| **Composition** | * Lessons 4, 5 and 6 | | | | | | |