**Music Curriculum for Key stage 1**

**Curriculum Intent:**

This school follows and uses the National Curriculum for

The National Curriculum states that Pupils should be taught to:

* 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 interrelated dimensions of music

We aim to use the full breadth of the national curriculum to enable our children to have high quality teaching and as a result have high quality learning in music. We aim for our children to experience a wide range of composers and musical traditions from history as well as from around the world.

Children will be given the opportunity to talk about the power of the music that they are listening to and how it makes them feel, to move to it and to use other subjects such as art and writing to capture reactions.

Every music lesson will take the form of a three part lesson.

**Section 1** – is a musical warm-up. The children will use their voices, hands and simple sound making instruments to follow, perform and compose songs, chants and rhymes. They will have the learning opportunities to use their voices expressively and creatively as well as experiment with sound, compose patterns and combine sounds. The themes of the songs and chants will link to the class topics (supporting our SMSC and British Values curriculum, encouraging diversity and inclusion) and will be a logical sequence of learning to build up skills and knowledge over time.

**Section 2** – all children in KS1 (progressively across Y1 and Y2) will learn to play an instrument. They will learn notation, composition, pace, pitch and performance. This will enable them to be able to read music and understand how to compose simple music for themselves. This will enable them to be able to make key decisions in life about the possibility of learning to play an instrument as a life skill.

**Section 3** – the lesson will finish with the children listening to recorded music. Being given the language and opportunity to describe how it makes them feel, the technical devices they can hear in the music and compare music that they know with their new learning.

Our curriculum plan is as follows:

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| --- | --- | --- | --- | --- | --- | --- |
| Music – Year 1 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Topic | Me, Myself and I | Enchanted Forest | Superheroes – people in our community | Superheroes – Bright lights, big city | The World – Paws and whiskers | |
| Three components of the lesson: |
| **Skills progression**  **section 1**  **20 minutes**  use voices expressively and creatively by singing songs and speaking chants and rhymes;  experiment with, create, select and combine sounds using the interrelated dimensions of music | Clap simple patterns ‘follow my leader’ style. Increase in complexity.  Children to create patterns for others to follow.  Select simple percussion instruments and follow sound patterns.  Children learn with the percussion instruments how the sound is made.  Children learn to recognise changes in the pattern i.e. Increase and decrease speed, volume and pitch.  Mirror patterns made with percussion with the voice | Combine instruments with other children to make combined patterns.  Moving on from recognising change in the pitch and volume of percussion instruments, can the children control the instruments to make the changes themselves.  Performing piece to the rest of the class | Listen to and sing simple repeating pattern songs.  Call and response chants – understanding how voices can work together to make a piece of music. | | Listen to and sing simple songs from cultures around the world.  Children listen to and repeat words that fit into the music from different languages.  (Use ‘Sing Up’ as a resource to find simple songs to share)  Use instruments to accompany the singing, combining sounds of voice and instruments, following the pattern set by the rhythm and beat of the song, using control and direction to match the pattern of the music. | |
| **Skills progression**  **Section 2**  **30 minutes**  play tuned and untuned instruments musically | Explore the recorder.  Understand how it works and how the sound is made.  Begin to use fingers to control the sound it makes. | Understand that different sounds made by fingers have notation names and they can be put into a sequence to make a tune. | Notes can be represented in a written form and they can be used to represent a tune. | Start to use the notation to record own tunes | Some symbols in music denote how slow or fast you need to play | Some symbols show where you need to be quiet and rest. |
| **Skills progression**  **Section 3**  **20 minutes**  listen with concentration and understanding to a range of high-quality live and recorded music | Listen with concentration to ‘Beatboxing’ music, clapping the patterns made by the voice.  Make sounds and voice patterns to emulate.  Focus on the work of:  Beardyman – UK beatbox champion.  Children to use own voice to create sound patterns and record them. |  | Listen and respond to a style of music.  Use key vocab to explain how music makes you feel.  Use movement to link body to the music, understanding the rhythm and the beat.  Understand that music can be used to represent feelings or actions.  move to ‘heroic’ music, for example:  1812 Overture  Marching band music  Listen, respond and move.  Use basic instruments to play along.  Compare to quieter, more melodic music such as Swan Lake or Rachmaninov Rhapsody on a Theme from Pagianini. Encourage children to use evaluative and comparative language.  Children learn to change their movement and response dependent on the mood and atmosphere created by the music. | | Listen to music that represents animals and how they move.  Listen to Peter and The Wolf and be able to discuss how different pitched instruments are used to depict different animals. | |
| Singing opportunities | Singing assembly – learn songs related to assembly themes linked to British values | Singing assembly – learn songs related to assembly themes linked to British values  Nativity and carol service. | Singing assembly – learn songs related to assembly themes linked to British values | Singing assembly – learn songs related to assembly themes linked to British values  Glee Club to Grantham Music Festival. | Singing assembly – learn songs related to assembly themes linked to British values | Singing assembly – learn songs related to assembly themes linked to British values  End of year production |
| Aims for the end of KS1: | **Singing** | **Performing and knowledge of musical instruments.** | **Improvising and composing.** | **Listening to music and appraising performance** | **Understanding staff and other musical notations** |  |
| Year 1  Year 2  (Year 2 recalls learning from Y1 and will go over the learning in a different context to ensure it is embedded in long term learning memory) | Singing with expression  Using musical terms to describe how melodies are shaped. Performing and leading simple singing games. | Performing with a sense of beat. Copying simple rhythmic patterns. Performing together as a class with an understanding of how particular parts fit into a musical piece. Understanding how sounds are made and an ability to show physical control when playing musical instruments. | Working as a class to use instruments effectively to compose music. Combining sounds with an awareness of pitch, tempo, dynamics and timbre. | Reflecting on musical performance and identifying a target for improvement. Listening with increasing concentration and understanding to a range of high quality live and recorded music. | Interpreting a range of visual symbols to represent changes in sound. |  |