

MUSIC CURRICULUM MAP

Year 1



|        | Main features of Units taught   | Genres  | Over view of Key Knowledge   | Over view of Key Skills   | By the end of this year, the children will know this vocabulary   |
|--------|---|---|--|---|---|
| Year 1 | <p><b>Unit 1 Hey You!</b><br/>How pulse, rhythm and pitch work together.</p> <p><b>Unit 2 Rhythm In The Way We Walk and The Banana Rap</b><br/>Pulse, rhythm and pitch, rapping, dancing and singing.</p> <p><b>Unit 3 In the Groove</b><br/>How to be in the groove with different styles of music.</p> <p><b>Unit 4 Round and Round</b><br/>Pulse, rhythm and pitch in different styles of music.</p> | <p>Old School Hip-Hop</p> <p>Reggae</p> <p>Blues, Baroque, Latin, Bhangra, Folk, Funk</p> <p>Bossa Nova</p> | <p>To know 5 songs off by heart.</p> <p>To know what the songs are about.</p> <p>To know and recognise the sound and names of some of the instruments they use.</p> <p>To know that music has a steady pulse, like a heartbeat.</p> <p>To know that we can create rhythms from words, our names, favourite food, colours and animals.</p> <p>To confidently sing or rap five songs from memory and sing them in unison.</p> <p>Learn the names of the notes in their instrumental part from memory or when written down.</p> | <p><b>Listening and Appraising</b></p> <p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p> <p><b>Singing</b></p> <p>Learn about voices, singing notes of different pitches (high and low).</p> <p>Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.</p> <p>Learn to start and stop singing when following a leader.</p> <p><b>Playing</b></p> | <p>Elements of Music:</p> <p>Pulse<br/>Rhythm<br/>Pitch<br/>Tempo<br/>Dynamics<br/>Timbre<br/>Texture</p> <p>Plus appropriate musical vocabulary from the Musical Key Words document.</p> |

|  |  |           |  |   |  |
|--|--|-----------|--|---|--|
|  | <p><b>Unit 5 Your Imagination</b><br/>Using your imagination.</p>  | Pop       | Learn the names of the instruments they are playing. | Treat instruments carefully and with respect.   |  |
|  | <p><b>Unit 6 Reflect, Rewind &amp; Replay</b><br/><br/>The history of music, look back and consolidate your learning, learn some of the language of music.</p> | Classical |  | <p>Play a tuned instrumental part with the song they perform.</p> <p>Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).</p> <p>Listen to and follow musical instructions from a leader.</p> <p><b>Improvisation</b></p> <p>Repetition and clap-back, sing-back and play-back</p> <p>Create their own answering phrase by clapping, singing or playing an instrument.</p> <p>Improvisation using a limited number of notes.</p> <p><b>Composition</b></p> |  |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  |  |  | <p>Help to create a simple melody using one, two or three notes.</p> <p>Learn how the notes of the composition can be written down and changed if necessary.</p> <p><b>Performance</b></p> <p>Choose a song they have learnt from the Scheme and perform it.</p> <p>They can add their ideas to the performance.</p> <p>Record the performance and say how they were feeling about it.</p> |  |
|--|--|--|--|--|--|