Year 1 – Term 2

Do we all work in the same way?

MUSIC



National Curriculum Links:
Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Listen with concentration and understanding to a range of high-quality live and recorded music

Essential Prior Learning:
Children have sung and performed rhymes collectively as a group. Children can recite some nursey rhymes.

Progression in Skill:
Sing simple 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. Begin by singing songs with a very small range, e.g. three notes, progressing to pentatonic scales. Sing in unison at the same pitch, responding to simple visual directions (e.g. stop, start, louder, quieter). Join in with a steady beat. Join in with familiar sections of the song. Recognise what different instruments sound like, identifying familiar ones in music.

Walk, move or clap a steady beat with others, change the speed of the beat as the tempo of the music changes. Use body percussion (e.g. clapping, tapping, walking) and classroom percussion (e.g. agogo, claves) to play repeated rhythm patterns (ostinati). Play short, pitched patterns on tuned instruments (e.g. glockenspiel, chime bars), maintaining a steady beat.

Long-term Memory Knowledge:
Sing with others as part of a group: in time and at the same pitch, stopping and starting together. Keep a steady beat in time with others, through movement, e.g. clapping, tapping, walking. Identify some common, well-known instruments through listening and playing. Play a short, repeated rhythm pattern using body percussion and classroom instruments. Play a short, pitched pattern using classroom instruments.

Key Vocabulary	
chant	saying things in time with others
rhythm	sound patterns over the beat syllables
beat/pulse	the steady pulse, like the tick of a clock or your heartbeat
tempo	the speed of the music
pitch	how high or low the notes or musical sounds are

Progression in Resources:
Voice Music recordings Classroom instruments, e.g. agogo, claves, glockenspiel, chime bars

Relevance	
Now	Children will perform in the KS1 Nativity and be able to sing songs from memory keeping in time with the music.
Future	Children have a sense of rhythm and develop a life-long enjoyment of music, recognising how it can enhance our lives.
Aspiration	Singer, musician, composer – either professional or for own personal enjoyment; work/participate in musical theatre; develop/use music technology; support aspiring musicians in their careers.