



## Music Curriculum: Year 1

What are the aims and intentions of this curriculum?

That by the end of KS1, pupils will:

- 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.

Term	Topic	Key Learning	Vocabulary
Autumn	<b>Pulse and rhythm: All About Me</b>	Know that rhythm means a pattern of long and short notes Know that the pulse is the regular beat that goes through music Understand that the pulse of music can get faster or slower Know that a piece of music can have more than one section, e.g. a verse and a chorus Recognise and understand the difference between pulse and rhythm Describe the character, mood, or 'story' of music they listen to (verbally or through movement) Listen to and repeat short, simple rhythmic patterns Listen and respond to other performers by playing as part of a group Combine instrumental and vocal sounds within a given structure Use their voices expressively to speak and chant Sing short songs from memory, maintaining the overall shape of the melody and keeping in time Maintain the pulse (playing on the beat) using hands, and tuned and untuned instruments Copy back short rhythmic and melodic phrases on percussion instruments	rhythm, pulse



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Spring	<b>Musical vocabulary</b>	<p>Understand that pitch means how high or low a note sounds</p> <p>Know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch</p> <p>Know that music has layers called 'texture'</p> <p>Recognise and understand the difference between pulse and rhythm</p> <p>Understand that different types of sounds are called timbres</p> <p>Recognise basic tempo, dynamic and pitch changes</p> <p>Describe the character, mood, or 'story' of music they listen to (verbally or through movement)</p> <p>Describe the differences between two pieces of music</p> <p>Listen and respond to other performers by playing as part of a group</p> <p>Select and create short sequences of sound with voices or instruments to represent a given idea or character</p> <p>Combine instrumental and vocal sounds within a given structure</p> <p>Create simple melodies using a few notes</p> <p>Choose dynamics, tempo and timbre for a piece of music</p> <p>Copy back short rhythmic and melodic phrases on percussion instruments</p> <p>Respond to simple musical instructions such as tempo and dynamic changes as part of a class performance</p>	pulse, dynamics, tempo, celeste, timbre, pitch, rhythm, structure, texture, graphic score
Spring/Summer	<b>Timbre and rhythmic pattern: Fairy Tales</b>	<p>Know that an instrument or rhythm pattern can represent a character in a story</p> <p>Know that my voice can create different timbres to help tell a story</p> <p>Know that Sergei Prokofiev wrote 'Peter and the Wolf' for children in 1936</p> <p>Recognise and understand the difference between pulse and rhythm</p> <p>Understand that different types of sounds are called timbres</p> <p>Recognise basic tempo, dynamic and pitch changes</p> <p>Describe the character, mood, or 'story' of music they listen to (verbally or through movement)</p> <p>Describe the differences between two pieces of music</p> <p>Listen to and repeat short, simple rhythmic patterns</p> <p>Listen and respond to other performers by playing as part of a group</p> <p>Select and create short sequences of sound with voices or instruments to represent a given idea or character</p> <p>Combine instrumental and vocal sounds within a given structure</p> <p>Choose dynamics, tempo and timbre for a piece of music</p> <p>Use their voices expressively to speak and chant</p> <p>Copy back short rhythmic and melodic phrases on percussion instruments</p> <p>Respond to simple musical instructions such as tempo and dynamic changes as part of a class performance</p>	timbre, rhythm, syllables, strings, timpani, oboe, clarinet, bassoon, French horn, flute, pulse



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Summer	<b>Pitch and tempo</b>	<p>Understand that tempo can be used to represent mood or help tell a story</p> <p>Understand that 'tuned' instruments play more than one pitch of notes</p> <p>Know that following a leader when we perform helps everyone play together accurately</p> <p>Recognise basic tempo, dynamic and pitch changes</p> <p>Describe the character, mood, or 'story' of music they listen to (verbally or through movement)</p> <p>Describe the differences between two pieces of music</p> <p>Express a basic opinion about music (like/dislike)</p> <p>Listen and respond to other performers by playing as part of a group</p> <p>Select and create short sequences of sound with voices or instruments to represent a given idea or character</p> <p>Combine instrumental and vocal sounds within a given structure</p> <p>Create simple melodies using a few notes</p> <p>Choose dynamics, tempo and timbre for a piece of music</p> <p>Respond to simple musical instructions such as tempo and dynamic changes as part of a class performance</p>	pitch, high, low, tempo, performance, accelerando
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