**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.
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| 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.
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| 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
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| 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.
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| 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.
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| 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.
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| **Themes and links** |
| **Music themes** | **Where these are covered:** | **Links across the Music curriculum** |
| **Pitch** | * Lessons 1, 4 and 5
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| **EYFS** | Understanding the World |
| **2** | 20th Century Music |
| **3** | 20th Century Music |
| **4** | 20th Century Music |
| **5** | 20th Century Music |
| **6** | 20th Century Music |

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| **Dynamics** | * Lessons 1, 4 and 5
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| **Tempo** | * Lesson 3
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| **Composition** | * Lessons 4, 5 and 6
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